THE NUTS AND BOLTS OF CREATING AN OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) FOR MEDICAL STUDENTS AND RESIDENTS

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Disclosure Information

- In the past 12 months, we have no relevant financial relationships with the manufacturer(s) of any commercial product(s) and/or provider(s) of commercial services.

- This presentation will not include discussion of pharmaceuticals or devices that have not been approved by the FDA.
At the conclusion of this session, participants will be able to:

- Discuss steps in creating an OSCE to assess the clinical competence of students and residents.

- Develop a standardized patient encounter, including a patient script and scoring checklist.

- Identify the common pitfalls in implementing an OSCE and strategies to overcome them.
Overview

- **Introduction:** 10 minutes
  - Brief overview of OSCEs in the preclinical and clinical years
- **Small groups:** 30 minutes
  - Case development
- **Large group:** 30 minutes
  - Group presentations
  - Discussion of obstacles encountered
- **Wrap-up:** 20 minutes
  - Video of a pediatric OSCE
  - Lessons learned
  - Q&A
LESSONS LEARNED
Case Development

- Choosing Diagnoses
  - Clinical conditions that standardized patient can simulate
- Developing Objectives
  - Focused HPI and Physical Examination
  - Linking milestones/competencies to objectives
  - Linking to Direct Observation requirement for ACGME and LCME
- Duration of encounter
  - How long?
  - How much time between each encounter?
Case Development (cont.)

- Grading Checklist
  - Assigning points

- Revision of Cases
  - Faculty and standardized patient feedback
  - Resident/Student performance
Recruitment of Faculty/SPs

- Faculty
  - Chair/Departmental Support
  - Faculty Training
- Standardized Patients (SPs)/Parents
  - Appropriate Age (min 6 years of age)
  - Script
  - SP Training
  - Immediate feedback post encounter
  - Dropouts
  - Reimbursement
Tech Support

- AV/Proctoring Support
- Videotaping
  - Benefits
  - Consent Form
  - Turnaround Time
  - OSCE Remediation
- Testing Site
Grading

- Time required to grade each encounter
- Curving?
- Outcomes
## Resident/Student Feedback

- **OSCE vs. TOSCE**
- **Score Sheet**
  - Grade for each encounter

### Score Sheet

<table>
<thead>
<tr>
<th>STATION</th>
<th>YOUR SCORE</th>
<th>GROUP MEAN</th>
<th>RANGE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hx/Primary Care</td>
<td>96</td>
<td>80.48</td>
<td>58.5-96</td>
<td>Great vaccine counseling/safety counseling/ smoking...beautiful job...great interpersonal skills &amp; nice rapport...able to get information in a short period of time...awesome job</td>
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<td>Primary Care Eval/Follow-Up</td>
<td>67</td>
<td>77.91</td>
<td>53-92</td>
<td>Very nice bedside manner</td>
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<tr>
<td>H&amp;P Abdominal Pain</td>
<td>81</td>
<td>80.02</td>
<td>51-98</td>
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<td>Patient Note</td>
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<td>68.09</td>
<td>41-90</td>
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<tr>
<td>H&amp;P Headache</td>
<td>63</td>
<td>66.50</td>
<td>45-81</td>
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<tr>
<td>Ethics</td>
<td>90</td>
<td>77.05</td>
<td>50-100</td>
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**MEAN:** 78.83, 75.01, N/A

### Table

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<tr>
<th>STATION</th>
<th>HISTORY</th>
<th>PHYSICAL</th>
<th>DIAGNOSIS</th>
<th>COMMUNICATION/INTERPERSONAL</th>
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<td>132</td>
<td>44</td>
<td>82</td>
<td>66</td>
</tr>
</tbody>
</table>

% Correct: 86, 54, 100, 78

Group %: 76, 65, 90, 74
References


Pierre RB, Wierenga A, Barton M, Branday JM, Christie CD. Student evaluation of an OSCE in paediatrics at the University of the West Indies, Jamaica. BMC Med Educ. 2004 Oct 16;4:22. PMID:15488152


QUESTIONS?