

# Specialist Practitioner District Nursing students giving voice to VOSCEs



## VOSCE

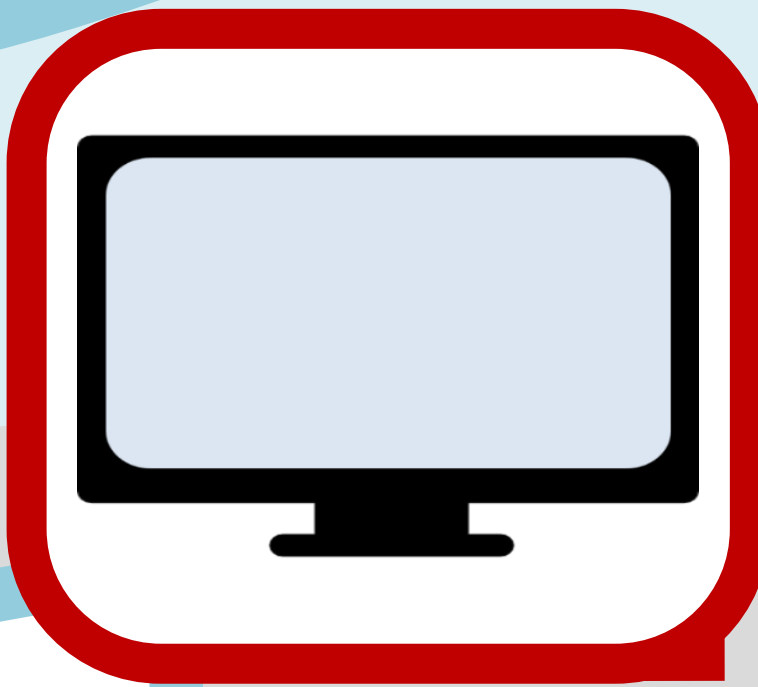
Video-recorded  
Objective  
Structured  
Clinical  
Examinations



### Introduction:

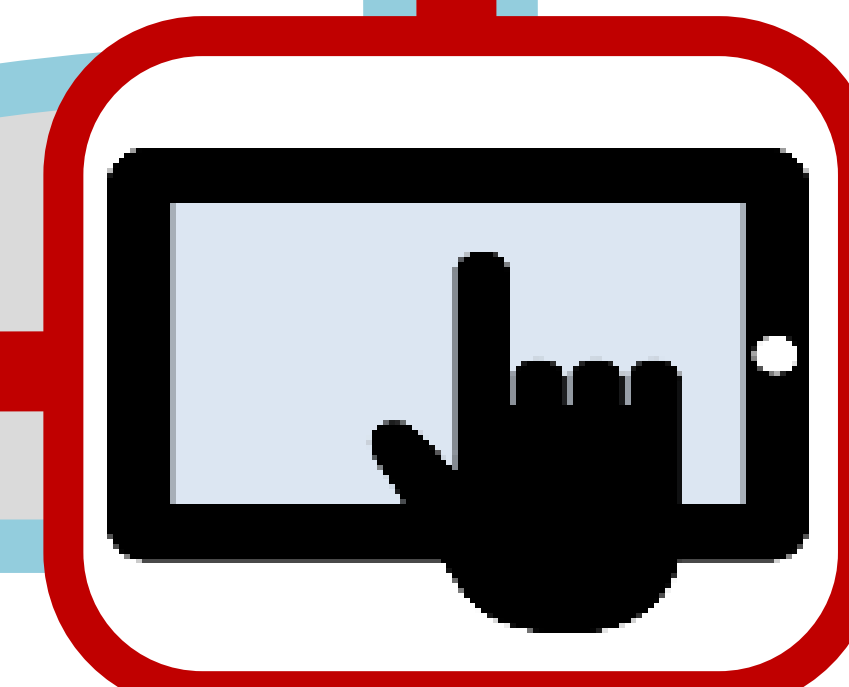
The use and development of Video-recorded Objective Structured Clinical Examinations (VOSCEs) has become an increasing topic of interest within clinical education literature. This has focused on the perceived advantages and veracity of the process.

