

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Teaching Competencies Development – OSCE Development

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Aims



- **Workshop activity participation – x2 OSCE cases**
- OSCE – background information
- OSCE Development
 - case design
 - case development
 - case review & validation
 - case piloting
- Assessment of the OSCE – Clinical & Communication



OSCE – background

- Objective Structured Clinical Examination
- Aim – a method to assess clinical **competencies**
- Used widely in Clinical courses
 - Dentistry/Medicine/Pharmacy
 - Performance-based teaching, learning and assessment
- OSCE stations – multiple stations, simulated and standardised
- OSCE stations – designed based on a case-writing template
- Template – used to capture the competencies/learning outcomes/standards



Why are OSCE used?

- ✓ **Competency assessment** – possible to assess at different stages
 - **Doing** – not just simply ‘Knowing’
 - **Showing** – not just simply ‘Showing How’
- ✓ **Preparation** for clinical placements
- ✓ **Clinical knowledge & skills** integration and assessment
- ✓ **Communication skills** integration and assessment
- ✓ **Real-world clinical scenarios** – while maintaining safety
- ✓ **Standardised** – reliability and fairness to students



OSCE Development

- i. **OSCE Design** – competencies/learning outcomes/alignment
- ii. **Content development** – the case details
- iii. **Case Review & Validation** – new eyes important!!
- iv. **Standard setting** – different assessment methods
- v. **Piloting** – practice to standardise the patient responses
- vi. **Logistics** – timing/location resources/staff
resources/guidance documentation (student and patient)/assessment documentation



Case-writing: Template

- Template should be used:
 - helps to standardise the process
 - can be used as a script to train the standardised ‘patients’
- i. **Scenario** – sets the clinical scene
- ii. **Patient descriptor** – name/age/gender/education
- iii. **Patient history** – medical/medications/lab tests/allergies/social/family
- iv. **Patient behaviours** – attitude/mannerisms/verbal/non-verbal
- v. **Station props** – medical devices/medications/prescriptions
- vi. **Stem** – station brief for the student being assessed



OSCE development – Dos ✓

- ✓ Use **real-world** cases/scenarios
- ✓ **Discuss the case** before writing – brainstorming different ideas
- ✓ Use a **template** to write the case
- ✓ Confirm that your **clinical/ethical information** is correct!
- ✓ **Review** the case for changes
- ✓ **Validate** the case – use a different group of people!
- ✓ **Pilot** the case – this helps to **standardise the ‘patient’**
- ✓ Use OSCEs with other performance-based teaching/learning/assessment
- ✓ Assess competence of the **minimally competent** practitioner



OSCE development – Dont's

- × Use unusual clinical cases
- × Use ambiguous clinical cases
- × Overcomplicate the clinical case
- × Overload the information/competencies required of the student



OSCE Assessment

Assessment of the OSCE – combination of two sections:

- 1. Clinical assessment**
- 2. Communication skills**

- May have a 50/50 distribution of marks
- May be weighted to 60 or 70% clinical knowledge
- May be weighted to 60 or 70% communication skills
- Dependent on the competencies being assessed



1. Clinical Assessment



- **Analytical checklist** – method for scoring a student’s Clinical performance
- Begin each question with a verb (observed actions – ‘asks’/‘educates’/‘suggests’)
- Questions – based on the competencies expected
- Questions – based on real-world scenario
- Checklist – follows the order and flow of a competent practitioner
- Observation of student’s actions – binary ‘Yes’ or ‘No’
- Keep checklist to < 20 questions
- Avoid grouping multiple actions (asked patient about ‘x’ and ‘y’)
- Clear language – should not require interpretation by the examiner
- Assess competence of the minimally competent practitioner



2. Communication Skills Assessment

Communication Skills assessment (Graded **1 – 5**)

- One overall score for Communication Skills

The Communication Skills score is influenced by:

- i. Verbal communication skills
- ii. Non-verbal communication skills
- iii. Response and coherence

1	2	3	4	5
Responds inappropriately	Responds appropriately but not consistently			Responds appropriately and comprehensively



Workshop participation



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Two OSCE stations provided

OSCE Station 1: Patient consultation and analgesia provision

- Dental – complete patient assessment and advise on analgesia
- Medical – complete patient assessment and advise on analgesia
- Pharmacy – counsel the patient as you would in practice

OSCE Station 2: Medication error

- Dental – annoyed patient presents with prescription error
- Medical – annoyed patient presents with prescription error
- Pharmacy – annoyed patient presents with dispensing error



OSCE role-playing



Both OSCE stations to be role-played and analytical checklist to be developed by each group

- Assign one person to role-play the '**student**' (doctor/pharmacist/dentist)
 - Student is provided with the OSCE stem (station information)
- Assign one person to role-play the '**patient**'
 - Patient is provided with patient-related information
- Remainder of your group observe as '**examiners**'

Change your actors for the second station!



Post-Role-Play: OSCE station Review

Group Feedback (Flipcharts) – after Role-Playing discuss:

1. Analytical Checklist questions you consider important? ([see template](#))
2. What % weighting would you give to Analytical Checklist versus Communication Skills?
3. What would you standardise in the patients? (see later slide)
4. How would you standardise the patients?



Standardised Patient - considerations

Why?

Training of the actors to portray a medical condition consistently

What?

- 'Background story' – help patient to answer different approaches by students
- Opening statement – a strong focus on this sets the scene/tone
- Emotional range – need to set the boundaries
- Uniform answers

How?

- Full and realistic patient history
- Write a case that is easy to understand
- Practice the case together!



Post-Role-Play: OSCE station Review

Group Feedback (continued)

5. When in the course would you feel that OSCEs could be best used?
 - Preparation for first clinical placement?
 - Capstone assessment of clinical training?
6. How could you use an OSCE in your course?
 - Teaching purposes?
 - Assessment purposes?
7. What would be useful OSCE topics and why? (see later slide)



Useful OSCE topics

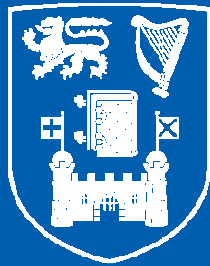
- Scientific and Clinical knowledge
- Technical and procedural skills
- Communication skills – interpersonal/verbal/non-verbal
- Self-management skills – time and stress
- Collaborative skills – interaction with other healthcare professionals
- Ethical behaviours



References

- School of Pharmacy, Trinity College
- School of Dentistry – Trinity College Dublin
- Prof. Austin Zublin – OSCE course





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Hvala puno!



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