



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Standardized
Patient Program

STANDARDIZED PATIENT USER GUIDE

MODULE 4

SP Health and Safety

Basic Awareness and Training

Safe Work Practices and Guidelines for Breast, and Urology Exams

Safe Work Practices Transvaginal Ultrasound Exams

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Module 4 – SP HEALTH AND SAFETY

UofT Basic Health & Safety Awareness Training

All workers and supervisors in Ontario are required by law to take basic health and safety awareness training. This government regulation took effect on July 1, 2014. This training is **mandatory** for all full-time and casual UofT staff. Here is a link to the [online training](#). For all inquiries related to Health and Safety Training, please email ehs.office@utoronto.ca. For any additional assistance, contact the [SPP Payroll and Administrative Assistant](#).

Standardized Patient's Responsibility

- Complete the University of Toronto Basic Health and Safety Awareness Training [here](#)
- Do not accept a booking if you have a pre-existing injury or condition that would present a safety risk for you in this role.
- If you have a pre-existing medical condition or injury that we should know about, or are uncomfortable or sensitive with a particular topic, please email the [Payroll and Administrative Assistant](#) who will record the information in your file; or if you prefer, you can [call the office](#) and speak with someone directly. You do not have to state the reason why you are not comfortable doing a particular role. Information you share is used only to ensure you are not booked for a role that may compromise your safety or comfort. The SPP will maintain confidentiality of all SP information at all times.
- If you have a safety concern about a role, discuss this with your Trainer as soon as possible – if necessary, you can withdraw from the role after discussing with your Trainer.
- Ask for help any time you feel unsafe, uncomfortable or are in discomfort, either physically or emotionally.
- If you have a safety concern on simulation day, or if you experience injury, pain or discomfort, you can:
 - tell the candidate or learner to stop the physical maneuver
 - ask for help from SPP staff on site
 - speak with the examiner/assessor in your room
 - speak with the Tutor/facilitator of the session

Trainer's Responsibility

Your Trainer will:

- Review and confirm all project details of your booking, whether it is an in-person project or a virtual project (e.g. Zoom).
- Discuss and/or demonstrate the expectations of that role in relation to:
 - physical exams or maneuvers
 - emotionally difficult issues that might arise
 - feedback when required
- Review the unexpected – what might happen during simulations and how SPs should react and/or respond.
- Where appropriate, demonstrate exercises and techniques that SPs can do during their breaks that will alleviate body and/or emotional stress.
- Seek answers to any questions or uncertainties that came up during your training.

Safe Work Practices for Invasive Physical Assessments

Physical Examinations (PE) are an essential clinical skill and teaching of physical exams has been integrated into medical school by many clinical disciplines with specific examination procedures. Physical examinations may be invasive or non-invasive. Examples of invasive exams are e.g. Breast, Urology, and Transvaginal and non-invasive exams e.g. Knee, Shoulder, Abdomen, Ankle etc.

The SPP undertakes teaching of physical examinations for MD program, the Physician Assistant Program (PAP), specialized U of T Residency programs in teaching hospitals, and the Canadian College of Naturopathic Medicine (CCNM). As an SP you will be aware of case specific assessments. During a physical examination you will be draped and can be asked to be draped by the learner.

Safe Work Practices for Breast Exams

Scope

Breast exam teaching in medical education.

Overview

Breast exams are taught in clinical skills sessions for MD Program Year 2 learners and Physician Assistant students. For the MD Program, appointed Tutors facilitate these sessions in groups of 5-6 learners. The SPP assigns SPs to hospital sites for learners from St. George Campus and MAM campus. Breast exams are physically invasive and there is the potential for SPs to be sore after repetitions.

The SPP endeavors to create a safe work place and safe work practices for all SPs. This is done by ensuring the stakeholders involved in the teaching and simulation are aware of their role and responsibilities, guidelines and parameters for SPs, as well as processes on how to report incidents. Below are the responsibilities for each stakeholder:

Standardized Patient Program

- At recruitment, inquire with SPs if they are comfortable to participate in physically invasive exams and provide information on what is involved in these exams;
- To screen and ensure that SPs are suitable for the role (no conflict of interest, physical and emotional safety);
- Brief SPs on guidelines and parameters of Breast exam;
- Provide SPs with strategies to mitigate potential adverse effects, physical injury or fatigue;
- Provide a process to report incidents (e.g., documentation, action to resolve incident);
- Manage MD Program or client expectations of SPs and their role limitations;
- Inform, outline, and share expected scope of SP involvement in assignments with client.
- Taking into account the learning objectives, ensure SP is trained appropriately.

MD Program

- Ensure learners are aware of the learning objectives of the session.
- Ensure learners understand the value of SP teaching and instruction for invasive physical exams.
- Ensure teaching conditions for SPs doing breast exams follow all protocols.

