Enhancing Healthcare Through Collaborative Digital Platform Education

(S16)

International Forum on Quality and Safety in Healthcare – Brisbane Nov 8th 2025

Ms Alison Barnwell, Simulated Patient
Dr Renee Lim, CEO Changineers
Associate Professor Silas Taylor, UNSW Faculty of Medicine and Health

UNSW SYDNEY

Declaration of Interest

As/Prof Silas Taylor

- UNSW – Nil to declare

Dr Renee Lim

- Changineers – CEO
- University of Sydney - Senior Lecturer
- Director of Program Development - Pam McLean Centre
- Medical Officer – NSW Health

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AUTHENTIC. POSITIVE. CHANGE

UNSW SYDNEY

Communication and Quality and Safety in Healthcare

Overwhelming evidence illustrates the close relationship between effective communication skills and the quality and safety of healthcare delivered to patients [1]

How to improve communication skills?

We set out to:

- improve clinical communication with patients
- teach this to 100s of health professionals (medical students)
- offer accessible sessions - out of hours, and throughout the year
- use role play simulation and simulated patients
- evaluate the interactions
- do it ONLINE

What are your immediate reactions and concerns?

Lots of concerns!

"Please no, not ***another*** online module!"

"What about the feedback?!"

"The expense!"

"Yeah, right… they're crazy!"

"If you ask me to do the scheduling, I'm leaving!"

"No, but seriously, *what about the feedback*?!"

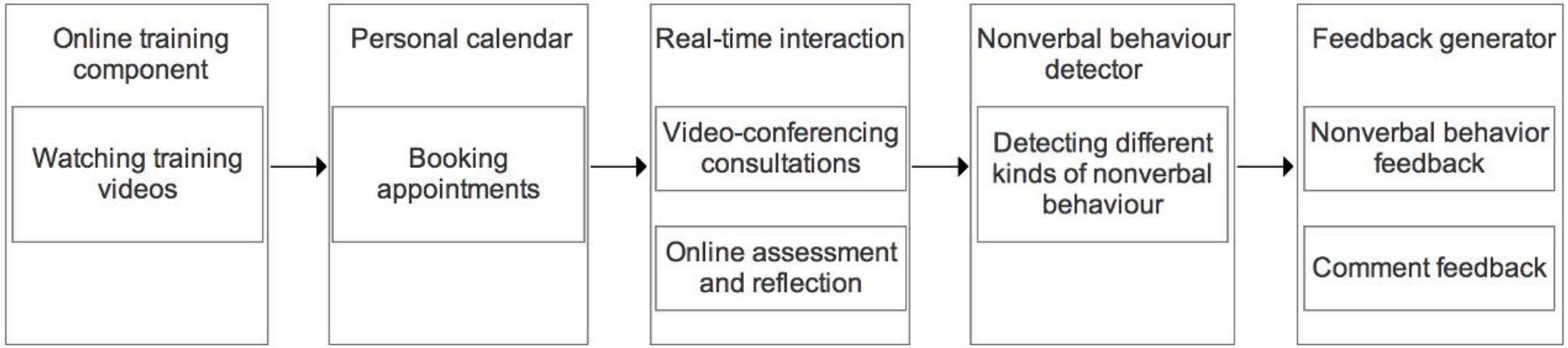
OSPIA (version 1)

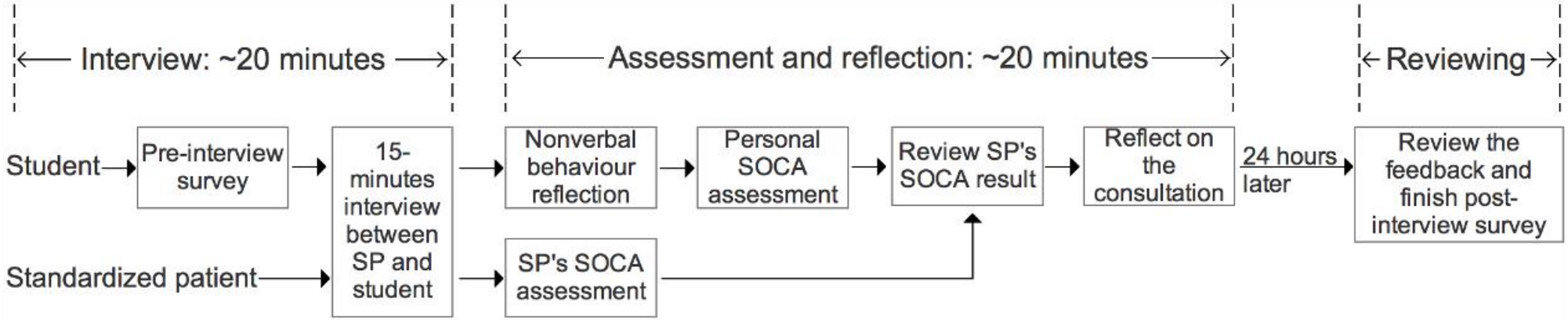
A clinical communication skills online training platform, designed to increase practice & reflection and provide feedback & assessment.

