

Using Objective Structured Clinical Examinations (OSCEs) in Speech and Language Therapy Pre-registration Clinical Education

Wendy Cohen and Claire Timmins

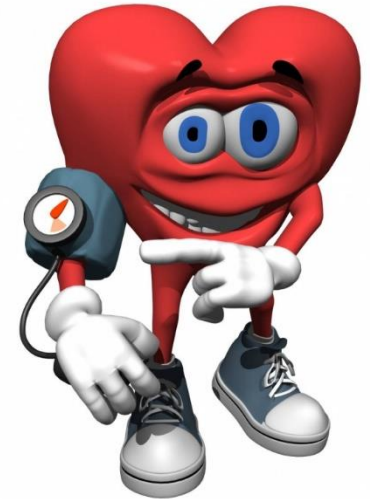
University of Strathclyde

What are OSCEs?

- Assessment of clinical competence
- Concerned with performance
- Highly reliable
- Equity in the assessment of clinical skills
- Widely used in medicine and nursing

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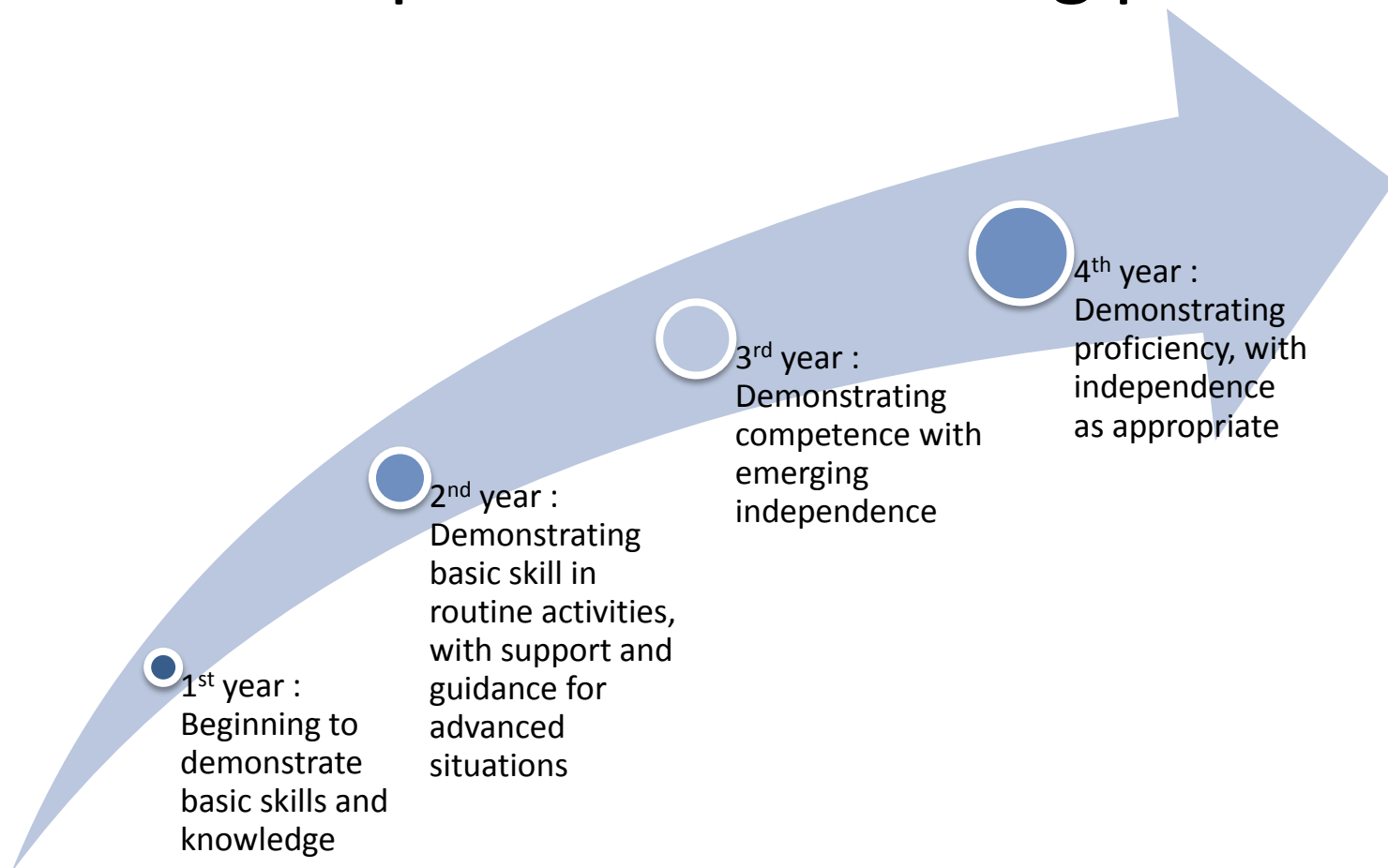
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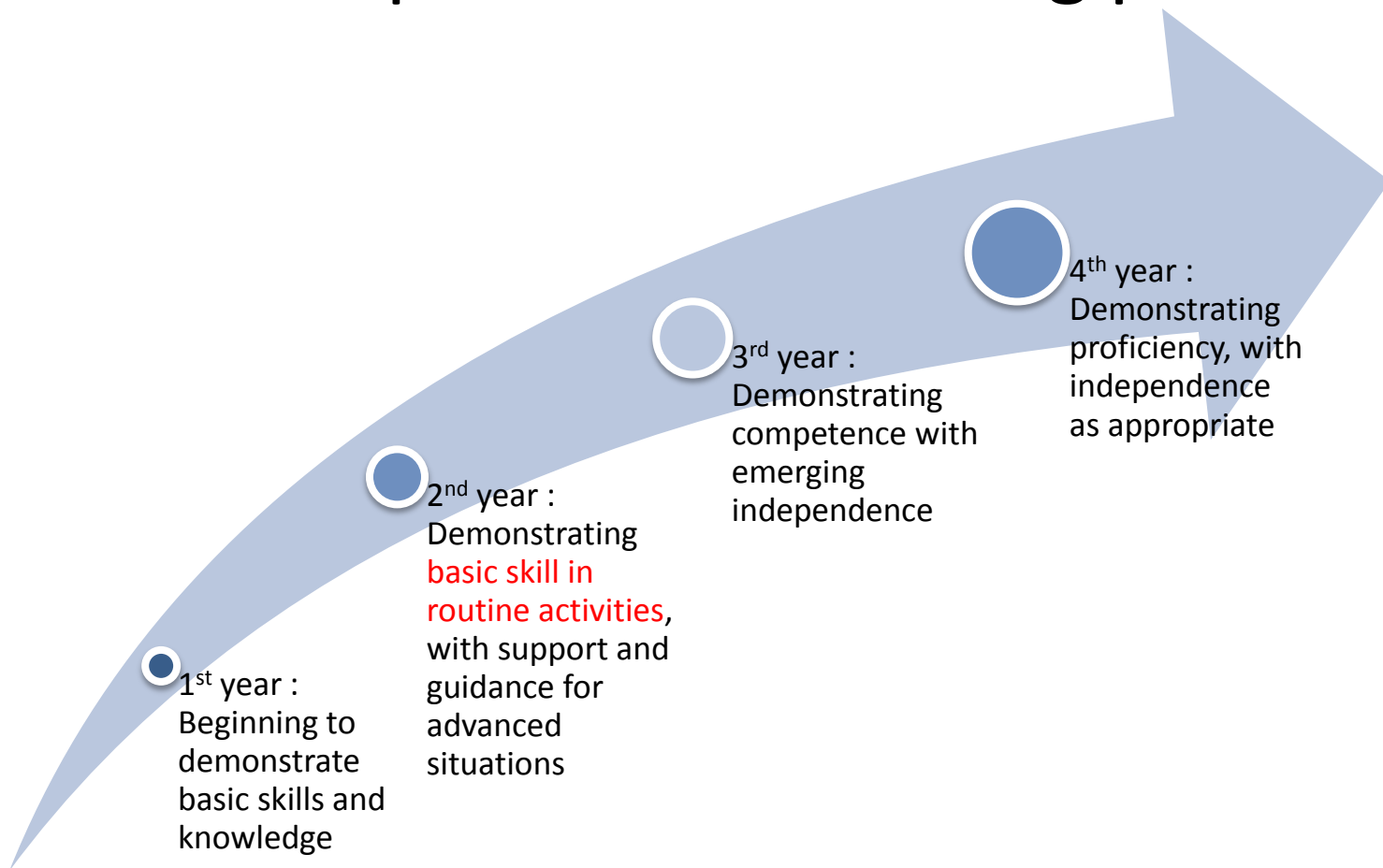
Why did we introduce them?

