

Background

- Simulation activities are commonly used in health professions education to reinforce therapeutics, practice clinical skills, and develop communication skills.
- Historically, Temple University School of Pharmacy (TUSP) curriculum has included two simulation activities.
 - Conducted in a simulation center with professionally trained standardized patients (SPs) costing approximately \$3,000 each.
- The COVID-19 pandemic shifted simulation to a virtual format
 - Faculty played the role of SP, resulting in reduced cost and ease of coordination.
 - Some drawbacks to this method include faculty time commitment, faculty challenges with simultaneously acting and grading, and a diminished realistic nature of the simulation.
- There is evidence to suggest that students prefer SPs that are not portrayed by faculty members.^{1,2}
- There are some reports of nursing student, physical therapy student, and medical residency programs utilizing high school theater students or undergraduate theater students as SPs.³⁻⁶
- To our knowledge, there are no published reports of undergraduate theater students serving as SPs in a pharmacy school simulation.

Objectives

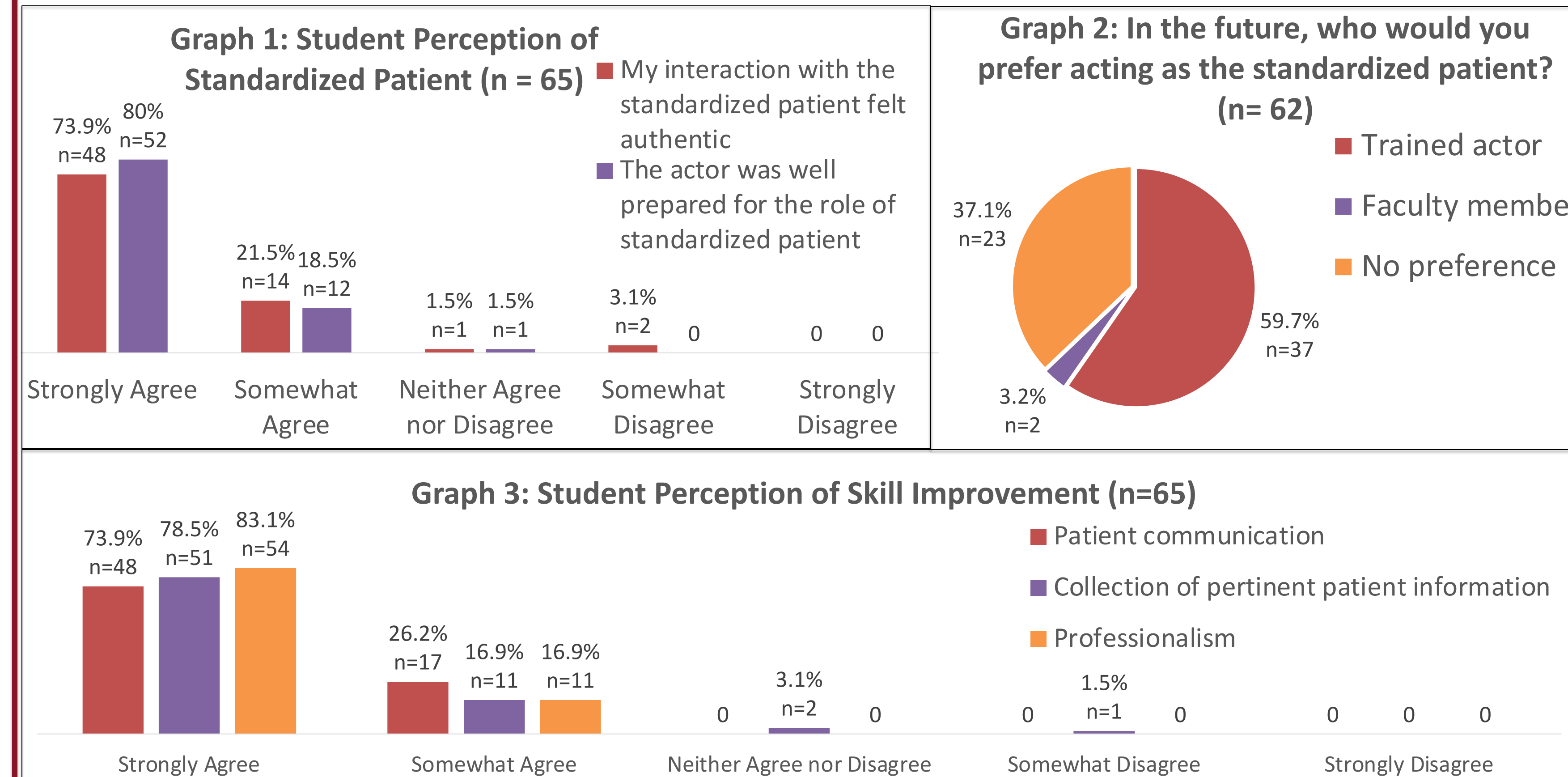
Our aim is to describe the design of a collaborative pharmacy-theatre student simulation activity utilizing undergraduate theater students as SPs and to gather perceptions from participants.

