

Simulated OSCE as an assessment- the students experience

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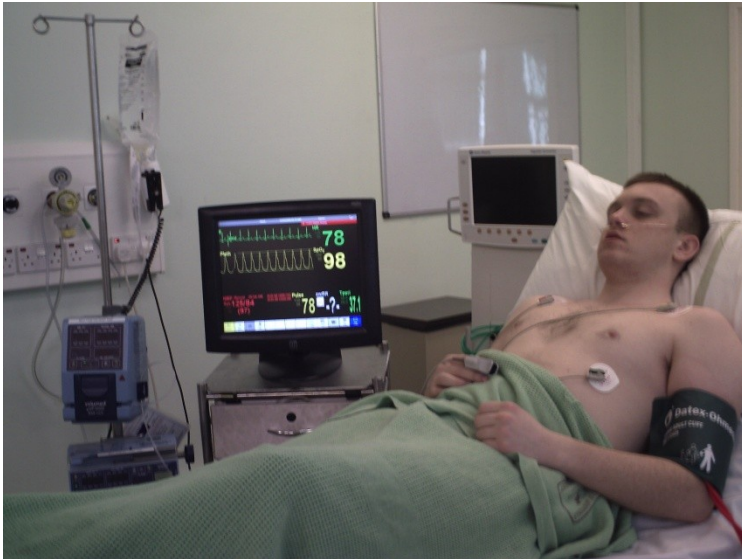
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Simulation



AIM

- Interpretive phenomenological study to understand the student's experience of simulation based OSCE as an assessment tool.
- To explore how the environment(university and simulated setting)impacts on their learning experience.



Objectives



- To gain further understanding of the students experience of clinical examination OSCE.
- To compare emerging themes from students who undertake clinical examination OSCE in a clinical simulated environment, to students who undertake clinical examination OSCE in a university based classroom.
- To understand the environment in which the students undertake the OSCE, impacts on their learning and the process in which the learning takes place.
- To examine if clinical examination OSCE undertaken in a simulated environment mirrors reality.

Design



- Interpretive phenomenological study utilising an inductive approach
- Semi-structured interviews.

Sample

Group 1

Group 2

Population sample: Critical care post registration level 3 N= 10	Population sample: Clinical examination post registration level 4 N=10
Assessment tool Clinical OSCE - live patient model	Assessment tool Clinical OSCE - live patient model
Setting: Simulated clinical environment	Setting : University clinical classroom
Interviews: March 2009	Interviews: April 2009

ANALYSIS



- Transcripts underwent 4 main stages of analysis.
- Close Interpretative reading of transcripts and emergent abstract themes were noted.
- Patterns were established across interviews.
- Analysis was conducted by Principal investigators and reviewed by co-investigators to ensure themes identified were representative of the data.
- A third person independent of the study audit trailed back and forth to confirm validation of themes.

RESULTS



- On analysis the emerging themes were identified as follows:
- Types of Learning
- Assessment
- Change of Practice
- Mirroring Reality
- Fear/Anxiety

