

Slide 1



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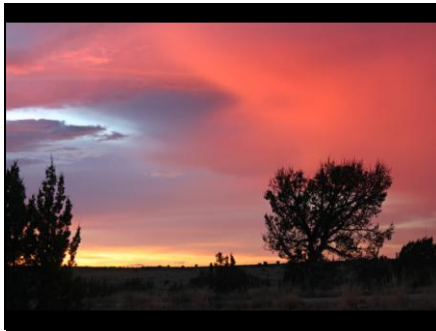
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Slide 2



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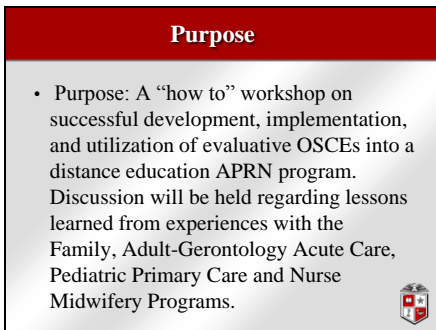
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Slide 3



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Slide 4

**Background**

- Need to enable faculty to evaluate students in a standardized clinical setting
- Need to monitor student progression throughout the program of study
- Need to maximize faculty resources
- Need to provide additional clinical venues given current preceptor availability



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Slide 5

**Planning for Integration of OSCE**

- Motivation for implementation
  - Variability and usefulness of site visits
  - Improved student evaluation
  - Standardized student evaluation
  - Availability of state of the art interprofessional simulation center (SimLife Center)
  - Improved faculty feedback and interaction with student



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Slide 6

**SimLife Center**



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Slide 7

**Planning for Integration of OSCE**

- Faculty workload and training
  - Enhanced use of faculty time and resources
  - Train the trainer
  - Faculty determine critical elements based upon program and track needs
  - Faculty trained on consensus of evaluation methods
  - Faculty train support staff



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Slide 8

**Planning for Integration of OSCE**

- Time allocation/Logistics
  - Faculty training
  - Standardized Patient (SP) training
  - Staff training
  - SimLife scheduling
  - Student scheduling/travel
  - Faculty scheduling/travel
  - Case development and compilation



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Slide 9

**Planning for Integration of OSCE**

<b>Student Costs</b>	<b>Faculty Costs</b>
<ul style="list-style-type: none"><li>• Clinical validation fee</li><li>• Travel (One day)</li><li>• Time away</li></ul>	<ul style="list-style-type: none"><li>• Travel (Two-three days)</li><li>• Workload</li></ul>



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Slide 10

**Developing a standardized patient program**

- Selection
  - Employee vs. independent contractor
  - Recruitment/advertising
  - Designated SP coordinator
  - Varied demographics
- Training
  - SP coordinator
    - *Basics of being an SP*
    - *Facility orientation*
  - Faculty
    - *Case specific training*
    - *Student's progression in program*



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Slide 11

**Developing a standardized patient program**

- Challenges/Problem
  - Time (SPs and trainers)
  - Physical space/location
  - Availability of appropriate SPs
  - Appropriateness of SPs
  - Variability of SPs
  - Testing fatigue
  - Repeated use



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Slide 12

**Standardized Patient and Student in Exam Room**



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Slide 13

**Writing OSCE cases**

- Case topic/content
  - Based upon current course content
  - Based upon current student proficiency level
- Case blueprint
  - Architecture of the case
  - SP training notes built off of details on blueprint
- SP training notes
  - Case "script"
  - Make very specific for SP



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Slide 14

**Writing OSCE cases**

- Student instructions
  - Student is given patient's chief complaint and vital signs
  - Student is given tasks to be performed
- Faculty training
  - Faculty determine critical case details
  - Faculty determine critical clinical skills
- Faculty evaluation and scoring criteria
  - Rubric development
  - Minimum competency score



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Slide 15

**Student Preparation**

- Orientation
  - At beginning of program
  - Each clinical course
  - By assigned clinical faculty
  - Advanced Health Assessment- orientation OSCE
- OSCE portal
  - <https://nursing.tnhs.edu/gradcentral/osce.php>



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Slide 16

**Keys to Implementation**

- Institutional support
- Scheduling
  - Logistics based on class size
  - Travel issues
  - Student/faculty issues
  - Hour limits per day




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Slide 17

**Keys to Implementation**

<ul style="list-style-type: none"> <li>• Staff support           <ul style="list-style-type: none"> <li>▪ "All hands on deck"</li> <li>▪ Event planning</li> <li>▪ Work closely with faculty and SimLife staff</li> <li>▪ Creation of case resources</li> <li>▪ Anticipatory planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Faculty support           <ul style="list-style-type: none"> <li>▪ Faculty buy-in</li> <li>▪ Content expertise</li> <li>▪ Time</li> <li>▪ Peer collaboration</li> </ul> </li> </ul>
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Slide 18

**Keys to Implementation**

- Facility use
  - Scheduling of space
  - Coordination with community partners
  - Coordination with other disciplines
  - Coordination between programs within School of Nursing
  - Equipment availability




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Slide 19

**Keys to Implementation**

- AV/IT Support
  - AV recordings
  - Faculty viewing
  - Setting schedule blueprint
  - Troubleshooting



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Slide 20

**Debriefing**

- Student
  - Debriefing necessary
  - Evaluation of student performance
  - Time allocation
  - At the end vs. integrated into case
  - Self-reflection
  - SP feedback
- Faculty
  - Ongoing quality improvement
  - What went well
  - Improvements needed
  - Revisions needed
  - Review/incorporate student feedback



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Slide 21

**Debrief Room**



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Slide 22

### Future Plans

- Comparing performance to didactic scores
- Comparing performance to certification pass rates
- Future research:
  - How to measure outcomes and correlation to clinical performance
  - Student perspective of usefulness
    - *Develop and validate an instrument to measure student perception of usefulness of evaluative OSCE*



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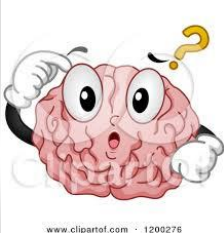
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Slide 23

### Questions



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Slide 24

### Contact Information

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Slide 25



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