

**Title:**

Standardized Patient Promotes Knowledge Through Portrayal of a Patient With Autism Spectrum Disorder (ASD)

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**Session Title:**

Education Posters Session 1

**Keywords:**

Leadership, Standardized patient and Transformational

**References:**

International Nursing Association for Clinical Simulation and Learning (INACSL, 2015). Standards of Best Practice: Simulation. Located on 10/6/2016 from <http://www.inacsl.org/i4a/pages/index.cfm?pageid=3407>

Marshall, E. (2010). *Transformational leadership in nursing: From expert clinician to influential leader*. New York: Springer

**Abstract Summary:**

This presentation will explain how a standardized patient assuming the role of an autistic child was positively transformed through the simulation experience. He personally learned about nursing while imparting valuable knowledge about autism to nursing students resulting in a decision to change careers and enroll in a BSN program.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will gain a better understanding how to obtain the correct standardized patient for the role to be utilized.	Where to find specific standardized patients (SP) for unique roles. How to properly educate the SP for the role.
The learner will be able to identify 2 debriefing methods to help the SP post simulation.	The benefits of open dialogue with the SP post simulation The benefits of written reflection for the SP post simulation
The learner will understand how using transformational leadership skills to help SP's see beyond their current role and the potential for change	Transformational leadership inspires and helps to motivate others (Marshall, 2010). These leaders develop personal relationships with others and strive to help them seek personal goals, desires, to create change.

**Abstract Text:**

According to the International Nursing Association for Clinical Simulation and Learning (INASCL, 2015) to utilize a standardized patient the educator should: ensure and secure the best person for a specific simulation, educate the individual for the simulation role and outcomes, debrief with the individual, evaluate for effectiveness, and make changes if needed. An abundance of information has been published about use of standardized patients but a dearth of information has been published about the

standardized patient role from the perspective of the standardized patient. Meaning, what impact or transformation happens to the person serving as the standardized patient? What is their experience? What types of feelings do they go through when serving as the standardized patient? It is very important that educators understand the experience that the standardized patient has during a simulation activity to enhance the overall learning and transformational experience for all persons involved.

This presentation will explain how a standardized patient assumed the role of a patient with ASD including qualifications, experience and preparation. In addition, this presentation will discuss how the collateral gains of both the standardized patient and the educators were actualized. For example, the standardized patient presented to nursing students his experience with working with children with ASD and then learned from nursing students their concerns about working with children with disabilities such as autism. Educators gained a clear understanding of how the experience from a standardized patient can positively affect all stakeholders. Because the standardized patient verbalized how the experience changed how he looked at healthcare, the educators encouraged him to continue his education thus employing transformational leadership skills (Marshall, 2010). Because of his successful SP experience, he chose to return to school—this time to nursing school. It is important for educators to debrief with the standardized patient also and utilize transformational leadership skills to help the SP envision personal reflection and forward change.