The program aimed to respond to many issues including:

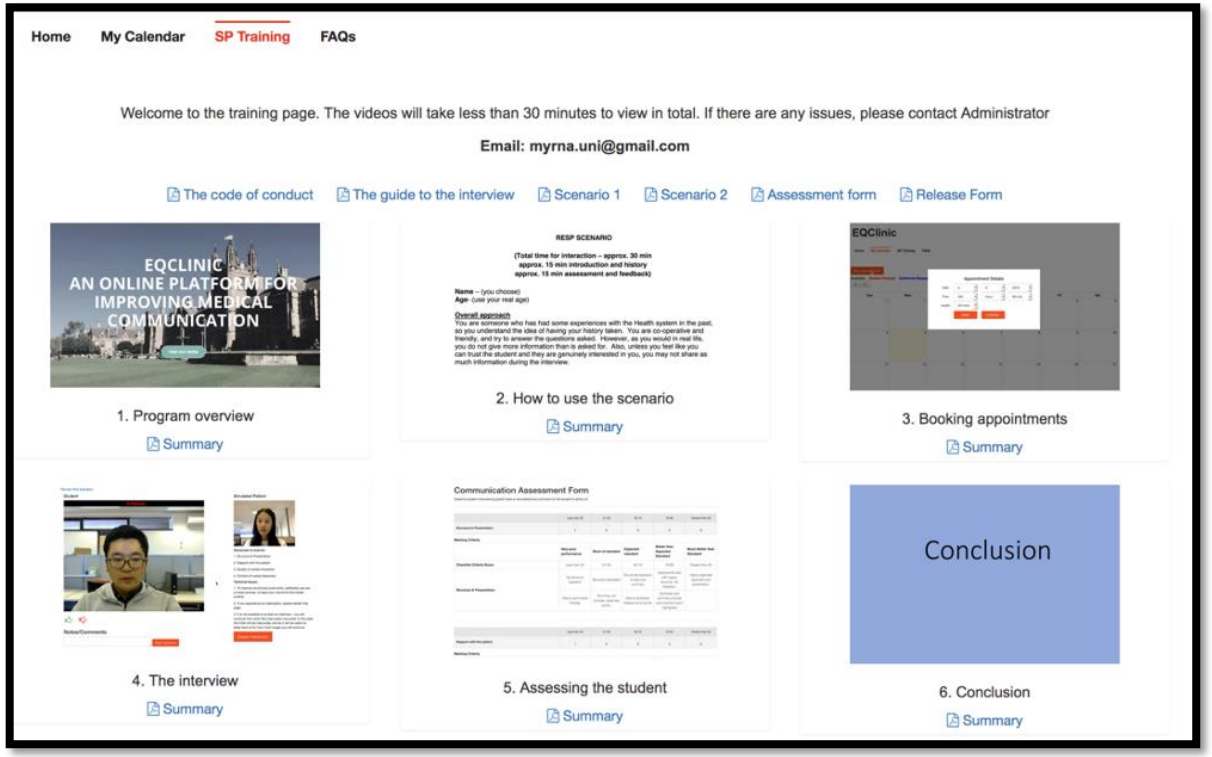
- Accessibility
- Consistency
- Equity
- Diversity
- Calibration
- Feedback and follow up
- Supporting students in difficulty.

Architecture





Initially…


Home
My Calendar
SP Training
FAQs
Welcome to the training page. The videos will take less than 30 minutes to view in total. If there are any issues, please contact Administrator
Email: myrna.uni@gmail.com
The code of conduct
The guide to the interview
Scenario 1
Scenario 2
Assessment form
Release Form
EQCLINIC
AN ONLINE PLATFORM FOR
IMPROVING MEDICAL
COMMUNICATION
1. Program overview
Summary
2. How to use the scenario
Summary
EQClinic
3. Booking appointments
Summary
4. The interview
Summary
Communication Assessment Form
5. Assessing the student
Summary
Conclusion
6. Conclusion
Summary

Available
Your Request
Confirmed Appointment
Unavailable
October 2017
Sun
Mon
Tue
Wed
Thu
Fri
Sat
1
10am Gary (Chi Fai)
2
3
4
3:30pm Matthew
5
7:30pm Ruth
6
7
8
10am Gary (Chi Fai)
9
6:30pm Jodi
10
11
12
13
14
15
16
17
18
19
20
21
22
10am Gary (Chi Fai)
23
24
25
7pm Kayleen
26
27
28

Student image

Student

1 minute

Feedback buttons

Notes/Comments

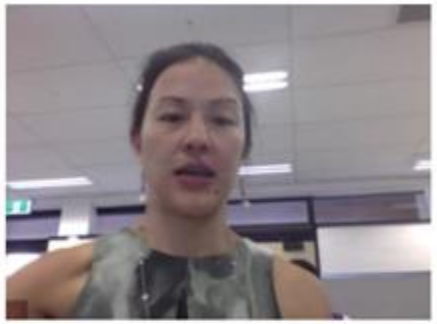
good expression

Comment box

POST COMMENT

SP image

Simulated Patient



Remember to look for:

