

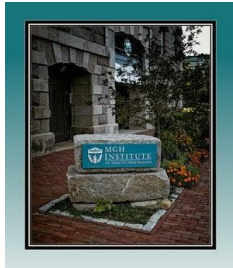


Using Objective Structured Clinical Exams to Enhance Psychotherapy Skills Training and Assessment

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Objectives

- Identify key considerations in the development of OSCEs for formative and summative assessment of psychotherapy skills in PMHNP students
- Identify key considerations in the implementation of OSCEs for formative and summative assessment of psychotherapy skills in PMHNP students
- Discuss evaluation, lessons learned, and next steps in using OSCEs in PMHNP education



OSCE = Objective Structured Clinical Exam

Introduction

- Clinical training in psychotherapy is an essential component of PMHNP education (ANCC, NONPF)
- Developing psychotherapy skills is one of the most challenging learning requirements that PMHNP students face
- Need for effective methods for teaching and evaluating psychotherapy skills

Objectives Structured Clinical Examinations (OSCE): Background

- Use of OSCEs in nursing education
 - Assess clinical competence
 - Establish readiness for safe practice
- Process
 - Formative OSCEs (low stakes)
 - Summative OSCEs (high stakes)
- Use of Standardized patients (SPs) in OSCEs
- Use of SPs in psychiatric training

Course: 3-credit adult psychotherapy course

Students: 18 PMHNP in 3rd (final) year of direct entry program

Course focus:
Supportive psychotherapy
Psychodynamic theory
Cognitive Behavioral Therapy

Selected Course Objectives :

- To develop competence in the use of essential communication and therapeutic skills.
- To develop an aptitude for self-evaluation in the use of such skills.
- To cultivate the capacity to reflect on interpersonal and emotional processes, patterns, and experiences in psychotherapy with the goal of improving mental health.
- To think critically about the use of psychotherapy and psychotherapeutic theory and practice.
- To apply psychotherapeutic theory and skills in implementing treatment goals.

In Course Student Preparation Prior to OSCEs

Readings and lectures regarding supportive, psychodynamic and cognitive-behavioral therapy

Observation and discussion of exemplar videos of faculty demonstrating psychotherapy skills with an SP in the context of simulated psychotherapy sessions

Practice of psychotherapeutic skills in role-play of simulated psychotherapeutic encounters with peers

Development of SP Scenarios

Information for each scenario:

- Major purpose of encounter
- Type of encounter (new patient,, follow-up visit, emergency)
- Setting (as relevant) – place, time of day, time of year
- Patient characteristics (as relevant) – age, gender, race, vitals at time of encounter, appearance, affect
- Patient information
 - Identifying data and chief complaint
 - HPI
 - Relevant psychiatric history
 - Relevant past medical, social, and family history
 - Relevant currently prescribed and OTC medications
- Essential student skills and behaviors to be assessed during encounter
- Instruction on how SP should present and how to respond to certain actions/comment throughout encounter

Development of OSCEs

- Formative OSCE
 - 3 SPs were trained to portray 3 separate cases
 - 15-minute video recorded SP encounters
 - Focused on supportive psychotherapy skills
- Summative OSCE
 - Same standardized case for all (played by 3 separate actors)
 - 20-minute video recorded SP encounters
 - Focused on CBT skills

Example: Learning Objectives for Formative OSCE (for both during interaction and in post-encounter analysis)

- To develop ease in interacting therapeutically with patients with mental health problems
- To demonstrate therapeutic communication and a variety of supportive psychotherapy skills in the context of an initial psychiatric interview
- To facilitate development of a therapeutic alliance with the patient
- To pick up on latent meanings of verbal messages
- To pick up on nonverbal behavior and messages as conveyed by patients
- To recognize and be able to articulate the effect of the patient on the therapist and vice versa
- To develop capacity to reflect on interpersonal and emotional processes, patterns, and experiences in psychotherapy
- To foster aptitude for self-evaluation of therapeutic skills

Example: Essential skills and behaviors to be assessed during encounter

(formative OSCE focused on ST skills)

- Greets patient and introduces self
- Demonstrates strategies to make patient comfortable
- Elicits chief complaint/presenting problem
- Utilizes exploratory interviewing to obtain history of recent problem and to begin obtaining psychiatric assessment data
- Utilizes a variety of supportive psychotherapy skills in context of interview
- Demonstrates skills in building therapeutic alliance
- Demonstrates empathy

Example: Essential skills and behaviors to be assessed during encounter

(summative OSCE focused on CBT skills)

- Demonstrates skills in fostering the therapeutic alliance
- Appropriately utilizes a variety of CBT skills in context of the session
- Follows CBT session structure (all elements)
- Manages time well
- Keeps focused on objectives of session

Resources Needed

- Standardized patients
- Separate space for students waiting for their turn for the SP encounter
- Rooms/space for SP encounters - spaces should look like a therapy office
- Videotaping capabilities (digital video camera) for simultaneous taping of 3 students
- Ability for faculty to monitor encounters (closed circuit cameras and headphones)
- Student ability to upload copy of encounter to laptop post-encounter
- Adjacent room for students to complete self-evaluations following scenario
- Faculty and assistants to:
 - Oversee and manage flow of students
 - Direct students to SP and start and stop video camera recordings
 - Label and transfer digital recordings of SP encounter to each student's laptop
 - IT assistance on hand to help trouble-shoot any complications

