



# Standardized Patient Safety

# STANDARDIZED PATIENT SAFETY

The SPP endeavors to create a safe workplace and safe work practices for all SPs. This is done by ensuring the stakeholders involved in teaching and simulation are aware of their role and responsibilities as well as processes on how to report incidents. Below are University of Toronto Guidelines and Policies for a safe workplace:

- [Guideline on Workplace Harassment and Civil Conduct](#)
- [Policy on Sexual Violence and Sexual Harassment](#)
- [Policy with Respect to Workplace Harassment](#)
- [Policy with Respect to Workplace Violence](#)

The SPP advocates for the safety of SPs in all simulation encounters. Please note the following:

1. The Standardized Patient (SP) represents a real-life patient or client in a simulated setting. They must be treated with the same respect, empathy and professionalism as any real patient or client in a clinical setting.
2. While SPs strive to create realistic clinical experiences, there are limitations to what they can and should do. In particular:
  - SPs are not required to participate in any activity that causes physical or emotional discomfort outside of their trained role.
  - SPs are not expected to remove their undergarments during standard physical examinations (including routine cardiac and respiratory assessments).
  - SPs should be examined and exposed with proper draping.
3. Standardized Patients have the right to stop ANY simulated encounters at ANY time if they feel uncomfortable continuing. Their well-being and autonomy are paramount to program and education needs.

## 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 include breast, urology, and transvaginal. Non-invasive exams include knee, shoulder, abdomen, ankle etc.

The SPP undertakes teaching of physical examinations for the MD program, the Physician Assistant Program (PAP), and specialized U of T Residency programs in teaching hospitals. As a Standardized Patient you will be aware of case-specific assessments. During a physical examination, MD students are sometimes learning the techniques of appropriate draping, and you will be draped according to the learning objective of the session.

# 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, tutors appointed 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.

Below are the responsibilities for each stakeholder:

### 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.

### Tutor

- Collaborate with Site Coordinator at the teaching hospital on scheduling arrangements and modifications.
- On the day of the session, discuss with the SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment by closing all blinds if windows are in room, ensuring no one will enter the room without knocking so SP may cover themselves.
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners' experience.

### Site Coordinator at Teaching Hospitals

- Collaborate with MD Program Coordinators and Tutors if the teaching 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.

# 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, tutors appointed to facilitate these sessions 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.

Below are the responsibilities for each stakeholder:

### 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.

### Tutor

- Collaborate with Site Coordinator at the teaching hospital on scheduling arrangements and modifications.
- On day of the session, discuss with the SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment by closing all blinds if windows are in room, ensuring no one will enter the room without knocking so SP may cover themselves.
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners experience

### Site Coordinator at Teaching Hospitals

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

# Transvaginal Ultrasound Exams

## Scope

Transvaginal Ultrasound exam teaching in medical education.

## Overview

Transvaginal Ultrasound exams are taught to PGY2 learners. 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.

Below are the responsibilities for each stakeholder:

### Tutor

- Collaborate with Site Coordinator at the teaching hospital on scheduling arrangements and modifications.
- On the day of the session, discuss with the SP the structure of the session, including time for feedback or debrief.
- Ensure a safe and respectful working environment by closing all blinds if windows are in room, ensuring no one will enter the room without knocking so SP may cover themselves.
- Check in with the SPs during and after the session to monitor their wellbeing related to the exam.
- Report incidents of compromised learners' experience.

### Site Coordinator in Teaching Hospitals

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