Methods

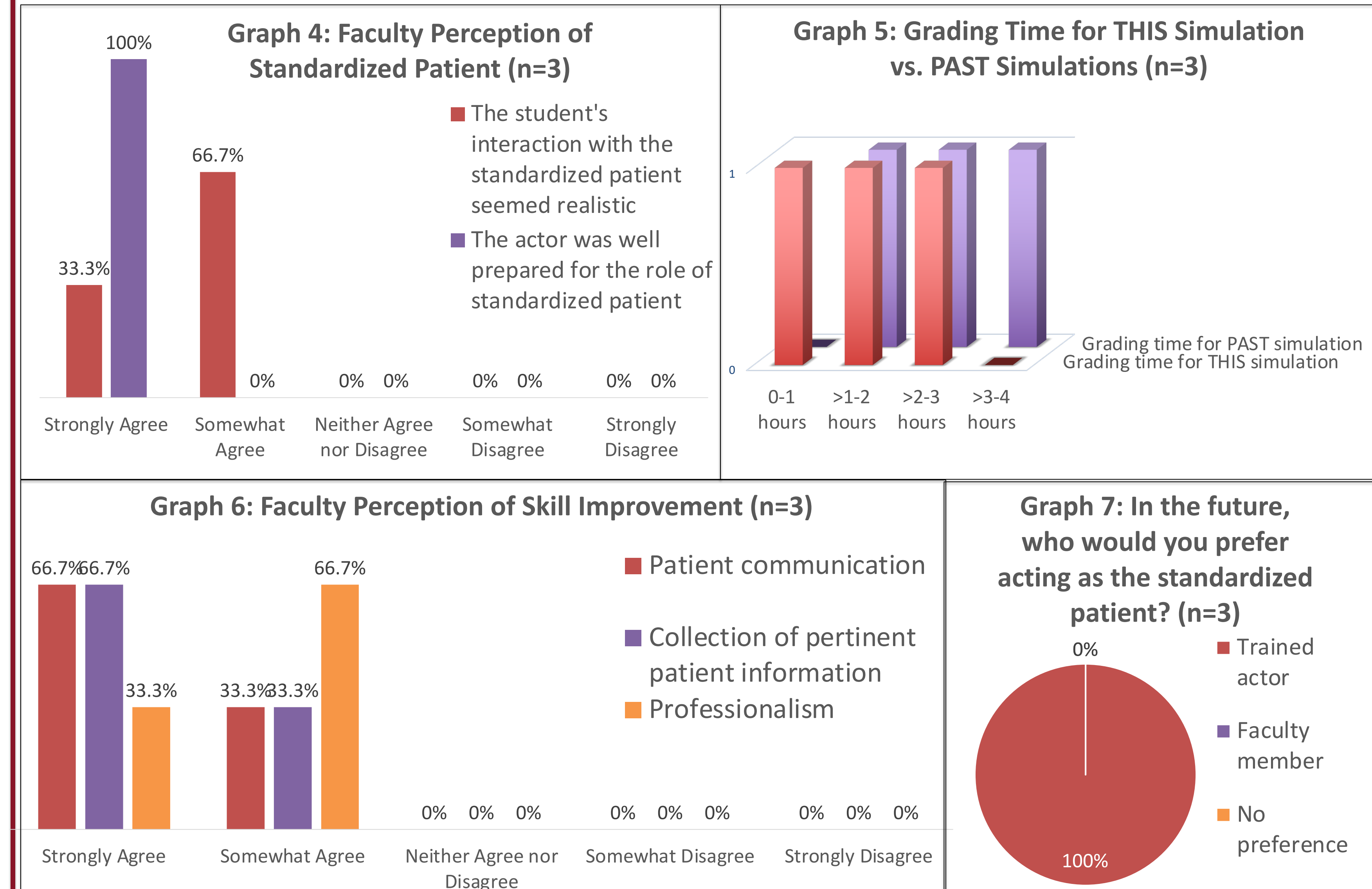
August 2022	1. Initial contact and planning with Faculty at School of Theater, Film, and Media Arts
September 2022	1. Recruitment of 8 student-actors and 2 student liaisons to serve as SPs
October 2022	1. Development of standardized patient training materials 2. Orientation and training of student-actors & student liaisons to the role of SP 3. Revision of pharmacy student simulated medication history exercise materials 4. Orientation to stimulated medication history exercise and practice session for pharmacy students 5. Initial meeting with the Center for the Advancement of Teaching for scholarship of teaching and learning consultation 6. Development of survey instruments
November 2022	1. Subsequent meeting with the Center for the Advancement of Teaching for scholarship of teaching and learning consultation 2. Conduction of simulated medication history exercise (10-minute individual telemedicine encounters between a student and SP, observed by faculty evaluators) 3. Deployment of voluntary anonymous survey to pharmacy students, faculty & student-actors tailored to their role