- **Clinical skills** are a core part of SLT practice
- University based **assessment** needs to be **fair**
 - We were looking for ways to evaluate clinical skills in ways other than the traditional ‘viva’ style exam
- Practice placements offer a range of learning opportunities which should to be supplemented with **preparatory and concurrent learning opportunities**

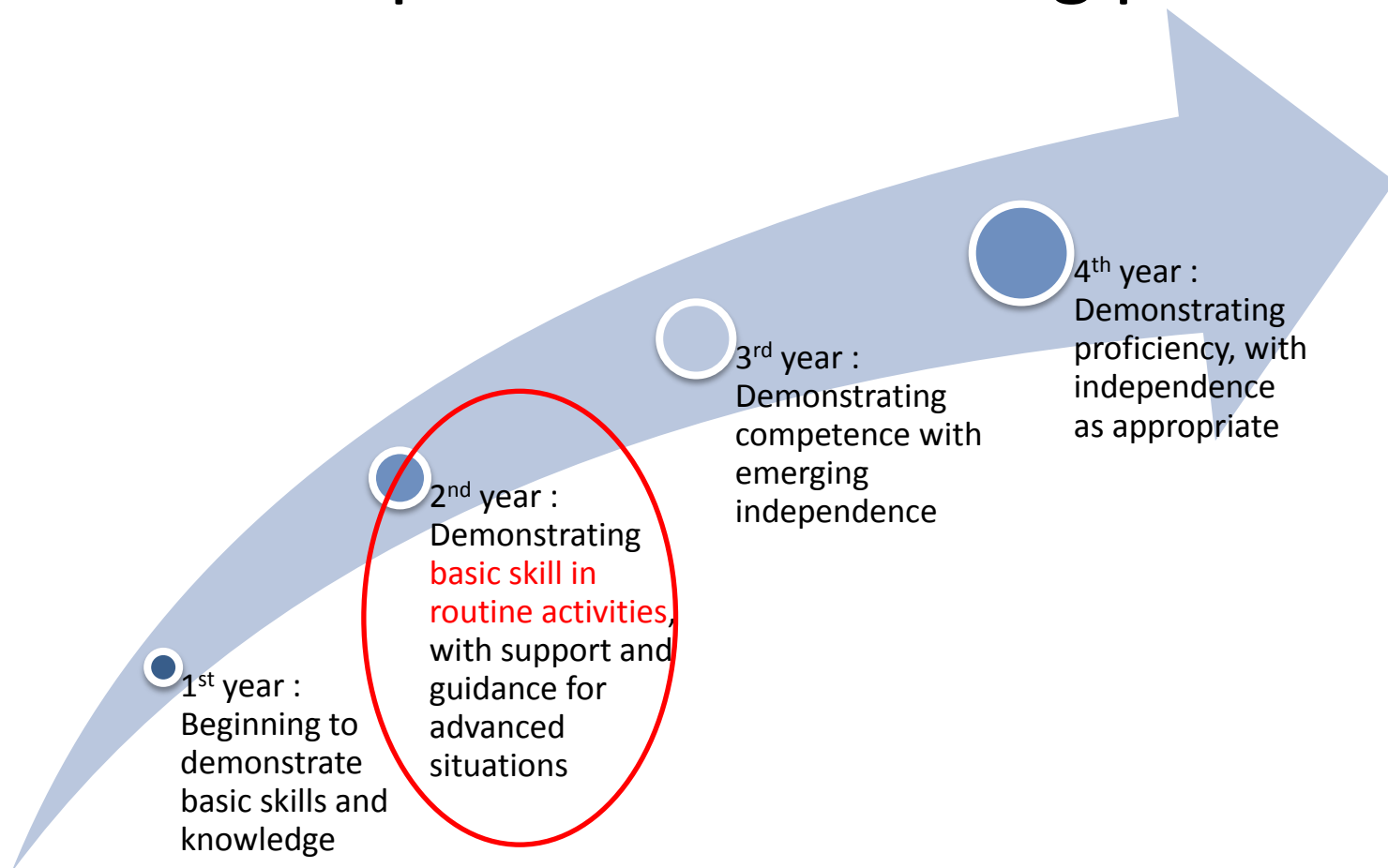
Our current placement learning pathway



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Routine core clinical skills in SLT practice



Clinical Communication - Interview context	<ul style="list-style-type: none">• Professional Manner• Adapting communication to context

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Clinical recording and reporting	<ul style="list-style-type: none">• Transcription skills

Routine core clinical skills in SLT practice

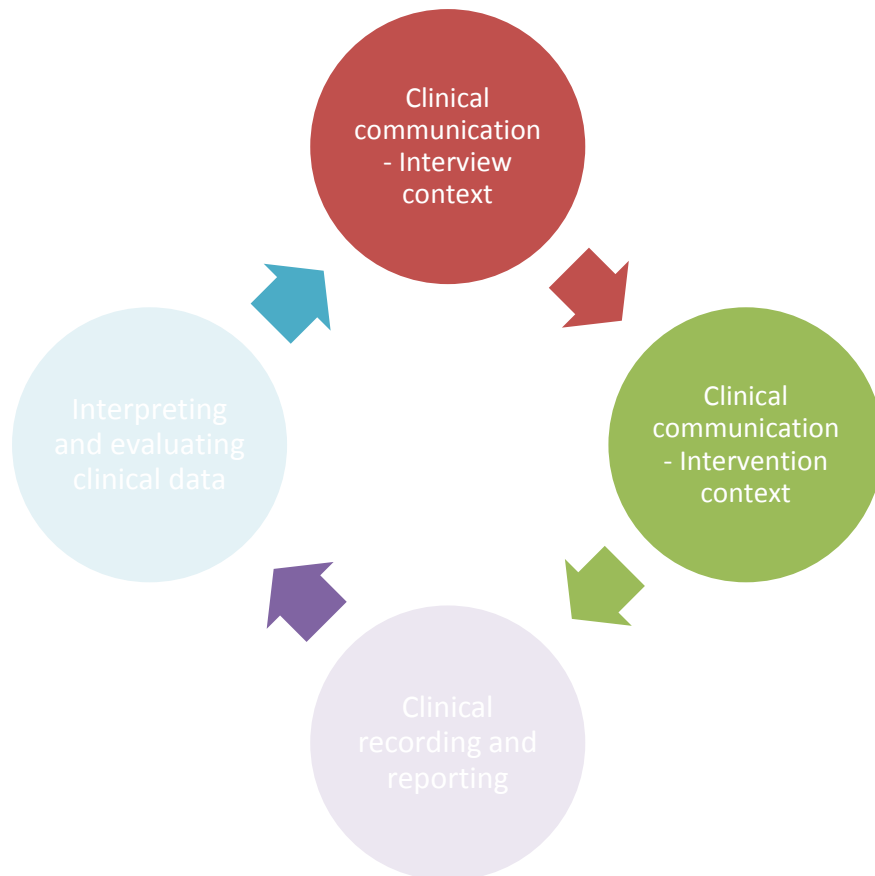


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Clinical Communication - Intervention context	<ul style="list-style-type: none">• Organising therapy materials• Explaining steps involved in intervention
Clinical recording and reporting	<ul style="list-style-type: none">• Transcription skills
Interpreting and evaluating clinical data	<ul style="list-style-type: none">• Scoring standardised assessment

Which OSCEs we introduced



Which OSCEs we introduced



For both of these

- option for adult or child context

Student preparation

- Class based activities throughout the academic year



Student preparation

- Class based activities throughout the academic year



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Student preparation

- Personal study encouraged while on placement and independently



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Our OSCE learning motto:

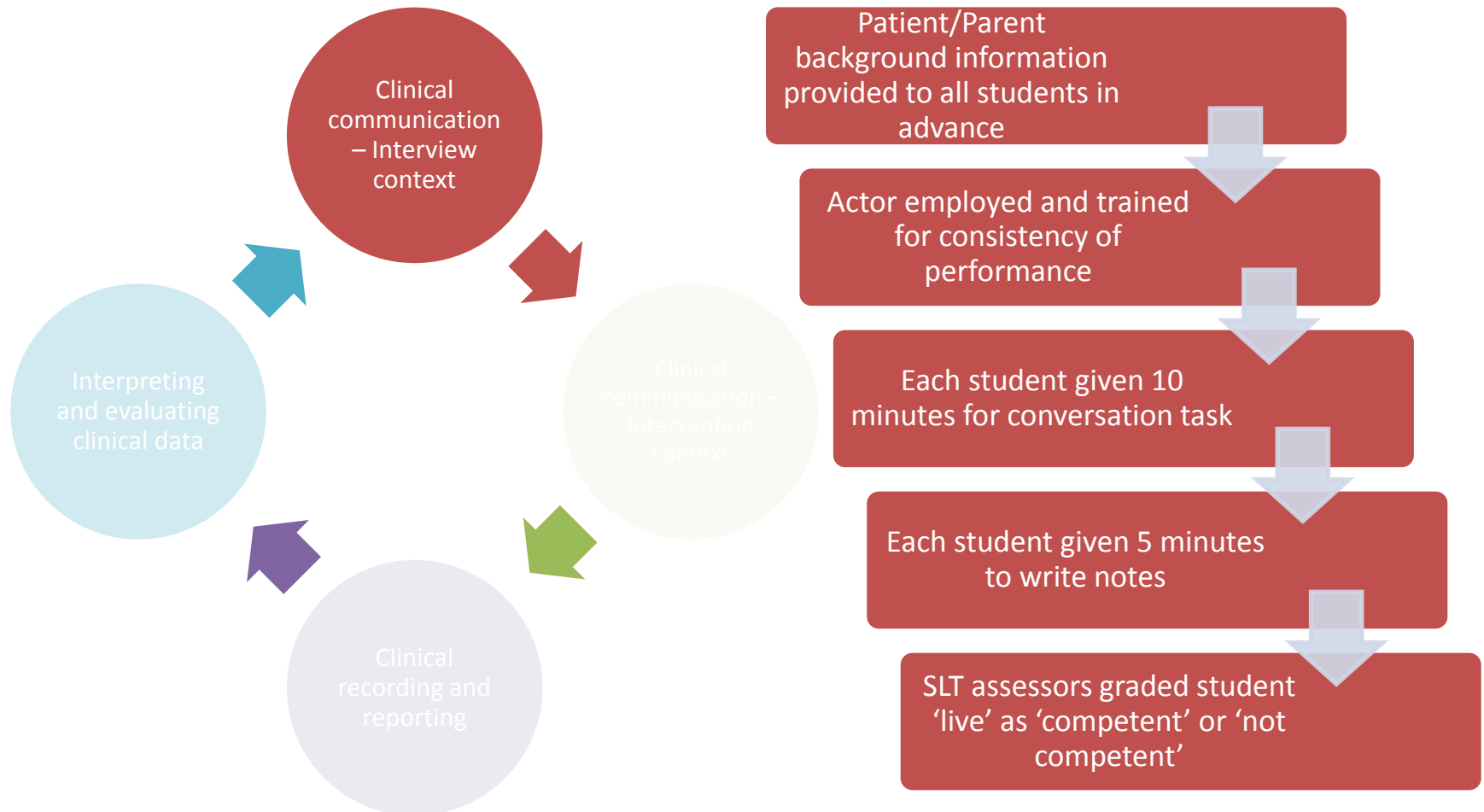


When?