The use of VOSCEs was introduced and integrated into the assessment range within the Advancing Practice in Clinical Assessment module as part of the Specialist Practitioner District Nursing (SPDN) programme at Queen Margaret University.



### Project:

After meeting with colleagues from Sheffield Hallam University who had started to use VOSCEs and Queen Margaret University Learning Technology staff, a pilot trial was proposed to allow SPDN students the opportunity to record and present their work in undertaking cardiac and respiratory assessments. Discussions around the expectations and realities of producing VOSCEs were had with the students. It was recognised that this could challenge the perceptions underlying the OSCE assessment process for the students, the staff and the technology. Education sessions were developed for the students on how to set up e-portfolio workbooks, record and upload video footage. The Clinical Simulation Suite was set aside to give the students the opportunity to practice and hone their recording skills. The students own phones or tablets were used as they were able to produce high-quality recordings. On-going support from lecturers and learning technology staff was provided throughout this initial process.



### Considerations:

A number of specific, contextual points arose with the use of VOSCEs. This included consideration of:

- **Environment:** The students could record their VOSCEs in Queen Margaret University or out in placement. This gave added flexibility but the need for privacy and a quiet environment had to be ensured.
- **Filming of physical examinations:** Discussions around what clothing would be worn by the "patient" and the amount of exposure required was had. This was to ensure a balance so that dignity was maintained but that a systematic and comprehensive cardiac or respiratory assessment was able to be demonstrated.
- **Reflection:** The e-portfolio workbook was set up to allow the uploading of both a formative and summative submission. In each case, there was a section within their workbook to allow them to provide some reflection on their VOSCE practice.
- **Technology:** There were some initial uploading difficulties with specific devices but these were overcome with assistance from the learning technology staff.

Viewing of the footage: The students were fully informed that the module staff and the External Examiner would have access to the footage for marking and review purposes.

### Background:

Technological advancements especially in relation to devices such as mobile phones, PCs and tablets, have had a major impact on how we access information and communicate with each other. These developments have also had a profound influence on the delivery of education in terms of content, provision and assessment (Forbes et al, 2016). The Objective Structured Clinical Examination (OSCE) is a common method of clinical skills assessment. Students often feel nervous when preparing for and participating in an OSCE (Barratt, 2010). Research has been undertaken to see if technology in particular, video-recording can be used to help ameliorate these anxieties whilst maintaining the veracity of the OSCE process.

Kiehl et al (2014), carried out a study involving one hundred fifty-five students in their fifth year of medical school who participated in a summative VOSCE. The examination comprised of participants having to obtain informed consent from simulated patients, video recording their performance. Students were assessed by two independent raters. The conclusion of the study was that the VOSCE is both feasible and reliable as a method of assessing student communication skills and the application of clinical knowledge while obtaining informed consent in surgery. In addition, the VOSCE method is efficient as it allows flexible rating outside normal working hours possible with reductions in administrative load.

### Advantages of the VOSCE:

A number of distinct advantages were observed with this trial at both a personal and operational level. These included:

- Positive feedback from the students.
- The visualisation and demonstration of understanding behind the clinical assessment skills was clearly seen.
- Flexibility in time, location and marking.
- Efficiency in terms of resources, time and staff
- Quality assurance maintained
- Increased sense of engagement and ownership by the students

### Result:

The students produced VOSCEs which allowed them to demonstrate their developing skills in assessment. On subsequent evaluation, students felt the process supported collegiate working, encouraged their learning and was perceived as less stressful than a traditional OSCE face-to-face format. From an educational perspective advantages were seen in marking, quality assurance, time and staffing commitments. The use of the VOSCEs process is going to be continued with the next set of students to build upon its development and evaluation.

### Conclusion:

This was a successful introduction of a new way of working with students to enable the development and demonstration of their advancing clinical skills.

### Student comments about VOSCEs:

- Brilliant learnt so much by practicing, it became second nature.
- Idea of them was stressful but like doing them with my friends.
- They were stressful but great! Less stressful than a traditional OSCA .
- Very innovative
- The video OSCAs was a very positive aspect of the module.
- This was a positive experience. Taking the pressure of exam conditions but still keeping it very relevant. You do have a filmed record for reference
- Positive experience, lots of times to practice can watch back to critique practice and develop.

