

00216 **HEADSS UP! An Evaluation of an Adolescent Simulated Patient Program to Teach Biopsychosocial Assessment**

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Aims: Many providers, including trainees and medical students, express discomfort with adolescents and require further training in adolescent communication. One strategy that has been successfully utilized to improve these skills is the use of adolescent simulated patients (SP). We report on the effects of participating in a workshop using adolescent SPs on medical students' self efficacy in communicating with adolescent patients.

Methodology: In the core pediatric clerkship for medical students, we integrated a two hour participatory workshop into the curriculum using local adolescents as SPs. We trained a diverse group of adolescents in the role of simulated patients as well as giving feedback. The workshop consisted of 2 hours of scaffolded practice conducting biopsychosocial assessment. Medical students' self reported self - efficacy was assessed before and five weeks after completing the workshop using a standardized assessment. The study was approved by the SingHealth IRB.

Result: To date, 54 of a possible 56 students have completed the pre - and post - workshop surveys. Data was analyzed using Wilcoxon sign rank test due to the non - parametric nature of the data. Medical students had a statistically significant increase in their confidence of interviewing an adolescent patient ($Z=0.62$, $p<0.05$), discussing adolescent confidentiality ($Z=0.68$, $p<0.05$) and negotiating with a parent for time alone with a patient ($Z=0.74$, $p<0.05$). They also had statistically significant increase in their confidence discussing tobacco, alcohol use, sexual activity, mood and depression.

Conclusion: This educational intervention shows promising results in increasing medical students' self efficacy in conducting a biopsychosocial assessment for adolescents. Students' self efficacy reported self - efficacy increased both in critical skills in communication with adolescents as well as discussing a range of sensitive topics. Future directions for the project include direct assessment of the impact of the workshop on students' performance in adolescent communication as well as expanding participation in the workshop to other groups of trainees.