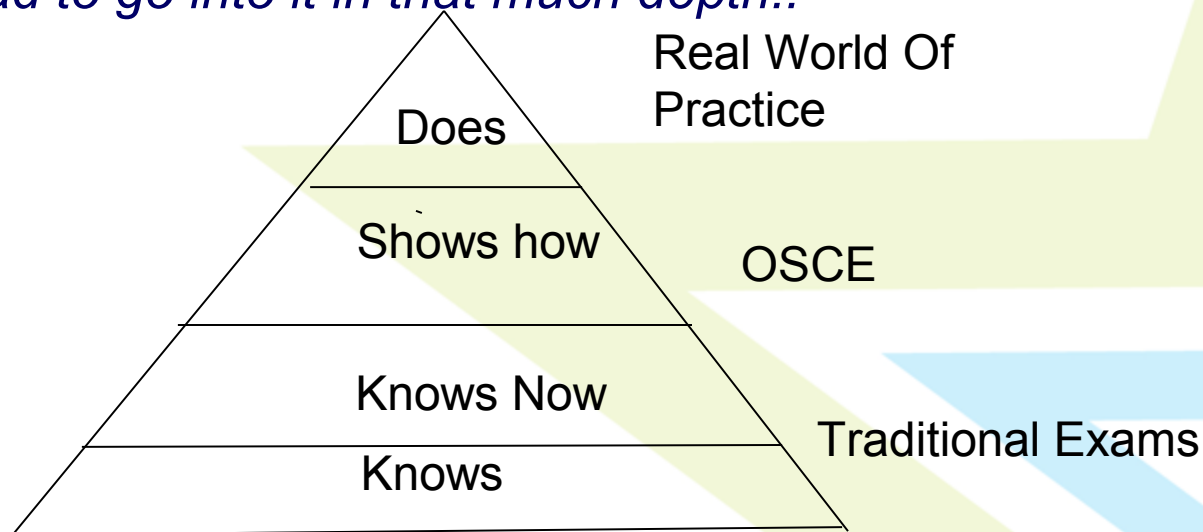
Types of learning



- Deep learning is concerned with extracting principles and underlying meanings, to make sense of facts and feelings and to intergrate them with previously acquired knowledge. Rather than memorization, it aims to provide a greater understanding and therefore a deeper meaning

Types of Learning

- ..And I think its put meat on the bones of what I already knew but you didn't necessarily know it in as much depth. You know like why you do investigations necessarily, what you do them for...well I mean I knew what you did them for but you've gone into things in much more depth and you know exactly why you're doing it because you've had to go into it in that much depth..”*



Assessment



- *“Its not just people telling you theory and you regurgitating theory back you are actually standing there doing it. Its something that translates to any patient any where do you know,.in the work place.”*
- *“ the other people I work with have done the clinical exam, they’ve done the written examination not the OSCE. Well we’ve got the best of both worlds because your still learning the same stuff, but you are actually putting it into practice and its so valuable, it really really is..”*

Change of Practice



- *“Prior to the OSCE, I would stand behind a doctor looking at a chest x-ray wondering what he was looking at and now I know what hes looking at..its definately changed my practice...”*
- *Since completing the Clinical Examination OSCE I can recall one particular patient that I assessed who had a life threatening condition and it was only as a result of my learning through clinical OSCE that I recognised the clinical signs and that lady was given a chance....”*

Mirror Reality



- **SIMULATED ENVIRONMENT**

- *“I felt like I was at work on the intensive care unit because there were monitors, a real patient, oxygen at hand..everything was there.. So it felt like real life..”*
- *“The simulated environment was a lot more like being at work, so it was a lot more practical and very familiar..”*
- *..”I dont feel that it made a difference...”*
- *“Its still alien..its not my work place”*

- **UNIVERSITY ENVIRONMENT**

- *..”So no the environment was fine, I didn’t find an issue with the environment, even though everyone was in the same room. Because I think you just concentrate on what you are doing, so you don’t actually take it in..you don’t really take in much of what else is going on..”*

FEAR AND ANXIETY



- TERRIFIED
- HORRIFIC
- SICK
- WATCHED
- PANIC

- FANTASTIC
- AMAZING
- FABULOUS
- CONFIDENCE
- BRILLIANT

Fear and Anxiety



- *“before it as you know, I was absolutely terrified.. There was a weight hanging over me because I was being scrutinised but I would feel just as fearful if someone said in work I want you to go through a competency for aseptic technique, I would die!...We have to do it but thats just me it doesn't mean its a bad thing”*
- Failing is devastating- as succeeding is instant gratification and sense of achievement.

Limitations of Study



- Small
- Time frame
- Access to students

Recommendations and Conclusion



- Without question Simulation learning is an invaluable resource, encouraging deep learning, positive change in practice and develops confidence.
- Its crucial that facilitators of OSCE have experience and appropriate training in a non threatening environment.
- How sophisticated does simulation need to be? There is an opportunity for further research.

- **Questions**