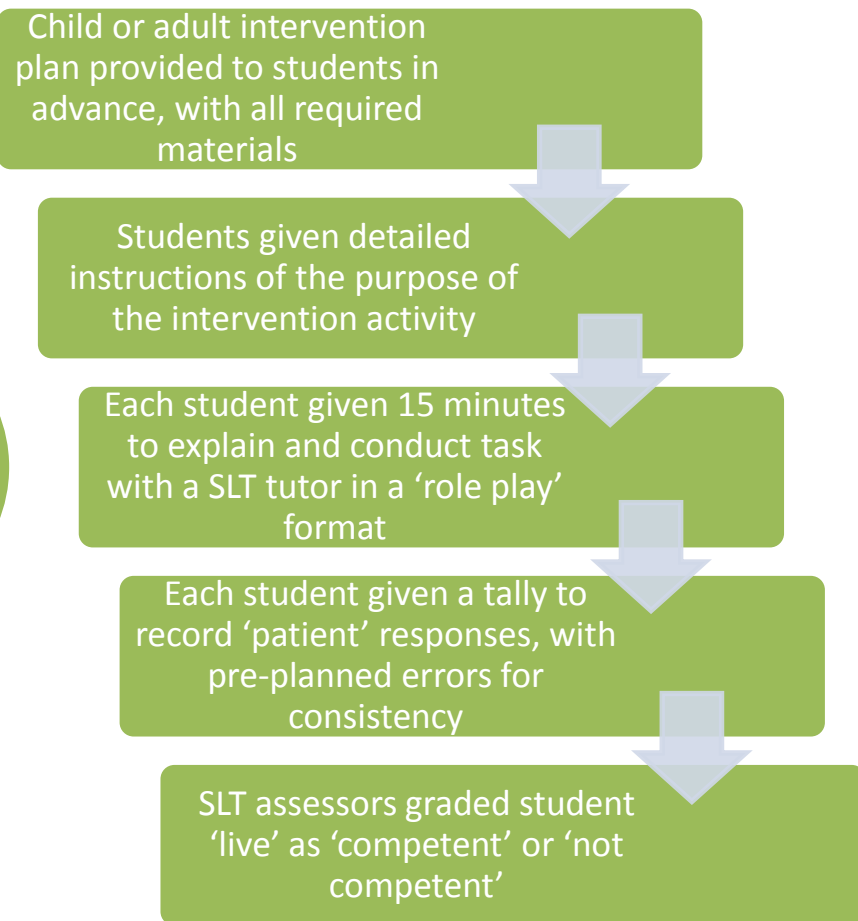
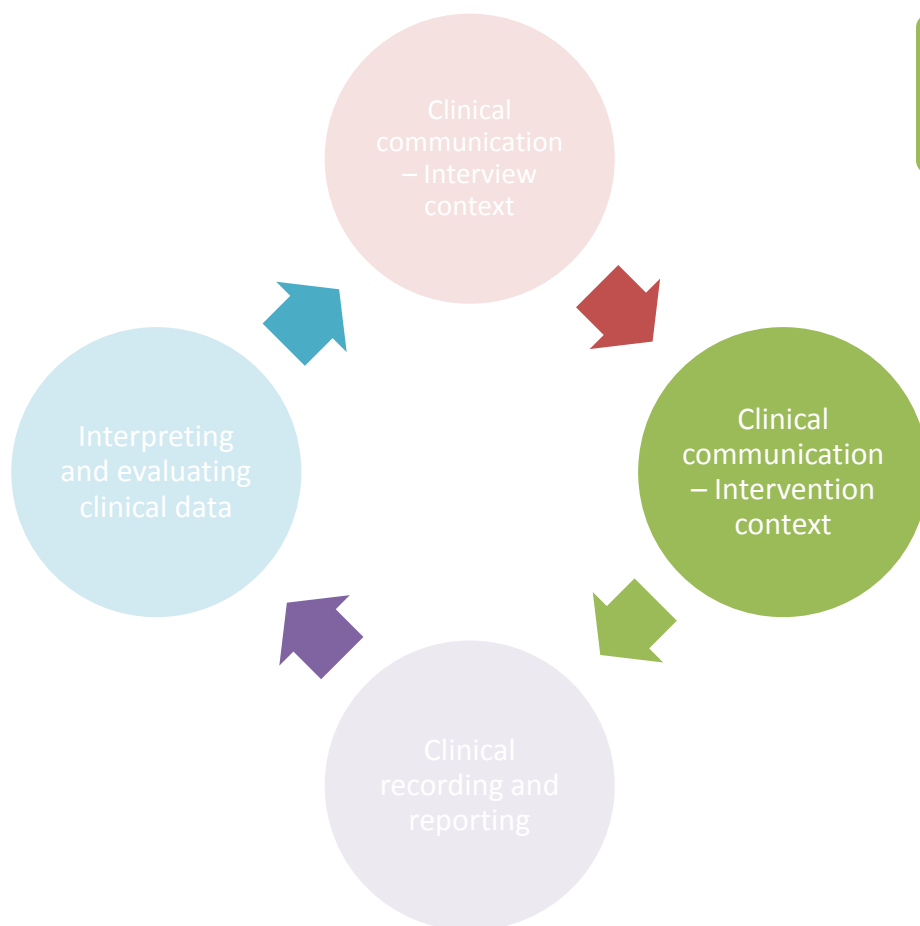
- After placement completed
- Spring exam period
- Resit attempt in August exam period



