

# 'Impact of weekly "OSCE-style" simulation sessions on medical student preparedness for examinations and clinical practice in paediatrics'

*E. Dumpleton, S. Tatah & I. Okike*

**Aim:** Design and implement a six week "OSCE-style" simulation series to improve medical student preparedness for paediatric-specific clinical examinations and practice

## Background:

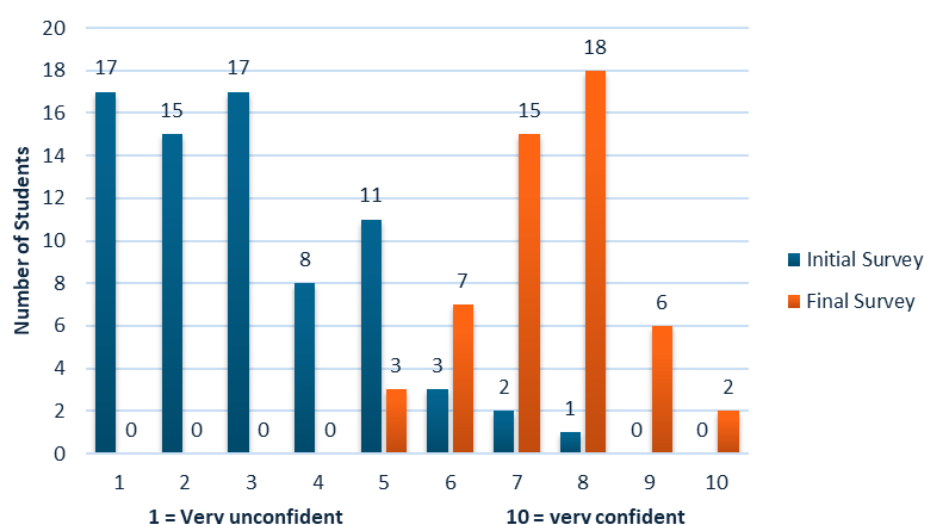
- OSCE is a gold-standard for assessment of clinical competency
- Medical education must therefore also focus on OSCE preparation as well as clinical practice
- Student feedback from paediatric rotations highlights a feeling of unpreparedness for OSCEs and clinical practice due to:
  1. Reduced clinical exposure time
  2. Variation in exposure to clinical cases
  3. Variation in feedback opportunity and supervision within a clinical setting

## Methods:

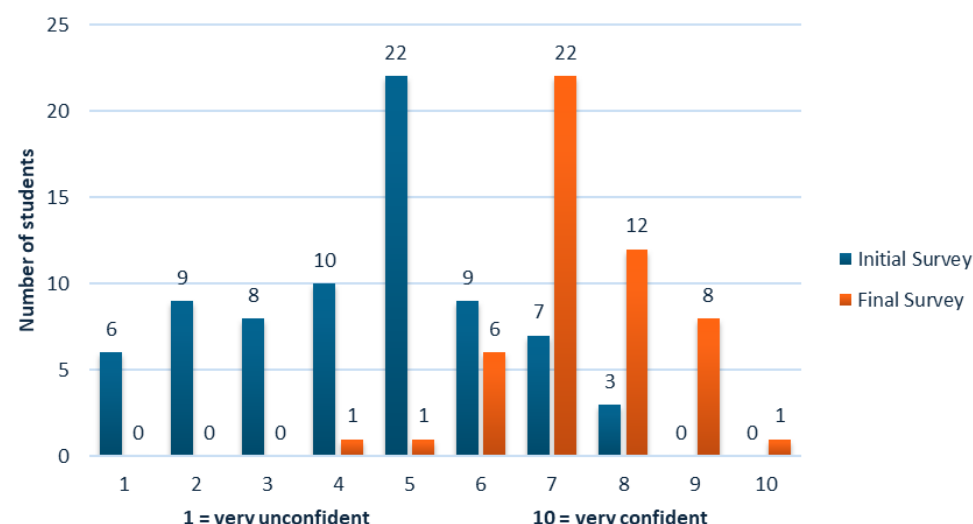
- Designed a six-week series of OSCE-style scenarios covering all clinical competency domains
- Surveyed perceived student confidence for OSCE and skill application in clinical practice from 1 (low) to 10 (high)
- Pre-intervention (n=74) and post-intervention (n=51) responses were analysed in Excel

## Results:

How confident do you feel for your OSCE examination in child health?



Overall how confident do you feel at implementing your skills in a clinical setting?



Mean confidence score for OSCE increased from 3.1 to 7.5

Mean confidence score for clinical practice increased from 4.4 to 7.4

- We surveyed student satisfaction levels with personalised feedback rising from 66.2% pre-intervention to 98% post-intervention
- We surveyed student confidence score across tested domains with a significant increase in confidence seen globally

## Discussion:

- Preparing students for OSCEs is a vital part of medical education and should be integrated into a clinical placement programme but not at the expense of developing clinical practice
- Our regular six-week simulation teaching series aimed to overcome some of the challenges that medical students face including significant variation in clinical exposure and supervision by providing a high-quality standardised learning environment that compliments the clinical experience
- Our study demonstrates that our intervention has significantly improved student preparedness for OSCE but not at the expense of preparing for clinical practice, instead enhancing it

**Conclusion:** The introduction of standardised high-quality clinical teaching through use of OSCE-style simulated scenarios has value in preparing students for high-stakes examinations whilst synergistically building confidence in applying skills to the clinical world: bridging the gap between theory and practice.

With thanks to the undergraduate medical education team and Dr I Okike at Royal Derby Hospital