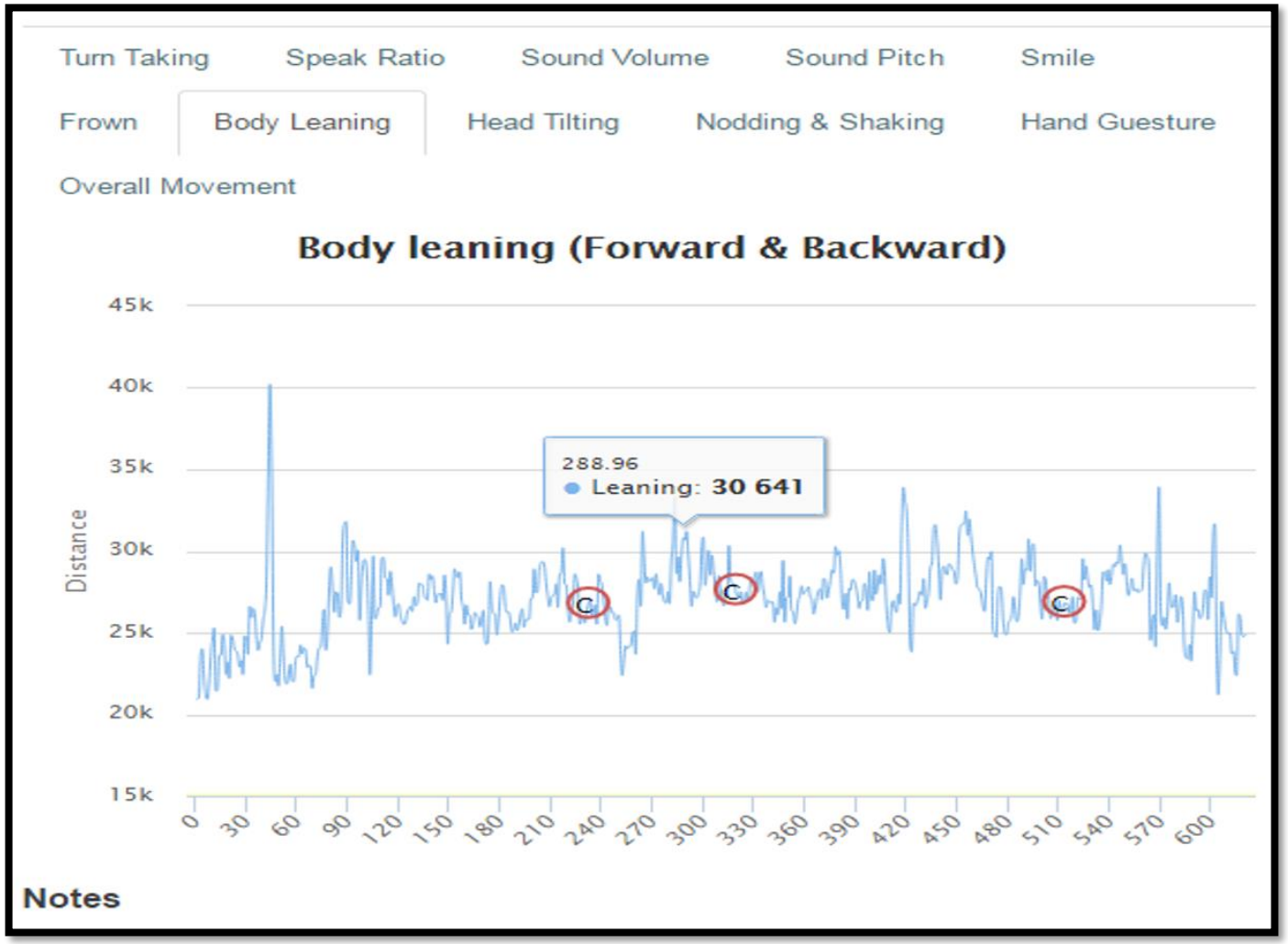
1. Providing structure
2. Gathering information
3. Building relationships & developing rapport
4. Ensuring a shared understanding of patient's needs and perspective/impact of problem

CEASE INTERACTION

Comments:

00:07
00:08
00:09
00:10
00:11
00:12
00:13
very well structured
exploring other medicaitons
she ddint' seem to notice my fears
didn't really seem to care about my feelings
sp

00:00
0
5
10
15
20
25
30
35
40
45
50
55
SP
You
5.02
4.96


Turn Taking
Speak Ratio
Sound Volume
Sound Pitch
Smile
Frown
Body Leaning
Head Tilting
Nodding & Shaking
Hand Guesture
Overall Movement
Body leaning (Forward & Backward)
Distance
45k
40k
35k
30k
25k
20k
15k
288.96
Leaning: 30 641
0
30
60
90
120
150
180
210
240
270
300
330
360
390
420
450
480
510
540
570
600
Notes

Anything is possible...
but what is good?

Student feedback:

- Appointment times
- Choosing SP's
- Managing the interview
- SOCA forms
- Understanding non-verbal feedback
- Reflection

SP feedback:

- Profile
- Calendar system
- Preparation
- Annotations in interview
- SOCA Evaluation
- Calibration
- Reviewing the appointment

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OSPIA Program

Instructions on how to use the OSPIA VETME platform for the UNSW Medicine & Health Phase 1 Program.

(VETME - Video Education Tool for Measurement and Evaluation)

The Landing Page

Dashboard | Log out

OSPIA - Online Simulated Patient Interaction & Assessment

OSPIA is UNSW Medicine & Health's dedicated platform to help our medical students feel more comfortable with, and be more successful at having respectful, caring and effective conversations with patients.

