

Objective Structured Clinical Examination: Five Years and Counting

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Issue of Concern

- Objective Structured Clinical Examination (OSCE) is a simulation assessment method based on a student's performance that measures clinical competence and skill set.
- The use of OSCE learning is well established within nursing education. OSCE can achieve needed practice and assess knowledge and understanding in a safe environment.
- OSCEs may be formative or summative, according to their role and purpose in the curriculum.

Review of Literature

- OSCEs have been used for decades within nursing and medical programs to assist with preparation for practice, scaffold learning, determine participants' level of clinical performance and provide feedback on areas for improvement (Kelly, Mitchell, Henderson, et al., 2016).
- OSCEs allow for precise, objective, and reproducible uniform testing of students for a wide range of clinical skills (Zayyan, 2011).
- OSCEs start with a simulated scenario involving a standardized patient (SP). Instructors evaluate the student's clinical skills and diagnostic reasoning, which includes assessment and management of the patient's condition (Kelly, Mitchell, Henderson, et. al., 2016).

Background and Purpose

- Graduate FNP program began to utilize formative OSCEs in 2017 and summative OSCEs in 2018.
- SimCentral in Amarillo was utilized for this activity until fall semester of 2022.
- In order to promote the university fulfillment of becoming an accredited simulation center, OSCE cases are now conducted on campus.
- Continue to collect data for student learning outcomes.

System Changes and Updates

- Addition of 3rd exam room
- Cameras updated in all rooms
- Addition of SP member pool
- 360 degree evaluation continues
 - SP check list
 - Student evaluation
 - Faculty evaluation
- Data collection to identify strengths and weaknesses in OSCE utilization

SP Checklist

- *Interview skills/behavior
- *Subjective components
- *Objective components
- *Case-specific items

Faculty Evaluation

- *Interview skills/behavior
- *Subjective Data
- *Objective Data
- *Assessment (diagnosis)
- *Plan appropriate
- *Time requirement met



Theoretical Framework

- National League for Nursing Jeffries Simulation Theory (Jeffries, Rodgers, & Adamson 2015)
- Within the simulation experience is a dynamic interaction between the SP and the student
- Student outcomes of the simulation may be separated into three areas:
 - Reaction (self-confidence)
 - Learning (changes in knowledge, skills, attitudes)
 - Behavior (how learning transfers to the clinical environment)

Conclusions

- Clinical simulation is a valuable means of learning and evaluating skills (Garcia-Mayor, et. al., 2021).
- OSCEs are teaching tools that provide students with real-life scenarios to build the clinical competencies they needed throughout their careers.
- A high degree of satisfaction with the OSCE experience has been expressed by students.
- OSCEs will continue to be used within the FNP program at WTAMU.

Future Plans

- Recruit and grow SP group; improve SP training
- Analyze and improve SP checklist
- Create OSCE cases to mimic telehealth visits
- Offer more OSCE sessions each semester
- Conduct further research to study the potential impact of stress and anxiety experienced by students during OSCE sessions.