Purpose

- Purpose: A “how to” workshop on successful development, implementation, and utilization of evaluative OSCEs into a distance education APRN program. Discussion will be held regarding lessons learned from experiences with the Family, Adult-Gerontology Acute Care, Pediatric Primary Care and Nurse Midwifery Programs.
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

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

SimLife Center
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

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

Slide 9

Planning for Integration of OSCE

Student Costs
• Clinical validation fee
• Travel (One day)
• Time away

Faculty Costs
• Travel (Two-three days)
• Workload
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

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

Slide 12

Standardized Patient and Student in Exam Room
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

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

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.ttuhsc.edu/gradcentral/osce.php
Slide 16

**Keys to Implementation**

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

Slide 17

**Keys to Implementation**

- Staff support
  - “All hands on deck”
  - Event planning
  - Work closely with faculty and SimLife staff
  - Citation of case resources
  - Anticipatory planning
- Faculty support
  - Faculty buy-in
  - Content expertise
  - Time
  - Peer collaboration

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
Slide 19

Keys to Implementation

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

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

Slide 21

Debrief Room
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

Questions

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