Objectives

At the conclusion of this presentation, the learner will:

- Discuss the background for development of the Clinical Competency Exam (CCE)
- Employ the principles of identifying an appropriate term for the Clinical Competency Evaluation
- Apply principles to design a Clinical Competency Evaluation
- Determine the effectiveness of the Clinical Competency Evaluation in their program

Background and Need

- Shortage of clinical faculty supervising students
  - Large number of students needing evaluation
- Desire to develop standardized model for evaluation of proficiency and competency
- Burden of faculty training
- Timing and sequence
- Evidence
CCE/OSCE what is it and how it differs

Usual
- Midterm clinical site visit
  - Full time and adjunct faculty
- 1:10 ratio for site visits per credit
- Clinical sites throughout the state of Florida
- Extensive faculty travel/cost
- Time-2-4 hours per visit
- No control over patient type

CCE
- Midterm and end of semester evaluation
  - Full time and adjunct faculty
- 1:10 ratio per credit
- Evaluation performed at the College of Nursing
- Each student evaluated over 2 hours
- Standardized patient scenario with defined outcomes

CCE Development
- Selection of the scenario
- SP training
- Evaluation rubric
- Faculty training
- Scheduling

Template Development Tools
- What should every student in this course know
  - Criteria: Must know, important to know, good to know
- Physical and psychological fidelity
- Ability to include components not always available in practice setting such as informatics, diagnostic review, patient education, treatment plan, medication, realistic referral
CCE 1.0 Results

- 75-80% failed 1st attempt
- Damage control with students, preceptors, and faculty
- Remediation plan

Lessons Learned: CCE 2.0 Faculty

- Timing
- Formative and summative
- Rubric
- Communication and coordination
- Selection of OSCEs for SP with course content
- Faculty role in formative and summative

CCE 2.0 – Student

- Peer review opportunity in formative
- Self awareness
- Progress notes
- Increased demand
- Use as clinical hours
- Mandatory
- Student in role of decision maker
- Environment safe and conducive to active learning
Future Plans

- Integration in all clinical courses
- Faculty development
- Physical resource needs for OSCE lab
- Adoption in professional settings
- IPE with MD, NP, Pharmacy students
- PCMH, telehealth

References