

**LESSONS LEARNED FROM ADOLESCENT AGED SIMULATED PATIENTS IN
UNDERGRADUATE ADOLESCENT MEDICINE CURRICULUM: NDUM
EXPERIENCE**

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ABSTRACT

Worldwide, several studies have shown adolescent simulated patients being used for teaching of communications skills with adolescents. In Malaysia, there is scarce research demonstrating the educational benefits of simulated patients in adolescent medicine teaching over traditional teaching methods. The following were the objective of the study: to evaluate the role and effectiveness of adolescent aged simulated patient as a teaching tool, in the adolescent medicine module at National Defence University of Malaysia. This is a cross-sectional study. Forty-four third year medical students participated. A total of 6 simulated patients (16 to 19 years old) were recruited to portray roles of adolescents with various psychosocial issues for two times during each posting for four postings. Each of the students, as a pair had two encounters, (as interviewer and observer). All students (in the interviewer roles) rated the abilities of the adolescent simulated patient playing a specific role on a validated questionnaire. The adolescent simulated patients and faculty teachers also gave feedback on similar validated questionnaires. Forty-four students gave the adolescent simulated patients general performance a mean mark 3.4 out of 4 point scale ($p=0.050$). All medical students reported that the simulated patients helped them in: (a) communicating with adolescents ($p=0.006$), and (b) understanding the different psychosocial issues that adolescents may encounter ($p=0.048$). Feedback by teachers and adolescent simulated patient about the adolescent simulated patient program was very positive. The lessons learned have shown that structured case scenario portrayal by the simulated patients had significantly complemented students' learning in communicating with adolescents.

Keywords: Adolescent medicine module, simulated patient and structured case scenarios.