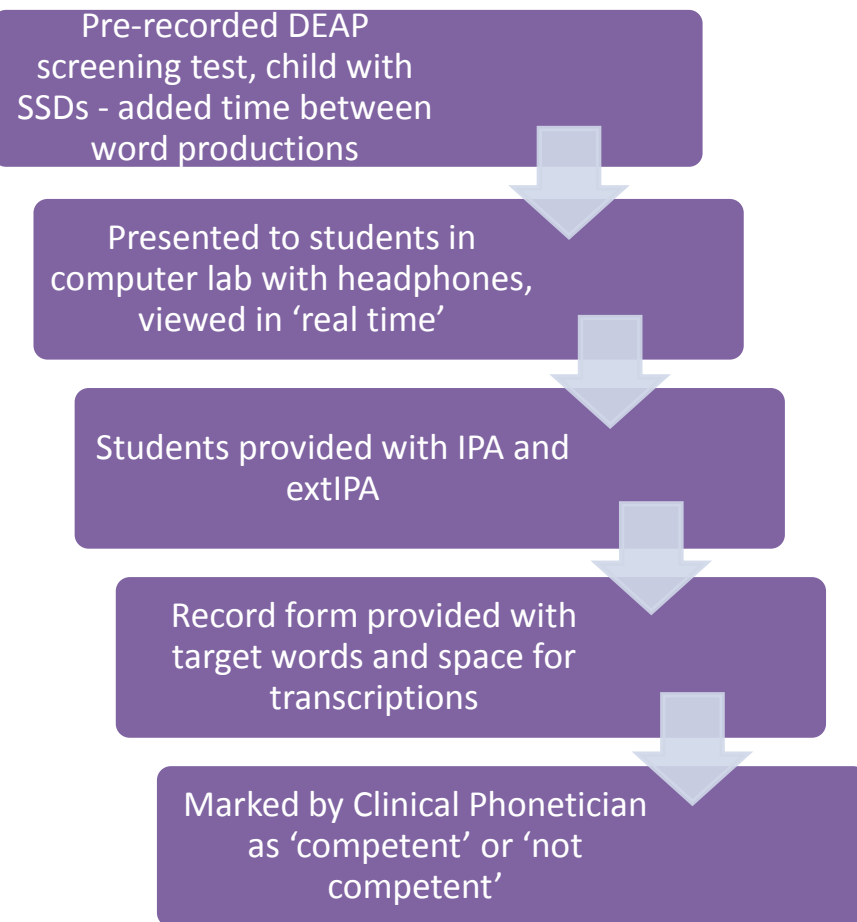
What did each task require?



