Evaluation of fairness, feasibility, acceptance, realism and educational impact of the involvement of elementary school children as standardized patients as perceived by different stakeholders in a summative OSCE: results from 2016 and 2017

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Background: The influences of using elementary school children as standardized patients (SP) in summative OSCEs on perceived fairness, feasibility, acceptance, realism and educational impact are still not well understood. Therefore, we investigated these aspects in two student cohorts in 2016 and 2017 and compared the results.

Summary of work: After the 5th year OSCE in Bern in April 2017, 200 Students and 15 raters will be asked to complete questionnaires to evaluate the pediatric OSCE station. Students will additionally be asked if this station has implications for the educational impact. Results will be compared to the first implementation’s results.

Summary of results: In 2016, all stakeholders perceived the pediatric station as fair, feasible, and realistic, and were satisfied with this approach. Additionally, many students prepared them differently for the OSCE as an indication of an educational effect. These results will be compared to those of the examination in April 2017.

Discussion: In 2016 we confirmed results from other studies, and showed that it is fair and feasible involving children in an OSCE, and that children enjoy playing a SP. Additionally, we focused on every stakeholder (students, raters, child/teacher SPs, organizers) and highlighted that it is relevant for everyone involving children.

Conclusion: Conclusion will be drawn by comparing the existing very positive results from 2016 with the results from 2017. This will help us to better understand the influences of using Child SPs on perceived fairness, feasibility, acceptance, realism and educational impact.

Take-home message: The results from 2016 indicate that all stakeholders perceive the use of pediatric SPs as fair, feasible and realistic and were satisfied with this approach. By the additional data from 2017 we will be able to formulate an even better grounded take home message.
#8K3 (869)
Simulated Clinical Cases through the Prism of Focus Group Process

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Background: Simulated patients cases based clinical skills courses are very effective yet expensive. This, along with new developments in medical education requires creative ways to optimize cases. Facilitators’ involvement in the cases design via interactive group process has never been attempted in the psychiatry course’s development at the Schulich faculty.

Summary of work: Four focus group sessions involving 21 facilitators of the clinical skills were conducted in a semi guided fashion. Adequate level of complexity of the psychiatric cases, suitability of psychosocial components, and emphasis on simulated patients’ training were the most important themes. The results were reported to the facilitators’ group.

Summary of results: Facilitators were actively formulating challenges, dilemmas and discussing possible solutions. They have shared important suggestions regarding the cases’ construction and also their own pedagogical findings as to how help students form proper attitude and understanding of the patients’ behaviour, the elements most consistent with competency based approach.

Discussion: The amendments in the cases will help students to make the first steps in psychosocial formulation and to consider interprofessional team involvement consistent with the new educational paradigm. Challenges of the steep trajectory from the simulated clinical encounter to the next year “real life” exposure were discussed.

Conclusion: Involvement of the facilitators in the focus group enabled sharing experiences and teaching “pearls”. The facilitator’s experience was very positive. The focus groups process stimulated natural conversation pattern, group effect.

Take-home message: Adequacy of cases for clinical skills methods course needs to be reviewed in order to meet changing pedagogical foci. Involvement of the faculty in focus group provides invaluable information for the further course development and enriching encounter for facilitators.

#8K4 (633)
The Effect of Interactive Educational Workshops with or Without Standardized Patients on Midwifery Students’ competency in providing Sexual Health Counseling

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Background: Midwives have a special role in providing Sexual health counseling but, they haven’t the skill at graduation that indicates the need for exploring the best training methods. This study compares the effects of performing two workshops with and without Standardized Patients (SPs) on Students competency in sexual health counseling.

Summary of work: In this quasi-experimental study, 92 eligible midwifery students of Mashhad Medical University were randomly divided and participated in a 10 hour workshop with and without SPs. Students’ competency in sexual history taking, diagnosis and treatment was assessed applying a 10 stations validated OSCE before and two weeks after the interventions.

Summary of results: There was no difference between students’ competency in providing sexual health counseling in the two groups in pre-test. Two workshops significantly improved students’ competency (p= .000, p=.000), whereas the improvement was significantly higher in SP group (75.8±11.2 vs 47.0±8.9 out of 128 overall score, p<0.0001). Student satisfaction was high in both groups.

Discussion: The study of Pike(2010) showed similar results on communicative skill education and Chlan’s(2005) on students’ skill in applying complementary medicine. Schwartz(2007) and Zeric(2003) revealed no advantages for SP over traditional training methods that showed the need for more research on efficacy of SP in teaching different subjects.

Conclusion: Both methods of interactive educational workshops with and without standardized patients could promote students’ competency in providing sexual health counseling, whereas, the impact of workshops with SPs was highly better.

Take-home message: Applying interactive educational workshops with or without SP is recommended in midwifery educational curriculum. Considering the unmet need of community to sexual counseling and need for training competent midwives, the use of SPs is highly suggested in teaching the counseling skill to midwifery students especially in sexual health issues.
What is in the Simulated Patient(SP)'s mind? Qualitative study among SP at Chiang Mai University, Thailand

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Background: The simulated patients(SPs) have played important role to enhance the competencies of medical student in the 21st century. CMU has developed well-trained SPs for a decade. As we know that SPs are the key for practice DRE skill, however, there is little study about the SP's story.

Summary of work: A descriptive study to explore the attitude, motivation, and experience of simulated patients(SPs) at CMU. We have designed the interview study. 10 randomized SPs from total of 38 (16 males, 22 female) worked in DRE section are interviewed in January 2017.

Summary of results: It shows that at the beginning SPs have negative attitude toward DRE. Shyness and fear are main obstacles. However, SPs believe that they are teacher and scarify for benefit of mankind. Knowledge, respectfulness and passion are top three advantages fulfilled SP’s heart. After working it shows >90% have positive perspective.

Discussion: Believing that being medical teacher and scarified themselves can relief their shyness and fear of working as SPs. The positive perspective and motivation have been increasing after SPs work with medical students. Happiness and self-esteem promote SPs to continue working. These all contribute to ultimate the SPs performance and retention.

Conclusion: The study explore the SP’s view, motivation and experience which outcome shows in positive aspect. The result enable us to derive the action guideline and improvement of our program.

Take-home message: Most of SPs have positive perspective, motivation and passion in their job.