

Frontier School
of Midwifery & Family Nursing

presents

Mary Breckinridge, Founder
Frontier Nursing Service, 1925

**OSCEs in Distance Education:
Live simulations for the
web-based learner**

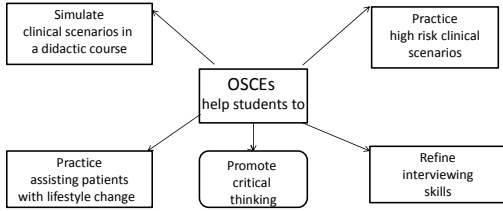
Judi Daniels PhD, APRN
Rebecca Gilbertson DNP,CNM, FNP

OSCEs
(Objective Standardized Clinical Evaluations)

- Simulated cases using trained actresses and actors (Standardized Patient SP)
- Students respond to a contrived clinical situation. The degree of response is case dependent and can vary from data collection to completion of an entire patient visit

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Widely used in academic centers across health disciplines



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Clearly these Distance Learners should benefit from OSCEs as well....



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Constructing OSCEs for the distance learner

Consider

- Time zones
- Secure and stable mode of long distance bi-directional communication
- Cost
- Methods for inter-rater reliability (SP = faculty)
- Methods for faculty evaluation of students
- Additional materials/supports within the course to enhance the experience

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Why OSCEs were integrated into the web-based pediatric course

Decision to integrate into pediatric course :

- Final course prior to clinical rotation
- Allows students opportunity to practice clinical interviewing skills

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The Ins and Outs of Pediatric OSCEs

THE TRIAL PHASE

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Phase 1: Planning

- Privately contracted with SP from University of Kentucky
- Two pediatric cases were constructed and trialed by course faculty
 - Acute Otitis Media
 - Febrile Seizure
- Costs outlined (actress time [\$15.00/hr], secure phone line costs [7¢/minute])

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Course supports

- Explicit written and verbal instructions about the OSCE assignment
 - OSCE included both the interview followed by completion of an episodic SOAP note appropriate for the given chief complaint
- Review pediatric interviewing and documentation (video and ppt provided)
- Demonstration of an OSCE interview

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Grading the OSCE

Two components

1. Interview

Students were asked to self evaluate their interview incorporating feedback given to them from the SP.

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Example of feedback from the Standardized Patient

Name of OSCE: FEBRILE SEIZURE

- ___ Introduction: Student introduces herself/himself
- ___ Addresses patient by name
- ___ Clearly states her/his level of training
- ___ Puts patient at ease (this is really important)
- ___ Student elicits chief complaint
- ___ Onset of recent symptoms
- ___ Timing: ingestion of any toxic substances?
Fever? the context is what you are after...video games...
- ___ Severity
- ___ Duration
- ___ Similar episodes
- ___ Alleviating factors

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2. Episodic SOAP note

Students were given two weeks upon completion of the interview to submit a "chart-ready" note

Subjective: Based upon history collected

Objective: Students to write an appropriate note for given history

Assessment: Choose one diagnosis and provide 3 competing diagnoses

Plan: Specific detailed plan for chosen diagnosis that is evidenced based

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Phase 2 Spring 2010: Initiation

- 10 student volunteers
- "Clinic" appointments scheduled every 30 minutes via a secure conference line
- All calls recorded
- Scheduled call included feedback time from the SP to the student

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Phase 3: Outcome

- **Costs:**
 - Per student = \$ 9.60 (\$ 7. 50 [SP time] and \$ 2. 10 [conference line])
- **Feedback**
 - SP: requested grading be incremental for each category rather than all or none; clarity on depth of feedback to give students
 - Students: 100% felt positive learning experience; boasted self confidence; wanted to do more
 - Faculty: requested students add more depth to their reflection of the experience; requested the SP be more dramatic on inappropriate questions and push students a bit more when interviewing

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- Summer Term 2010
 - All students in pediatric course scheduled to have an OSCE assignment
- Plan to expand to other courses
- As of March 2011: 142 OSCEs completed with 100% positive student response

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Refining the process

- OSCE Scenarios
 - SP must be very explicit upon initial opening statement he/she is in the clinic so not to imply this is a phone triage scenario
 - Work on exaggerating responses of SP for non-essential questions asked by students when collecting the history
 - Rotate scenarios (now have 3) must consider course content in relation to schedule

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Evaluation Process

- Identify interviews with red flags which require faculty feedback on the interview and those that are sufficient with only SP feedback
- Explore peer review of interviews

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Strategy for teaching students in beginning courses:

- Integrate completed interviews into the Health Interview course for student learning
- Identify areas of common interviewing weaknesses and develop strategies early in program to address issues

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Developing a richer experience

- Continue to explore Web-Camera capabilities for the OSCE
- Incorporate video and/or photos to augment the objective portion of the exam

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Excerpt of an OSCE



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"... to reach wide neighborhoods of men."

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For More Information about the
Frontier School
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- www.frontierschool.edu
- (606) 672-2312
- P.O. Box 528,
195 School St.
Hyden, KY 41749

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