Results

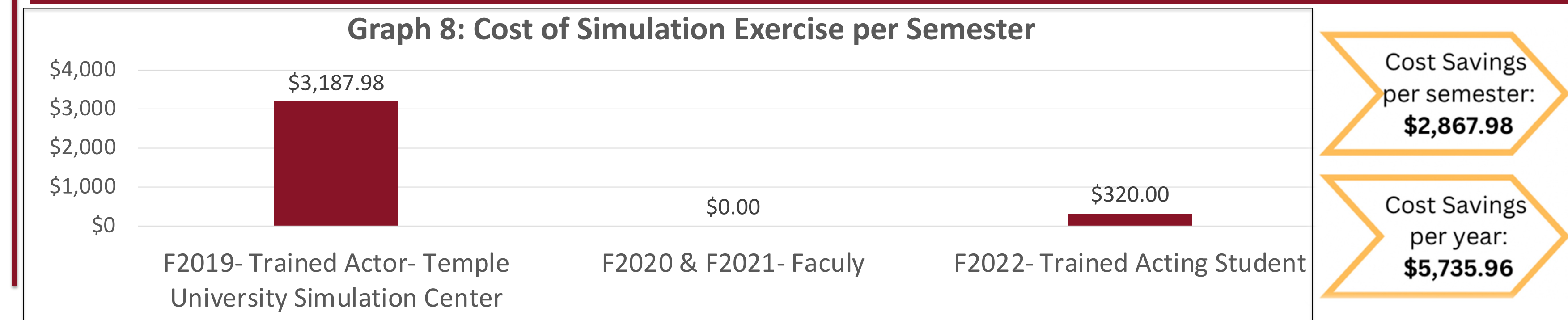
Impact - Pharmacy Student Perceptions



Impact - Faculty Perceptions



Impact - Financial



Discussion

- Completed surveys were submitted by 65 of 105 pharmacy students (61.9% response rate), 3 of 5 faculty evaluators (60% response rate) and 7 of 12 theater students (58.3% response rate).
- The majority (94.5%) of pharmacy students felt the interaction with student actors was authentic and improved their ability to communicate with patients and collect pertinent patient information.
- All faculty evaluators felt the pharmacy student's interaction with the standardized patient seemed realistic.
- Grading time was decreased.
- All faculty evaluators felt the student actors were well prepared for the role of standardized patient and would prefer a theater student acting as a standardized patient in the future.
- Versus utilizing a simulation center, there was a 10-fold cost savings.
- There is opportunity to continue and/or expand the use of trained student actors for simulation exercises within the curriculum.

Conclusion

Integrating theater students as standardized patients in a virtual medication history simulation may be a realistic, cost-effective method that improves pharmacy student skills, decreases faculty grading time, and provides valuable experience to theater students.

References

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Disclosures

Authors have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have direct or indirect interest in the subject matter of this presentation.