4G3
Providing holistic integrated OSCE feedback to students
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Background: An OSCE comprises a specified number of stations designed according to a blueprint to sample appropriately across the clinical curriculum, organised to provide maximum reliability and validity.

Summary of work: OSCE blueprints were used to classify each of the criteria in each OSCE station in summative assessments into specific themes (e.g. interpretation of data, therapeutics, management). Student’s OSCE scores were reported as gross scores station x station. In addition, OSCE scores were also reported by theme across the whole examination. Student and staff responses to this change in feedback was evaluated by survey.

Conclusions: Holistic integrated OSCE feedback providing a broad view of strengths and weaknesses in skills across the whole clinical examination was very positively received by students and staff when compared with typical feedback consisting of a piecemeal collection of comments/data about different elements of performance on each station.

Take-home message: Holistic integrated OSCE feedback provides students with a broad view of their strengths and weaknesses across the whole clinical examination.

4G5
Introducing an OSCE examination as a formative feedback tool into a clinical skills preparation course for final year medical students. Do the OSCE results give any additional value to students?
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Background: Final year medical students start their clinical rotations with a skills-preparation-course. It is difficult for those students to value their clinical competencies. Due to the lack of any formative or summative assessment in clinical competencies we added a formative OSCE to the preparation-course.

Summary of work: Overall 18 students took part in a formative OSCE. Seven stations were developed using a blueprint and a standard setting with a modified Angoff method. Checklists were created with a global rating by expert consultation. Students had to value their self-perception (s-p) before starting with the examination. After the OSCE the results were compared to students self perception.

Summary of results: Students’ s-p does not correlate with the OSCE results. Only 3-times students rated their competence correctly (49 OSCE<s-p, 38 s-p>OSCE).

Conclusion: The formative OSCE is a helpful feedback tool to increase student’s self-perception before starting their final year clinical rotation. Students’ self-perception of clinical competence does not correlate with OSCE performance.

Take-home message: Students’ self-perception needs to be supplemented by an outcome-based parameter such as an OSCE examination.