

Implementation of OSCE for pre-registration Nursing Students



Nicola Guthrie

Deputy Head of School for Skills and Simulation

Anglia Ruskin University

Aims



What is OSCE?

How we undertake OSCE's at ARU

How we created our OSCE's

Future Plans

What is an OSCE

Observational

Structured

Clinical

Examination





First Aid OSCE

1. Student knowledge
2. Scenarios
3. Creation of easy to follow marking grid and feedback
4. Supervisors/ lecturers knowledge
5. Accessibility of information
6. Equipment required
7. Number of staff needed to ensure smooth running



1. Student knowledge



- This varied, depending on students previous experience, some students had qualifications in first aid and others did not
- Had to find a balance of meeting this so all would engage



Background preparation

- Here we identified a page on the module 2 canvas site
- <https://canvas.anglia.ac.uk/courses/19019/pages/anaphylaxis-and-first-aid-physical-and-mental-health>



2. Scenarios

- Chose 6 different aspects of the first aid page, then created scenarios
- Creating the scenarios and ensuring they were fit for use in a skills lab and could be delivered effectively
- Careful not to make the scenarios too standard, using different cultural groups to ensure equity across the student body.
- Different ages were also needed, child young adult, middle aged and older adult.





Lesson Plan

Module code: MOD005709		Year 1
Lesson Title: First Aid session and OSCE		
Clinical skills learning outcomes:		
Students will be able to:		
<ul style="list-style-type: none"> Identify the basic procedure to take if they come across a person how has a first aid problem Understand how to access help and who to escalate the issue to Understand the SBAR hand over Have an insight around mental health and the communication skills required Gain an awareness and an understanding of reading body language Identify how to temporally manage first aid issues until a suitable responder arrives. 		
Duration: 6 hours	Room requirements: Skills Lab	Skills team: Ratio 1: 10
Resources required:		
<ul style="list-style-type: none"> 3rd year students Bandages Epi pens Triangular bandages Gauze Fake blood Plasters Clingfilm Access to water. Unused suture pad attached to cannulation arm Mannequins icepacks 		
Previous associated theory (including learning outcomes):		
Introductory lecture & Canvas resources - the students will have developed knowledge and understanding in relation to:		
<ul style="list-style-type: none"> First aid procedures Mental health awareness Communication skills and identification of body language Communication 		

Time (in mins)	Content	Student activity	Tutors role
10 mins	Introduce all staff and lesson plan for the day. Set ground rules for session and ensure that all students are able to fully participate in the day without undue risk.	Listen & discuss	Tutor: Contribute to discussion as appropriate
30 minutes	Demonstrate each scenario and explain what is required in each scenario, explain the key elements that need to be passed in the OSCE	Listen and Contribute	Tutor: Demonstration and discussion
30 minute	Break to be inserted at convenient time		
20 minutes	Scenario 1 Arm wound that is bleeding heavily requiring a compression dressing and elevation. Re-opened would by patient	Student interaction and observation. including feedback	Tutor Observation and discussion
20 minutes	Scenario 2 Broken leg that needs splinting and reassurance, patient is showing signs of not wanting to make eye contact	Student interaction and observation. including feedback	Tutor Observation and discussion
20 minutes	Scenario 3 Unconscious patient that needs to be placed in the recovery position	Student interaction and observation. including feedback	Tutor Observation and discussion
20 minutes	Scenario 4 Anaphylaxis reaction to latex / medication	Student interaction and observation. including feedback	Tutor Observation and discussion
20 minutes	Scenario 5 Seizure - epilepsy	Student interaction and observation. including feedback	Tutor Observation and discussion
20 minutes	Scenario 6 Burn – self harm patient tell you they heard voices that told them to burn themselves		
60 minutes	Lunch break Afternoon session		
180 minutes	Students will be bought in Dependent on the number of examiners and independently take their First Aid OSCE. They will pick form one of the 6 practiced scenarios.	Student participating in OSCRE under exam conditions.	Tutor Assessment and constructive feedback
	Recommended viewing/ reading Anaphylaxis guidelines https://www.resus.org.uk/library/additional-guidance/guidance-anaphylaxis SBAR https://www.england.nhs.uk/improvement-hub/wp-content/uploads/sites/44/2017/11/SBAR-implementation-and-Training-Guide.pdf		



a.r.u.

3. Creation of easy to follow marking and feedback form

Demonstrate, Understand and Explain a Primary Survey with an Unresponsive Patient	
Understand and explain what primary survey and DRsABC is	
D: Demonstrate checking for danger	
R: Checks response	
S: Shouts for help	
A: Airway patent	
B: Breathing assessment	
C: Circulation assessment	
Demonstrates, Understands and Explains a specific First Aid Procedure at Appropriate Time before or after Primary/Secondary Survey	
Student / tutor Feedback From Scenario:	
Demonstrate, Understands and Explain a Secondary Survey with an Unresponsive Patient	
Understand and explain what secondary survey is	
Demonstrate the structured questions that you ask in the secondary survey (SAMPLE)	

S – Signs and Symptoms	
A - Allergies	
M- Medications	
P- Previous Medical History	
L - Last meal	
E - Event History	
Demonstrates head to toe assessment	
Gains Consent	
Checks head	
Checks eyes	
Checks shoulders and peripheries	
Checks chest	
Checks stomach	
Checks legs and feet	
Check spine	
Demonstrate a clear feedback to the ambulance crew on their arrival using SBAR	
S - Situation	
B - Background	
A - Assessment	
R - Recommendation	

For lecturers only:

PASS
Fail

Signed

.....
.....
.....



4. Supervisor Knowledge

- How do we ensure that all lecturers / supervisors are aware of the standards required.
- To solve this we made a video for the staff to be able to refer to and we gave guidance sheets that are more detailed than the students scenarios and they identify the different elements we wanted to be discussed or shown.
- [video](#)



5. Accessibility of information

- On the day they have a demonstration of each station and then are divided up into small groups to go and practice. It is encouraged these sessions are led by the students which them teaching each other to obtain the skill, with the lecturer questioning what they are doing and why, with open ended questions.



Equipment required

- Here we had to consider what we have available and what can be used and adapted, for example skin over lays of burns that can be used on mannikins or people who can act the issue, but actually when you look at the skills and the elements, bandages both rolled and triangular and





Number of staff needed to ensure smooth running

- We have risk assessed the activity, taken into account consideration of the space we have, the equipment we will be using and the support the students may need during the activity.
- We have currently a working ratio of 1 lecturer to 12 students.



Structure of the day

Students arrive and they are given a safety warning and plans for the day (including breaks are explained)



Students observe a demonstration from the lecturers of each station



Students break into groups and rotate round all the different elements spending 20-25 minutes at each station depending on the size of the groups.



All students should have the opportunity of undertaking the skill and peer assessing each other. 1 lecturer covering 2 stations



Once all stations have been rotated around opportunity for any questions given.



Students sent out the room and then brought back individually for a 10 minute assessment



Fails given second opportunity with different scenario at the end of the day

Problems and issues



- Anxiety
- Attendance
- Space
- Confidence of the lecturers.
- Ensuring students results are recorded.
- Time for students to gain confidence -
Initially found that the time we had allocated to students was not long enough



Future plans

- Digital record forms and recorded OSCE the students can keep.
- Further development of the mental health aspects of first aid
- Redesign the assessment paperwork, limited feedback being given as the session time is quite tight.
- Debrief of session needs to be more structured.

QUESTIONS

