

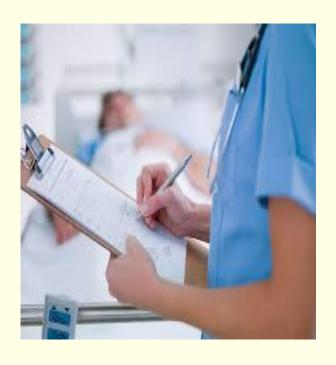
### Implementation of OSCE for preregistration Nursing Students



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### **Aims**



What is OSCE?

How we undertake OSCE's at ARU

How we created our OSCE's

**Future Plans** 



### What is an OSCE

**O**bservational

**S**tructured

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

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# 1. Student knowledge



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



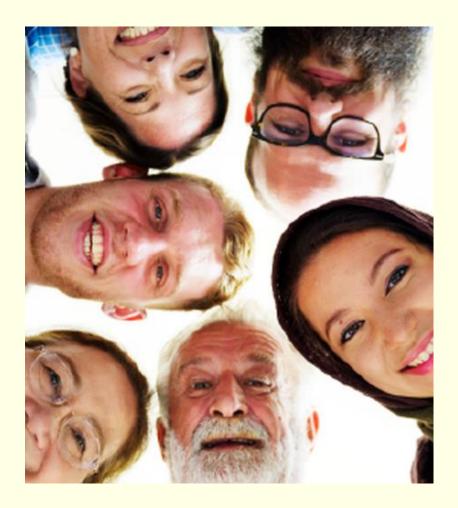
## **Background preparation**

- Here we identified a page on the module 2 canvas site
- https://canvas.anglia.ac.uk/courses/1 9019/pages/anaphylaxis-and-firstaid-physical-and-mental-health

# a.r.u.

### 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 to 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:

- 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: Room requirements: Skills Lab

Skills team: Ratio 1: 10

#### Resources required:

- 3<sup>rd</sup> 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 & Canvass resources - the students will have developed knowledge and understanding in relation to:

- First aid procedures
- Mental health awareness
- Communication skills and identification of body language
- Communication

Time (in mins)	Content	Student activity	Tutors role		
10 mins			Tutors role		
10 mins	Introduce all staff and lesson plan for the day.	Listen & discuss	Tutor:		
	Set ground rules for session and ensure that all students are able				
	to fully participate in the day without undue risk.		Contribute to		
	,		discussion as appropriate		
			арргорпасс		
30 minutes	Demonstrate each scenario and explain what is required in each	Listen and Contribute	Tutor:		
	scenario, explain the key elements that need to be passed in the		Demonstration and		
	OSCE		discussion		
30 minute					
20 minutes	Break to be inserted at convenient time  Scenario 1	Student interaction and	Tutor		
20 minutes	Arm wound that is bleeding heavily requiring a compression	observation, including	Observation and		
	dressing and elevation. Re-opened would by patient	feedback	discussion		
20 minutes	Scenario 2				
- Inneces	Broken leg that needs splinting and reassurance, patient is	Student interaction and	Tutor		
	showing signs of not wanting to make eye contact	observation. including	Observation and		
		feedback	discussion		
20 minutes	Scenario 3 Unconscious patient that needs to be placed in the recovery	Student interaction and	Tutor		
	position	observation. including	Observation and		
		feedback	discussion		
20 minutes	Scenario 4				
	Anaphylaxis reaction to latex / medication	Student interaction and observation. including	Tutor Observation and		
		feedback	discussion		
20 minutes	Scenario 5				
	Seizure - epilepsy	Student interaction and	Tutor		
		observation. including feedback	Observation and discussion		
		recuback	uiscussioii		
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	Student participating in	Tutor		
	examiners and independently take their First Aid OSCE. They will pick form one of the 6 practiced scenarios.	OSCRE under exam conditions.	Assessment and constructive feedback		
	pick form one of the o practiced scenarios.	conditions.	constructive recuback		
	Recommended viewing/ reading				
	Anaphylaxis guidelines https://www.resus.org.uk/library/additional-guidance/guidance-anaphylaxis				
	nttps://www.resus.org.uk/iiprary/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				
	Training Guide.pur				

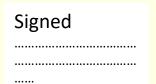
# 3. Creation of easy to follow a.r.u. marking and feedback form

Understand and explain what primary survey and					
DRsABC is					
DRSADC IS					
D. Danis and and a shoulding foundament					
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 Brosadure at Appropriate Time before or				
	riist Ald Frocedure at Appropriate Time before of				
after Primary/Secondary Survey					
Student / tuto	r 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 am	bulance crew on their arrival using SBAR				
S - Situation					
B - Background					
A - Assessment					
R - Recommendation					

For	lecturers	only:
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**PASS** Fail





## 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 in to 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









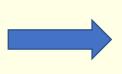
# Number of staff needed to ensure smooth running

- 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.

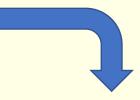


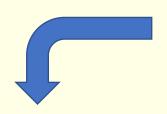
## Structure of the day

Student 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





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



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.

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



Students sent out the room and then bought 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.



