A Standardized Patient's Perspective from an Autism Spectrum Disorder Simulation

44th Biennial Convention November 2017
Sigma Theta Tau International Honor Society of Nursing
Dr. Constance E. McIntosh, Dr. Cynthia M. Thomas & Andrew Edwards
Ball State University
College of Health
School of Nursing

Objectives

- Discuss a Standardized Patient's (SP) Experience in an Autism Spectrum Disorder Simulation
- Discuss how the SP worked with the faculty to create a real-life experience
- Review tips and suggestions so participants can incorporate in their own simulations

Choosing a Standardized Patient

- Unable to utilize an individual with ASD
- Considered a theater student but no ASD knowledge
- The SP should have the right experience and qualities
- It may take months of searching for the right person a person that could realistically portray an individual with ASD

The Right Standardized Patient

- Our SP had previous simulation experience
- Our SP worked at an Applied Behavior Analyst (ABA) Program
- Our SP worked with teenagers with ASD for 3 years
- Our SP was enthusiastic and wanted to participate
- Our SP had an understanding of behaviors

Initial Meeting

- Discuss INASCL's best practice standards for a simulation (e.g., schedule, pre-briefing, and debriefing)
- Communicate fees, parking, meal, travel expenses, and possible other accommodations
- Discussed the goals, objectives, & outcomes of the simulation:
- Introduce senior nursing students to a patient with ASD
- Unfold various issues that students must address
- Slightly vary behavior (e.g., verbal, non-verbal, stimming) for each simulation
- Ask for a demonstration of behavior and knowledge level

SP's Preparation for a Simulation

- Review the goals, objectives and outcomes of the simulation
- Review the overview of the simulation scenario/script
 Visualize faculty role and interaction with students
- Remembering clinical experiences draw on stimming behaviors, verbal and non-verbal cues

The Simulation

- Listen and react to the students nursing interventions
- Sometimes no two simulations are the same due to specific behaviors of the students for example, may play up the non-verbal communication or physical behaviors
- Be realistic with expectations

Autism Spectrum Disorder (ASD) Simulation

















Post Simulation

- Debrief with Faculty What went well? What changes are needed? How can we better the experience?
- Acknowledge the simulation may be physically demanding
- Mentally exhausting
- Physically firing
- Need for alone/quiet time

SP's Growth and Development

- Agreed to simulation to help nursing students but, actually started feeling how the child with ASD experiences a healthcare visit
- Post simulation SP spoke to nursing students bettered his presentation and speaking skills
- Realized that he wanted to do more and make a real change enrolled in nursing school.

Tips and suggestions

- Brainstorm exactly what criterion you need in an SP (e.g., adult with CHF)
- Talk the Need UP (e.g., faculty meetings, College, community events)
- Conduct mini-interviews with potential SP's ask @ their knowledge of medications, treatments, etc.
- Communicate with the SP- share your objectives, scripts, provide direction
- Be aware of the physical demands of the simulation
- Pay for services (job, lunch, mileage, parking)
- Debrief with the SP what went well, what we need to work on
- Foster the SP relationship include them on manuscripts, presentations
- Thank Them

References

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