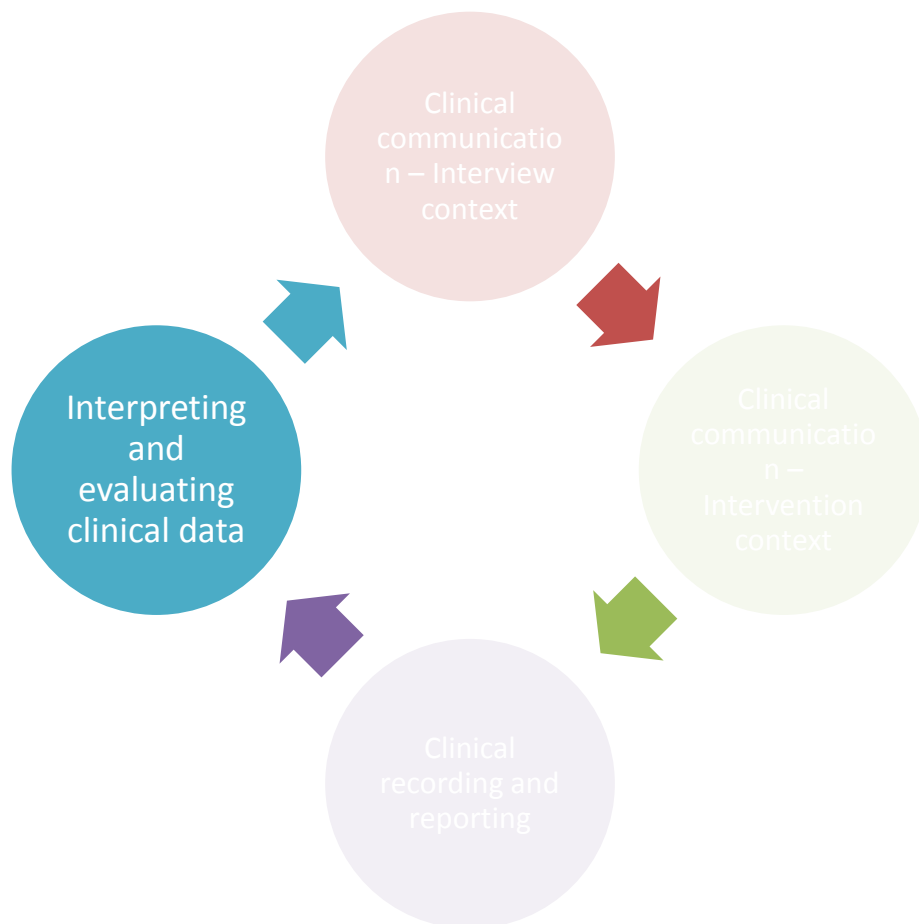
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What did each task require?



Partially completed CELF4 screening booklet

Students provided with tables to complete scoring booklet

In exam room conditions, students to complete scoring in set time period

Students provide brief interpretations of the data

Marked by SLT tutors as 'competent' or 'not competent'

Expectations

Clinical Communication –
Interview Context

- **Competent**/Not Competent

Clinical Communication –
Intervention Context

- **Competent**/Not Competent

PASS/FAIL

Clinical Recording and Reporting

- **Competent**/Not Competent

Interpreting and Evaluating Clinical
Data

- **Competent**/Not Competent

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Resit attempt

- Individual and/or group tutorial reviewing OSCE performance and discussing ways to improve skill set

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STUDENT FEEDBACK

The OSCES were
relevant to the course,
and a good way of
assessing practical skills



The OSCEs were well divided into four tasks each requiring different skills – we knew what was being assessed in each task (e.g. transcription skills) and this made it easier to prepare differently for each task



We were all being assessed
equally regardless of
placement experiences (e.g.
varying expectations of
practice educators)



It was good to get the
chance to choose between
adult and child tasks –
allowed us to assess our
own strengths and mean we
were comfortable in the
situation



The feedback we received
was constructive and very
helpful in knowing what
to focus on in future
placements.



Our 3 key learning outcomes

1. SLT students benefit from structured evaluation of clinical skills
2. Careful assessment design encourages transparent and fair evaluation
3. OSCEs can be used to supplement and focus student learning of key clinical skills

But...

- Time required to prepare, pilot and run each of the tasks
- The exam days were busy – students attended back to back throughout the day



Three key learning outcomes

Pros:

Equitable

Instructions and information on each OSCE were clear

Opportunity to repeat / adapt in subsequent years

Students access information at their own pace

Replicates real-life scenarios

Enjoyable (?)

Cons:

Time consuming assessment

Using technology – accessing video for transcription through VLE



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