Standardized Patient

- Acknowledge recruitment email and confirm participation.
- Participate in SPP training.
- Be on time or early for the session.
- Discuss with Tutor how session will be structured.

- If uncomfortable, sore or injured, inform the Tutor and the Recruiter who booked you and/or the Project Manager.
- Ensure no conflict of interest and maintain confidentiality of learner information and teaching session at all times.
- Read SPP Guidelines and Parameters of Breast exam.

Tutor

- Collaborate with Med-Ed Coordinator on scheduling arrangements and modifications.
- On day of session, discuss with SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners experience.

Medical-Education Coordinator in Teaching Hospitals

- Collaborate with MD Program Coordinators and Tutors if schedule changes.
- Do not combine two or more student groups together.
- Report incidents regarding an SP that may have compromised the learners' experience to the SPP staff contact.

SPP Guidelines for Breast Exams

The purpose of the SPP Guidelines for Breast Exams is to ensure that the Standardized Patient is informed of their role and responsibilities and the scope of the assignment undertaken.

Prior to Simulation

1. Inquire with SPP staff – rotations, number of breaks, physical, cognitive and psychological challenges in simulation.
2. SPs can opt out of a session if they feel it is not appropriate. Please provide SPP staff sufficient notice to recruit a backup SP.

Day of Simulation

3. Show up on time or 5-10 minutes early, so you can meet with Tutor.
4. Discuss with Tutor(s) how they are going to facilitate the session (e.g. when feedback is given; is there a debrief post session).
5. SPs can request a sheet for draping, and request a private room or a curtained area for teaching.
6. For Breast exams the SPs can alternate breasts between learners.
7. Each SP can participate up to a maximum of 7 exams per side per session. Tutors will often demonstrate a breast exam before students participate.
8. If the SP feels nauseous or physically/emotionally uncomfortable during the session, inform the Tutor. SP can terminate session if they deem it harmful.
9. SP can tell learner to stop if feeling pain.
10. No sessions can be video or audio recorded.

Post Simulation

11. Report an injury or provide feedback to the Recruiter who booked you and/or the Project Manager, and SPP to document and come up with action plan and resolve issue.
12. SPP staff to check in by email with SPs assigned to Breast exam for feedback when possible.

Safe Work Practices for Urology Exams

Scope

Urology exam teaching medical education.

Overview

Urology exams are taught in clinical skills sessions for MD Program Year 2 learners. For the MD Program, appointed Tutors facilitate these session in groups of 5-6 learners. The SPP assigns SPs to five hospital sites for learners from St. George Campus and two hospitals for MAM campus. Urology exams are physically invasive and there is the potential for SPs to be sore after repetitions or even injured if technique is not done properly.

The SPP endeavors to create safe work place and practices for all SPs. This is done by ensuring the stakeholders involved in the teaching and simulation are aware of their role and responsibilities, guidelines and parameters for SPs as well as processes on how to report incidents. Below are the responsibilities for each stakeholder:

Standardized Patient Program

- At recruitment, inquire with SPs if they are comfortable to participate in physically invasive exams and provide information on what is involved in these exams. ;
- To screen and ensure that SPs are suitable for the role (no conflict of interest, physical and emotional safety);
- Brief SPs on guidelines and parameters of Urology exam;
- Provide SPs with strategies to mitigate potential adverse effects, physical injury or fatigue;
- Provide a process to report incidents (e.g., documentation, action to resolve incident);
- Manage MD Program or client expectations of SPs and their role limitations;
- Inform, outline, and share expected scope of SP involvement in assignments with client.
- Taking into account the learning objectives, ensure SP is trained appropriately.

MD Program

- Ensure learners are aware of the learning objectives of the session.
- Ensure learners understand the value of SP teaching and instruction for invasive physical exams.
- Ensure teaching conditions for SPs follow all protocols

Standardized Patient

- Acknowledge recruitment email, confirm participation.
- Participate in SPP training.
- Be on time or early for the session.
- Discuss with Tutor how session will be structured.
- If uncomfortable, sore or injured, inform the Tutor and the Recruiter who booked you and/or the Project Manager.
- Ensure no conflict of interest and maintain confidentiality of learner information and teaching session at all times.
- Read SPP Guidelines and Parameters of Urology exam.

Tutor

- Collaborate with Med-Ed Coordinator on scheduling arrangements and modifications.
- On day of session, discuss with SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners experience

Medical-Education Coordinator in Teaching Hospitals

- Collaborate with MD Program Coordinators and Tutors if schedule changes. Do not combine 2 or more student groups together.
- Report incidents regarding an SP to SPP staff contact that may have compromised the learners' experience.

SPP Guidelines for Urology Exams

The purpose of the SPP Guidelines for Urology Exams is to ensure that the Standardized Patient is informed of their role and responsibilities and the scope of the assignment undertaken.