Recruiting and Training SPs

- SP Recruitment
 - Community
 - Staff and faculty from the Institute
- SP Training
 - SPs were given specific response statements for specific student questions
 - A list of spontaneous responses for the SP was also developed
 - Trained to give helpful formative feedback and accurate evaluations of the students
 - Rehearsal with faculty
- Debriefing SPs

Implementing the SP encounters

- Students received information about the scenario and time to prepare
- Each student interviewed their assigned SP in an individual exam room
- All interviews were videotaped
- Faculty monitored the encounters via closed circuit cameras and headphones in an adjacent room
- Instructor or assistant knocks on door to notify student that time is almost up (5-minute warning) then enters and turns off the video recorder at end of time.
- SP provides 2-3 minutes of verbal feedback to student focused on how SP felt during the interview
- Student leaves room
- A copy of the student's recorded video is transferred to student's computer
- Student completes a brief feedback/evaluation/reflection form in a separate room. During this time the SP completes a structured feedback questionnaire
- Each student received a digital copy of their encounter with the SP immediately following the interaction

Formative OSCE: Post Encounter Evaluation

- Student initial response (form provided)
- Feedback from SP (verbal and written)
- Student evaluation of SP experience (form provided)
- Faculty feedback to student
- Class discussion/debrief

Student Initial Response to SP Encounter

- How did the experience feel?
- What are your initial thoughts about the experience?
- What do you think you did well?
- What do you think you either did less well or could improve?

SP Feedback to Students

- How did you feel during the encounter?
- Please describe one or more strengths or positive aspects regarding the student's style or the interview process.
- Please provide any feedback regarding areas that felt uncomfortable or unhelpful in interview.

SP Feedback/Evaluation to Students

- I felt comfortable with the student.
- I felt the student was judgmental.
- It was easy to talk to the student.
- The student helped me feel relaxed
- I felt like the student guided the interview in a way that I felt like I understood what was expected of me.
- I felt that the student conveyed empathy for what I was conveying emotionally
- The student encouraged me to tell my story.
- I felt confidence in the interviewer.
- I felt that the interviewer encouraged me to express how I was feeling.
- I felt a sense of trust with the interviewer.
- The therapist was encouraging.
- I felt that the student was mainly focused on getting information from me.
- There was a disorganized feel to the interview.

Yes	Somewhat	No
1	2 3	4 5

Formative OSCE post-encounter student analysis/assignment

- Student receives digital copy of recorded encounter
- Student makes transcript of interaction
- Student annotates transcript
 - Labels supportive psychotherapy techniques used and rationale (if appropriate)
 - Comments (in transcript) on patient responses and any psychodynamic processes of patient that may be identified
- Student writes paper reflecting on experience
 - Self-awareness and self-evaluation
 - Observations regarding the affective component of the interview with particular attention to empathic responses
 - Observations of any patterns of nonverbal patient behaviors that suggested the use of various defense mechanisms (if possible)
 - Note the patient’s narrative themes and suggests a tentative formulation

Student Evaluation of Formative OSCE

Yes 1	2	Somewhat 3	4	No 5	
Question					Mean Score
Participation in SP encounter successfully provided realistic patient scenarios					1.2
SP encounter scenarios were useful and tested student interview skills.					1.2
SP encounter scenarios were helpful in reinforcing course objectives.					1.4
SP encounter scenarios helped to prepare me for the mental health clinical environment.					1.2
SP encounter scenarios were valuable and allowed me to evaluate my own competencies/performance.					1.2
SP encounter scenarios were valuable and allowed me to practice in a risk free environment.					1.0
The feedback from the standardized patient was helpful.					1.2
I recommend that this exercise be continued for subsequent classes.					1.2

Adapted from Doolan et al. Int J Nurs Ed Scholars 2014; 11(1): 1–8)

Summative OSCE: Post Encounter Evaluation

- SP feedback to student (verbal and written)
- Student and faculty evaluation using the Cognitive Therapy Rating Scale (Young & Beck, 1980)
- Faculty feedback to student
- Graded as part of final exam for course

Lessons Learned

- Helping students manage their anxiety
- Don't mix pre and post encounter students
- Length of time that SPs can maintain good focus needs to be considered
- Be prepared for the unexpected

Next Steps in using OSCEs in PMHNP Education

- Further development, refinement, and testing
- Build a "bank" of...
 - Exemplar videos
 - SP scenarios for formative and summative OSCEs
- Extend SP practice and evaluation throughout PMHNP program
 - Assessment and diagnosis
 - Medication management sessions
 - Family/child scenarios
 - High stakes rare event or emergency scenarios (e.g., suicidal patient)
 - Broaden OSCE use for evaluation of skills
- Documentation skills: SOAP notes, progress notes, case formulations, treatment plans

Questions and Comments?



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