

Using Student Constructed Mock OSCEs (Objective Structured Clinical Examinations) as a Learning Tool

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Background and Challenge



The learners – Twelve Adult NP students in their final clinical seminar, Adult Primary Care 3.
 Challenge: At the end of the prior year's seminar, students requested more hands-on practice.

How OSCEs Work

OSCEs use standardized patient actors (SPs) in clinical scenarios to assess students' clinical skills
 SP feedback form includes:
 – patient history and physical exam
 – communications skills and patient satisfaction
 Student documents visit in a SOAP note
 SP feedback and SOAP note incorporated into grade

OSCE Anxiety

OSCEs cause stress for students

- Large percentage of final grade – 25%
- Evaluation by standardized patient
- Often students will say "I am fine in clinical, but the OSCEs are very stressful". However, we needed a way of assessing clinical performance and there is a large body of evidence validating OSCEs as evaluation tools.

OSCE Design Changes

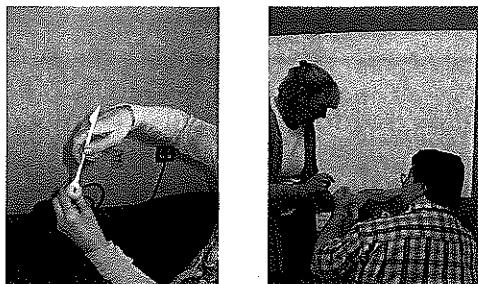
OSCE Design Year 1

- Phone call
- Adult patient visit with SP
- Adult patient visit in the simulation lab (mannikin with live voice and vital signs)
- Gynecological visit with paid pelvic model
- Chart review of 4 lab results.
- Most documentation online

OSCE Design Year 2

- Phone call
- 2 adult patient visits with SP actors
- Chart review with 4 lab results
- Gyn patient visit moved to mock OSCE format
- No manikin scenario due to lack of student experience in this learning environment
- Most documentation on paper

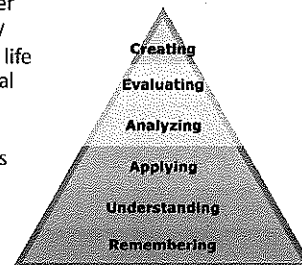
Practicing Clinical Skills: Pap Smear



Student Centered Approach with High Level Learning

Goal: to create a higher level learning activity

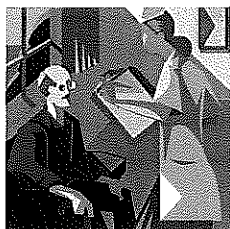
- Incorporation of real life scenarios from clinical practice
- Development of multiple perspectives
- Teamwork
- Peer review
- Critical thinking



Methods

Each three student team assigned to design one scenario:

- phone call
- adult patient
- lab review
- gynecological case



Methods

- Afterward, online evaluations of the scenario
 online self evaluations of mock OSCE design
 - what went well
 - what was unexpected
 - what they would do differently next time
- Debriefing the following week due to time constraints

Outcomes – student feedback

- What was most helpful to you in this course?
 - Practice OSCE exams during the semester
 - The myriad of mock OSCEs
 - Frequent OSCEs = good practice
 - Altogether, 7 positive comments re: OSCEs
- What was not helpful?
 - Too many OSCEs for the exam (2 comments);
 - OSCE on last day (2)
- What helped your practice in this course?
 - Mock OSCEs and the “real” OSCE went very smoothly
- What helped your role development in this course?
 - OSCEs = application of experience
 - The OSCEs – such good practice

Outcomes – student feedback

- If you could change 2 things about the course to improve it, what would they be?
 - Decrease graded OSCEs, increase practice OSCE - 2 comments
- What do you wish we had spent more time on?
 - Discussing the OSCE scenarios – on thought processes with their strengths and differences
- Instead of course activities this year do you have other suggestions? Or suggestions for additional course activities, or changes in existing ones?
 - More mock patient scenarios, even if it's just discussion
 - Stay within class time frame – several comments

Outcomes

- Teamwork observed by this professor
- High quality scenarios
- Student facilitation of timekeeping and scenarios led to increased understanding of testing process

Lessons learned

- Lots of work upfront
- Grading is time consuming
- Consider eliminating SOAPs and reflections the weeks of mock OSCEs
- Grade students on their case design rather than their mock OSCE SOAP note
- Schedule time for same day debriefing

Further application

- Advanced assessment
 - use of standardized patient for cardiac case
 - students do their exam in groups of 4 or 5
- Student groups receive feedback from the standardized patient
- Students write their own SOAP notes



This year – Primary Care III Seminar

- Class size: 8 students
- Two teams of 4 students each
- Because of snow days, OSCEs will take place back to back, on March 27
- Debrief planned directly afterward
- 2 SOAPs eliminated

Preliminary Feedback from this year's mock OSCEs



Plans for the next academic year

- Advanced Assessment
 - Cultural OSCE with new colleague
 - Cardiac Case OSCE
- Primary Care III Seminar
 - 2 mock OSCEs, not the same night

Further thoughts

- Importance of emotions in learning – “Control value theory”
- Achievement emotions are tied to achievement activities or outcomes; e.g. pride of arriving at a correct diagnosis
- Two determinants include students’ perception of self efficacy, and learning climate
- Student sense of mastery and accomplishment comes with creating a challenging learning experience
- Positive achievement emotions lead to deeper level learning

Artino, Holmboe, and Durning, 2012

References

- Artino, A.R.; Holmboe, E.S., and Durning, S. J. 2012. Control-value theory: Using achievement emotions to improve understanding of motivation, learning, and performance in medical education: AMEE Guide No. 64. *Medical Teacher*, 34(3): e148-160.