An online Simulated Patient Assessor (SPA) volunteers to help students practice their bedside manner.

The SPA is provided with a fictitious patient scenario to share with the student.

The student's job is to speak to the SPA and gain a picture of the medical history and any underlying issue. No memorising of the scenario is necessary by the SPA. In the training provided after you register, we give tips on how you should manage the interview and how to assess the student's performance afterwards.

Providing written feedback to the student helps them reflect on their performance and think about how they can improve moving forward.

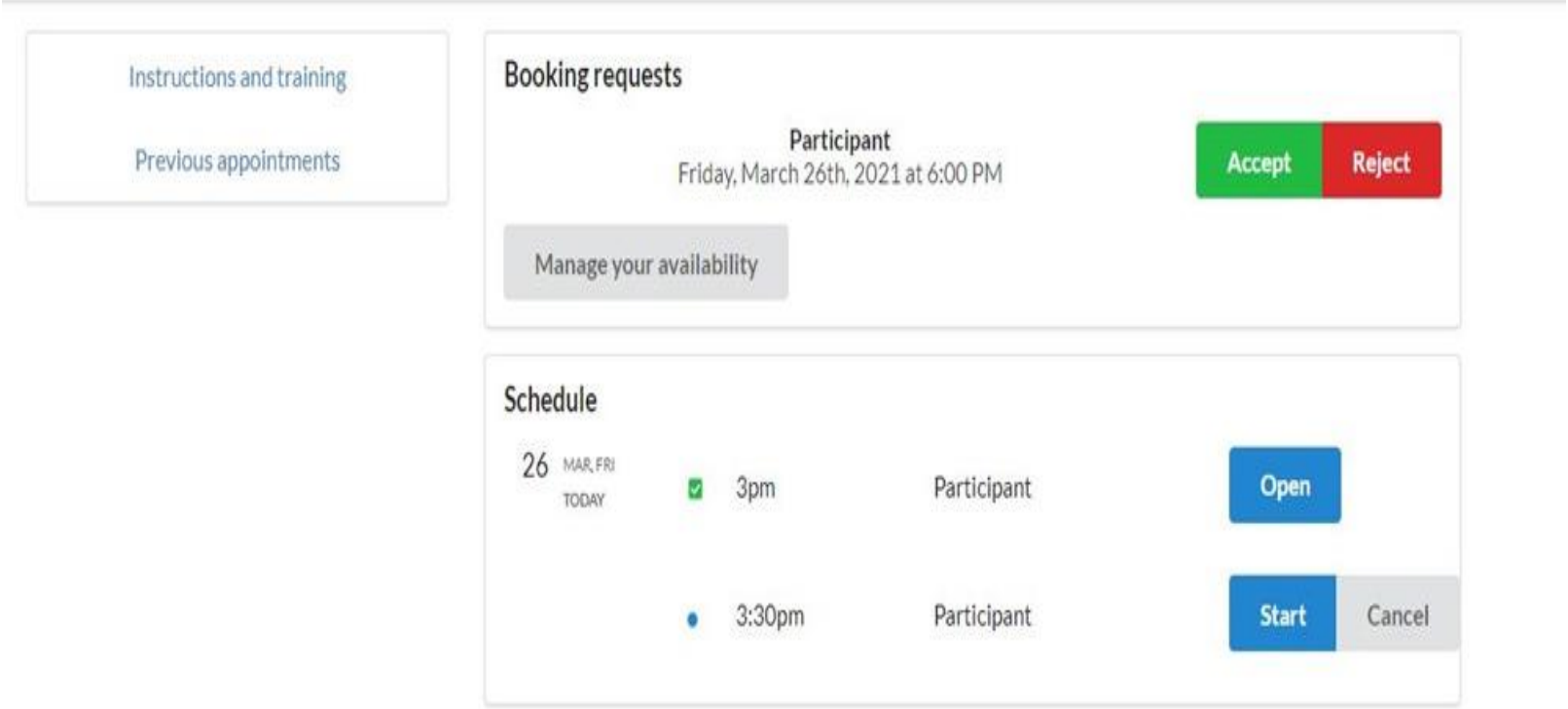
OSPIA is great because of its flexibility: you can take part from almost anywhere, at any time which suits you. Students request appointment times you offer up in the individual calendar you control. Emails and texts confirm the appointments. One appointment takes approximately 30 minutes (interview plus assessment). We advise at which times of year appointments are required to match the courses the students are studying.

The focus is always on their generic communication skills, not their clinical understanding. We are most interested, at this stage of their training, on how well they develop rapport, gather information and make you feel listened to as a "patient".

What a SP needs:

- a desktop computer, laptop or tablet
- a stable internet connection
- a working webcam and microphone
- a well-lit and quiet workspace
- head / ear phones preferred
- Chrome / Safari browser preferred

The Dashboard



The Profile

Your Profile

E-mail address

provider@changineers.com.au

Your name

Renee Lim

Your preferred name

Renee - Allergies, Asthma, Seizures

Save changes

The Training

Dashboard

Instructions and training

Training Manual

Playing the Simulated Patient and Scenario Guidance

SOCA Form

SOCA Glossary

SPA FAQs

SPA Top Tips

Code of Conduct and OHS Guidance

Calibration videos

Watch the video then review the associated SOCA form to better understand how to assess students in OSPIA.