Prior to Simulation

- Inquire with SPP staff – rotations, number of breaks, physical, cognitive and psychological challenges in simulation.
- SPs can opt out of a session if they feel it is not appropriate. Please provide SPP staff sufficient notice to recruit a backup SP.

Day of Simulation

- Show up on time and 5-10 minutes early, so you can meet with Tutor.
- Discuss with Tutor(s) how they are going to facilitate the session (e.g. when feedback is given; is there a debrief post session).
- SPs can request a sheet to drape, request the private room for teaching or a curtained area for privacy.
- Each SP can participate up to a maximum of 8 exams including tutor demonstration per session.
- If the SP feels nauseous or uncomfortable during the session, inform the Tutor. SP can terminate session if they deem it harmful.
- SP can tell learner to stop if feeling pain.
- No sessions can be video or audio recorded.

Post Simulation

- Report an injury or provide feedback to the Recruiter who booked you and/or the Project Manager, and SPP to document and come up with action plan and resolve issue.
- SPP staff to check in by email in with SPs assigned to Urology for feedback.

Transvaginal Ultrasound Exams

Scope

Transvaginal Ultrasound exam teaching in medical education.

Overview

Transvaginal Ultrasound exams are taught in clinical skills sessions for MD Program PGY2 learners. For the MD Program, appointed Tutors facilitate these sessions in groups of 5-6 learners. The SPP assigns SPs to Sunnybrook hospital for learners from St. George Campus. Transvaginal Ultrasound exams are physically invasive and there is the potential for SPs to be sore after repetitions or even injured if technique is not done properly.

The SPP endeavors to create safe work place and practices for all SPs. This is done by ensuring the stakeholders involved in the teaching and simulation are aware of their role and responsibilities, guidelines and parameters for SPs as well as processes on how to report incidents. Below are the responsibilities for each stakeholder:

Standardized Patient Program

- At recruitment, inquire with SPs if they are comfortable to participate in physically invasive exams and provide information on what is involved in these exams;
- To screen and ensure that SPs are suitable for the role (no conflict of interest, physical and emotional safety);
- Brief SPs on guidelines and parameters of the Transvaginal Ultrasound exam;
- Provide SPs with strategies to mitigate potential adverse effects, physical injury or fatigue;
- Provide a process to report incidents (e.g., documentation, action to resolve incident);
- Manage MD Program or client expectations of SPs and their role limitations;
- Inform, outline, and share expected scope of SP involvement in assignments with client.
- Taking into account the learning objectives, ensure SP is trained appropriately.

MD Program

- Ensure learners are aware of the learning objectives of the session.
- Ensure learners understand the value of SP teaching and instruction for invasive physical exams.
- Ensure teaching conditions for SPs doing Transvaginal Ultrasound exam follow all protocols.

Standardized Patient

- Acknowledge recruitment email, confirm participation.
- Participate in SPP training.
- Be on time or early for the session.
- Discuss with Tutor how session will be structured.
- If uncomfortable, sore or injured, inform the Tutor and the Recruiter who booked you and/or the Project Manager.
- Ensure no conflict of interest and maintain confidentiality of learner information and teaching session at all times.
- Read SPP Guidelines and Parameters of the Transvaginal Ultrasound exam.

Tutor

- Collaborate with Med-Ed Coordinator on scheduling arrangements and modifications.
- On day of session, discuss with SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners experience

Medical-Education Coordinator in Teaching Hospitals

- Collaborate with MD Program Coordinators and Tutors if schedule changes. Do not combine 2 or more student groups together.
- Report incidents regarding an SP to SPP staff contact that may have compromised the learners' experience.

Tips for Staying Fresh, Safe and Injury-free All Day

Physical Roles

- When simulating a physical role do NOT wait until you start feeling stiff – use the read time between rounds, or take time on your breaks to take care of your body.
- Here are some tips to help relieve body stress:
 - If you are holding a posture or a joint in a stiff position, stretch it in the opposite direction.
 - Send breath into the “affected” area to prevent it from becoming stiff.
 - Neck rolls, shoulder rolls or simply standing or sitting up can help blood flow and keep you energized.
 - We have ice packs on hand at most exams – please ask if you need one or more.
 - Think ahead – if you feel you would like to use an ice pack, let your Trainer know and we will be sure to have some on hand.

High Affect Roles

- When simulating an emotionally challenging role:
 - Try booking yourself something fun to do after the session (e.g. coffee with a friend)
 - Try a simple mindful meditation before and after the simulation by acknowledging the work you are about to do, or have just done
 - Write down your thoughts and feelings (journaling is an effective way to decompress and process events)
- While high affect roles may have no effect on you after the fact, it is also perfectly normal to have some lingering effects. Recognize that psychological and emotional distress is not always felt during or immediately after simulations, but may take time to manifest. It is not unusual to feel the effects when you get home or even days after, at which point you can call your Trainer or Project Manager if you would like to debrief after a simulation.