

## Innovation & Discussion: Presentation

Theme: SP Educator Development

Title: SP Assessments: A Thing of the Future as well as the Past

Introduction: The National Board of Medical Examiners' recent decision to discontinue the standardized patient portion of the licensing examinations for MD students in the United States stirred the debate about the value of standardized patient assessment, the need for OSCEs, and even the future of United States SP programs. Many people who work with Simulated and Standardized Patients are asking "what comes next?" Before answering that question, it behooves those of us in the field to examine the value of using SPs for assessment.

Description: This presentation will begin with a brief review of literature that demonstrates the value of OSCEs both in medical education and board exams. Then, attendees will be invited to participate in a discussion.

Discussion: The discussion will center on the following three questions:

1. How do standardized patient assessments improve patient safety?
2. How do standardized patient assessments foster better doctor-patient communication?
3. How do standardized patient assessments realize the goal of better health outcomes and well-being for patients?

Conclusion: There is a need to carefully consider the abundance of literature that supports validated and reliable standardized patient assessments (OSCEs). By examining and discussing the value of SP exams, participants will have greater insight into the importance of SP assessment as part of a medical student's journey, and will be inspired to retain SP assessment's role through the changing terrain.

Planned Format:

5 min Introduction  
15 min Pre-recorded presentation of literature  
35 min Discussion  
5 min Conclusion

References:

1. Carraccio C, Englander R. (2000). The Objective Structured Clinical Examination: A Step in the Direction of Competency-Based Evaluation. *Arch Pediatric Adolescent Med*, 154(7): 736–741. doi:10.1001/archpedi.154.7.736
2. Lewis, K., Bohnert, C., Gammon, W., Holzer, H., Lyman, L., Smith, C., Thompson, T., Wallace, A., & Gliva-McConvey, G. (2017). The Association of Standardized Patient Educators (ASPE) Standards of Best Practice (SOBP). *Advances in Simulation*, 2(1): 10.
3. Oh, S., Kim, W.J., Kim, M.Y. (2015). Correlations between medical students' self assessment of communication skills and patient-physician interaction assessed by standardized patients in clinical performance examination. *International Journal of Bio-Science and Bio-Technology*, 7(3): 1-8. <http://dx.doi.org/10.14257/ijbsbt.2015.7.3.01>
4. Roberts, W., Gross, G., MED; Gimpel, J, Smith, L., Arnhart, K., Pei, X., Young, A. (June 2020). An Investigation of the Relationship between COMLEX-USA Licensure Examination Performance and

State Licensing Board Disciplinary Actions. *Academic Medicine*, 95(6): 925-930. doi: 10.1097/ACM.0000000000003046

5. Varkey, Prathibha MD, MPH, MHPE; Natt, Neena MD; Lesnick, Timothy MS; Downing, Steven PhD; Yudkowsky, Rachel MD, MHPE (August 2008). Validity Evidence for an OSCE to Assess Competency in Systems-Based Practice and Practice-Based Learning and Improvement: A Preliminary Investigation, *Academic Medicine*, 83(8): 775-780. doi: 10.1097/ACM.0b013e31817ec873