Video 1

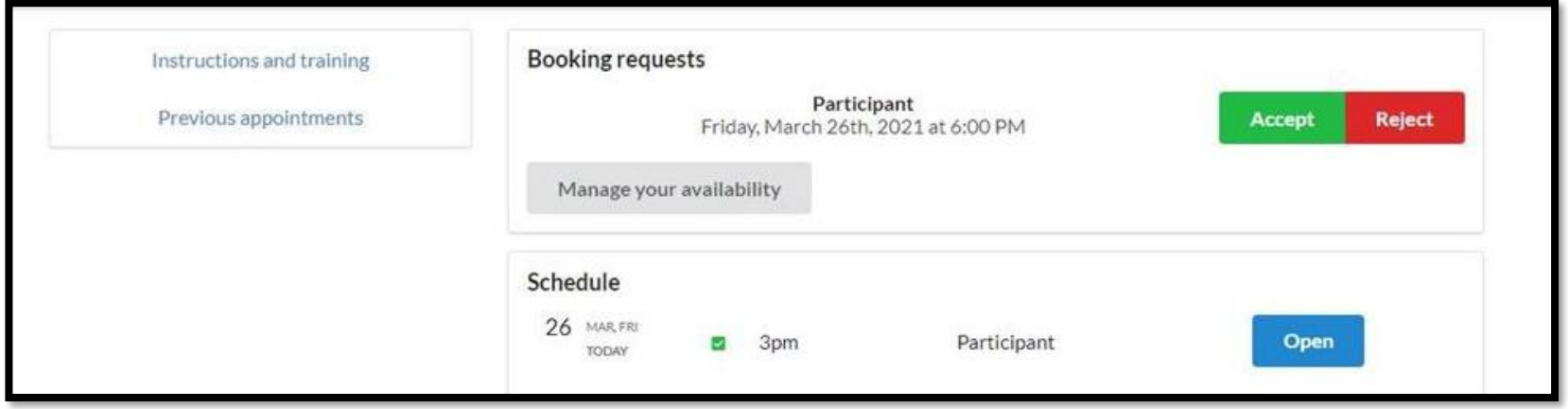
SOCA 1

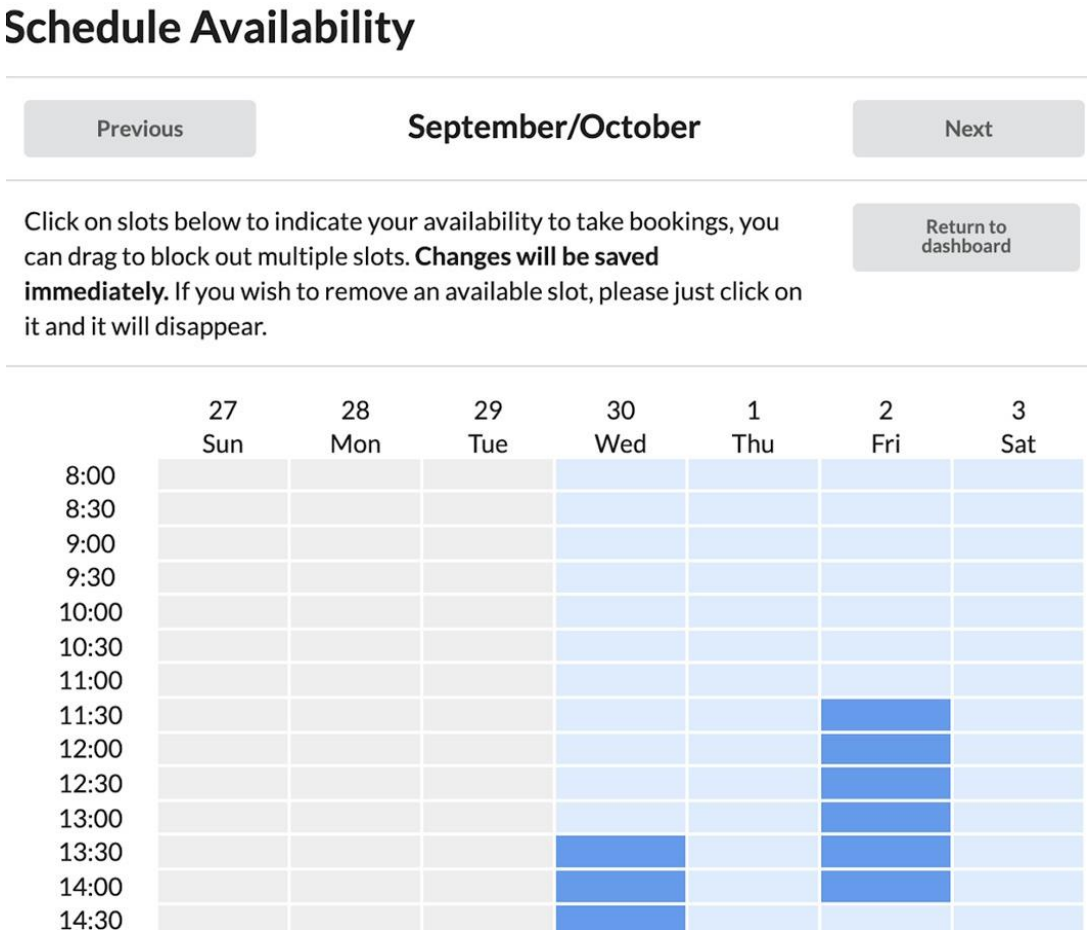
Video 2

SOCA 2

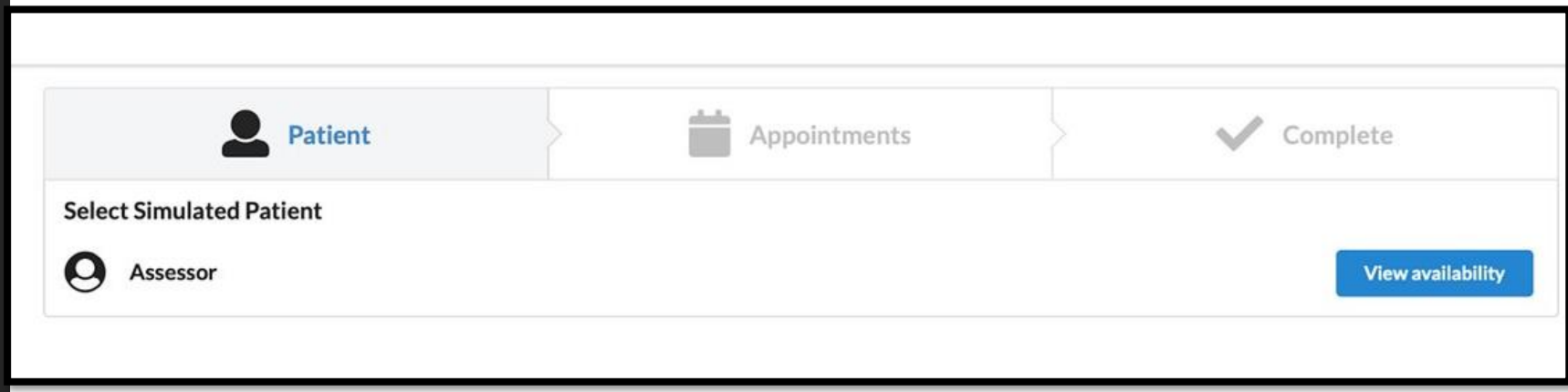
Video 3

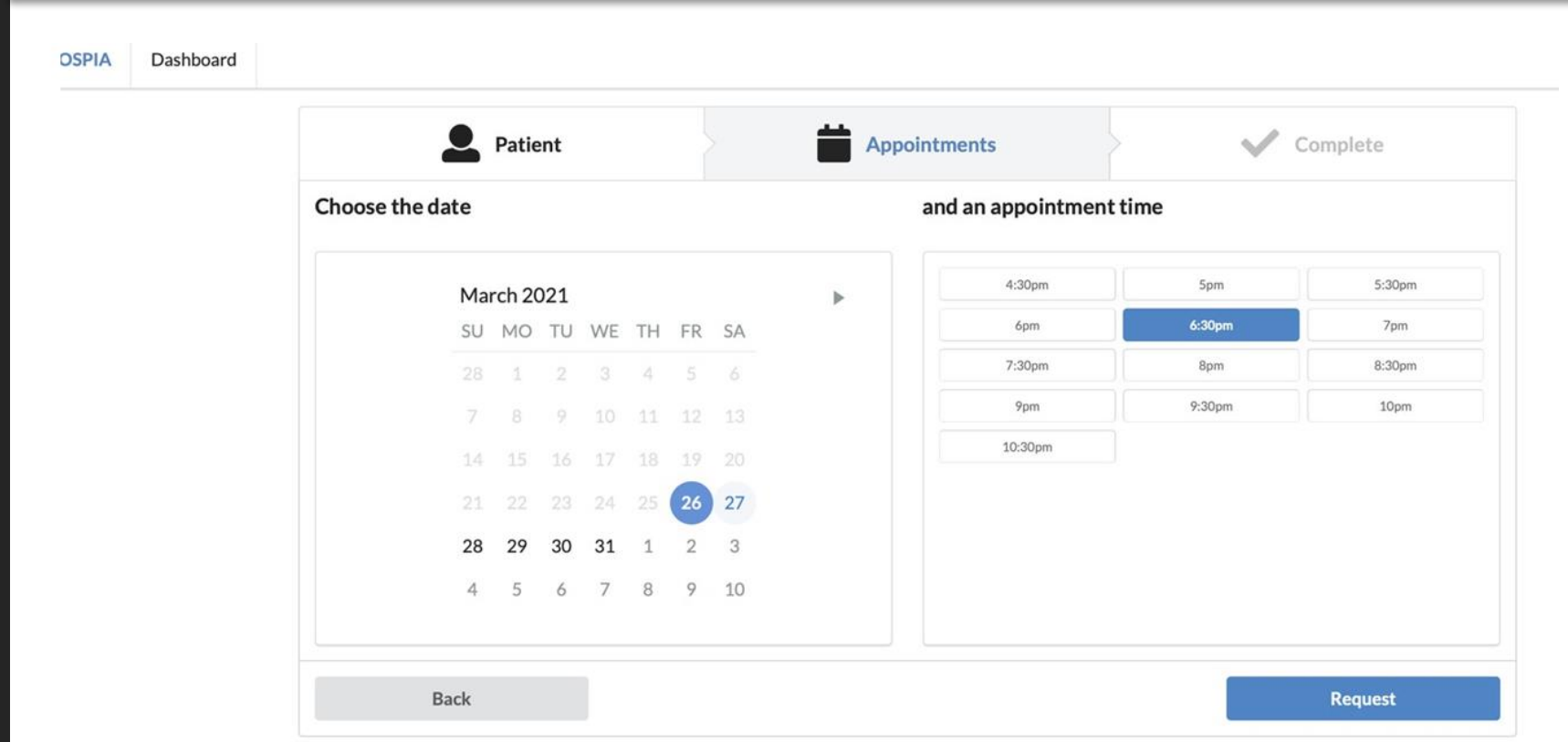
The SP Calendar



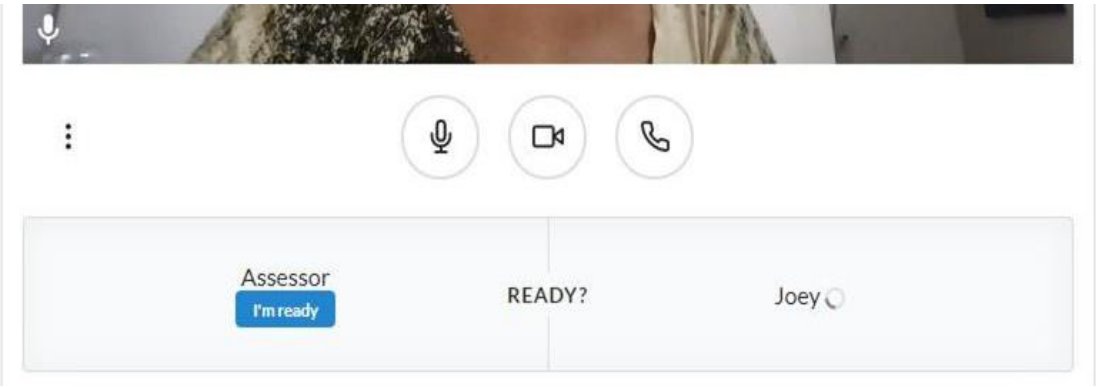


The Student Calendar





The Appointment



The SOCA

Interview complete

Your appointment with Joey has now ended. Please complete the SOCA form below before continuing:

1. **Provide structure** *

○ F ○ P- ○ P ○ P+

2. **Please mark any descriptors that were not achieved (for Provide structure)**

- ☐ A. Initiates the session appropriately with introductions, defining of the purpose and agenda
- ☐ B. Clarifies and summarises at key points during the interview
- ☐ C. Uses transitions and signposting
- ☐ D. Manages time effectively
- ☐ E. Closes the session appropriately

3. **Gather information** *

○ F ○ P- ○ P ○ P+

4. **Please mark any descriptors that were not achieved (for Gather information)**

