



Reality Simulation

Purpose: To Emphasize clinical skills development in data gathering and interpersonal/communication skills.

Goal: The use of an innovative hybrid simulation experience to help train medical students.



Objectives:

- Innovative use of technology while maintaining the benefits of a real-life patient encounter.
- Development of thorough and accurate medical history interviewing skills.
- To create a more realistic simulation experience.

Outcomes:

- Student insight into the importance of taking an accurate patient history.
- Higher levels of learning achieved through making mistakes, then having the opportunity to identify strategies for correcting those mistakes.
- The use of real patients creates an increased sense of reality for students.
- Students gained increased insight into the extent of their responsibility to gather a thorough and accurate patient history.

How it works: Geriatric patients with significant medical histories are involved to provide “real” clinical histories about acute and chronic medical conditions. A scenario is created in which the geriatric patient has just moved to town and wishes to establish care with new primary care physician. The new patient visit requires a complete history. The patient is coached prior to the interview to offer only historic information elicited by the students which becomes the scenario history. The patient is dismissed and the students are given time to discuss their findings and impressions about the initial visit. METI high-fidelity simulators are then utilized to create a “pseudo” replica of the patient. A preplanned catastrophe is programmed for the simulation (i.e. acute asthma attack or collapsed lung). Students enter the simulation room and are told this is the geriatric patient you just interviewed and she just passed out in your clinic parking lot. The year 3 medical students begin by evaluating the simulator patient. After sufficient time has elapsed the catastrophe is initiated and the students have to deal with the situation. It is at this moment that the students need to consider the important pieces of the history needed to treat the patient. The importance of the history and questions they may have failed to ask of the patient in the interview take on a greater significance. Students and instructor debrief at the end of the simulation experience and review the key components of the history that were important to the care of the geriatric patient.

Target Population: 3rd Year Medical Students on the Family Medicine Rotation, however could be adapted for use on any rotation.