- ☐ A. Encourages the patient to tell their story in their own words
- ☐ B. Explores the patient's problems and perspectives (beliefs, worries, feelings, goals)
- ☐ C. Uses open questions initially, listens attentively, and then synthesizes closed questions as appropriate
- ☐ D. Facilitates patient's responses using encouragement, pause/silence, repetition, paraphrasing, interpretation – with limited interruptions
- ☐ E. Avoids using jargon and requests clarification and further information where needed

5. **Build relationships & develop rapport** *

○ F ○ P- ○ P ○ P+

The Feedback

SOCA and feedback page

Interview feedback

Assessor | Renee - reviewer

Analytics

	Spoken time	Spoken percent
Assessor		
Joey		

- 0:51 Start of interview
- 1:36 Great point!
- 1:40

SOCA form

SOCA (Joey) | SOCA (Assessor) | SOCA (Renee - reviewer) | Reflec

The user submitted their response on Friday, March 26th, 2021 2:47pm.

1. Provide structure *

F | P- | P | P+

2. Please mark any descriptors that were not achieved (for Provide structure)

- [x] A. Initiates the session appropriately with introductions, defining of the purpose and agenda
- [ ] B. Clarifies and summarises at key points during the interview
- [ ] C. Uses transitions and signposting
- [ ] D. Manages time effectively
- [ ] E. Closes the session appropriately

3. Gather information *

F | P- | P | P+

4. Please mark any descriptors that were not achieved (for Gather information)

- [x] A. Encourages the patient to tell their story in their own words
- [ ] B. Explores the patient's problems and perspectives (beliefs, worries, feelings, goals)
- [ ] C. Uses open questions initially, listens attentively, and then synthesizes closed questions as appropriate
- [ ] D. Facilitates patient's responses using encouragement, pause/silence,

So… How did we do?

Do we get your thumbs up?

Or thumbs down?!

How did we do?

Our student comments:

“convenience of practicing communication skills from anywhere… good for both the student and the simulated patient”

“a recording of your history with feedback on your performance - can revisit it anytime and track progress”

“detailed feedback”

“The playback feature and the analysis is super handy”

How did we get to where we are now?

Years of collaboration – started in 2015 – to improve quality

- Students - 2 x PhDs at USyd – Chunfeng Liu and Khushnood Naqshbandi
- Researchers - USyd and UNSW Academics
- Health professionals - UNSW Medicine Phase1 students
- Industry - Changineers – Ed Tech Social Enterprise
- and many, many members of the UNSW Simulated Patient community

References

1. Ratna, H. (2019). The Importance of Effective Communication in Healthcare Practice. Harvard Public Health Review, 23, 1–6. https://www.jstor.org/stable/48546767
2. Liu C; Lim RL; McCabe KL; Taylor S; Calvo RA, 2016. A web-based telehealth training platform incorporating automated nonverbal behavior feedback for teaching communication skills to medical students: A randomized crossover study. Journal of Medical Internet Research, vol. 18, http://dx.doi.org/10.2196/jmir.6299, ROS ID: 850134
3. Liu C, Scott, KM, Lim RL, Taylor S, Calvo RA, 2016. EQClinic: a platform for learning communication skills in clinical consultations. Med Educ Online. 21: doi: 10.3402/meo.v21.31801
4. Liu, C., Calvo, R. A., Lim, R., & Taylor, S. (2016). EQClinic: A Platform for Improving Medical Students' Clinical Communication Skills. In X. Yin, J. Geller, Y. Li, R. Zhou, H. Wang, & Y. Zhang (Eds.), Health Information Science (pp. 73–84). Springer International Publishing.

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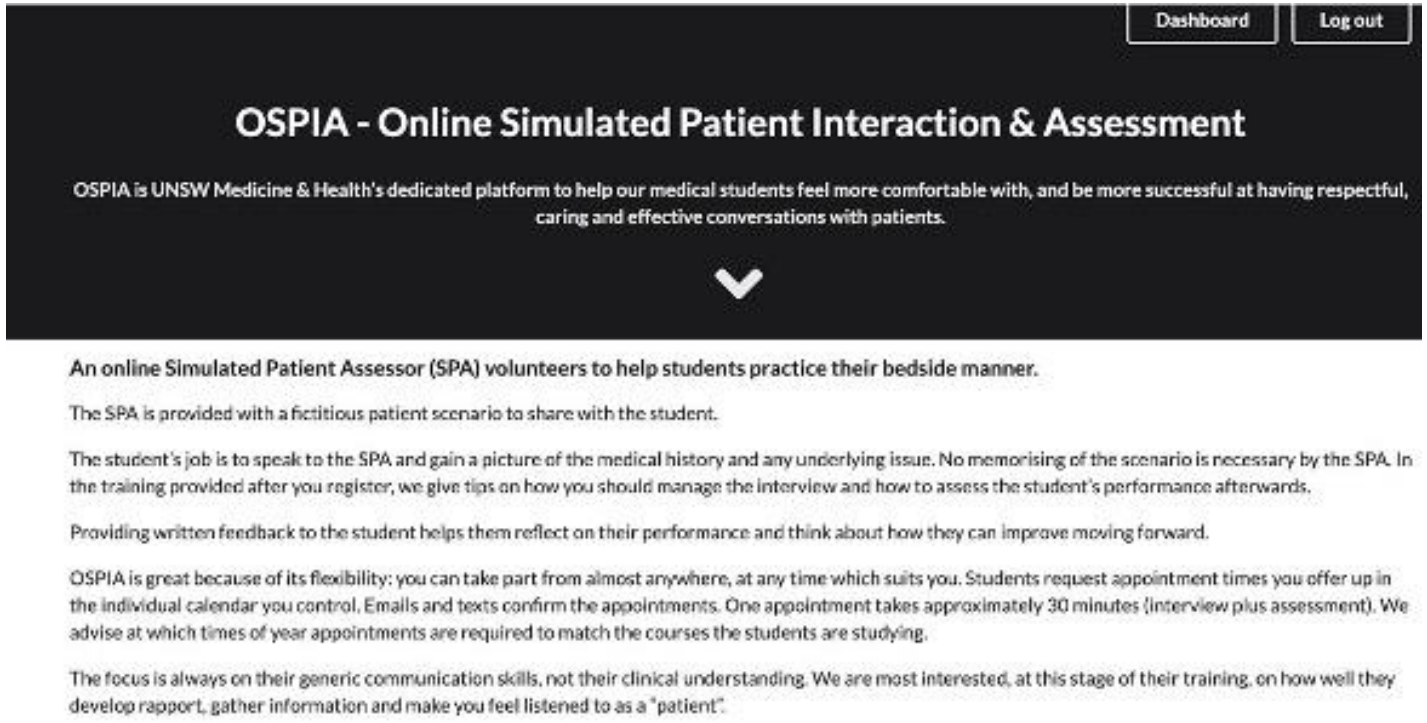
Q&A time...



And let's use OSPIA to include one of our other collaborators –

an SP from Sydney!

https://ospia.apps.changineersplatform.com/

We are always interested to chat further!

Silas.taylor@unsw.edu.au

renee@changineers.com.au