Title – OSCE (IAB/IIAB/IIC/IID) Term (for example Dec. 2020): describe the content of the scenario

*(Example: OSCE IID dec20 Gynaecology, history taking – postmenopausal bleeding)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Author** | | | | |
| Name | Institute | Teaching unit | E-mail | Telephone. |
| *(…)* |  |  |  |  |
| Level (multiple choices possible): | | | | |
| IAB: | IIAB: | IIC: | IID: | |
| Learning goals | | | | |
| *(…)*  Specific learning goals for the term on which this scenario is based. | | | | |
| OSCE blueprint | | | | |
| *(…)*  Confirm that the OSCE blueprint covers this scenario by entering suitable information from the blueprint. | | | | |
| Timing: | Station |  | Pause | Total |
|  | 8 minutes |  | 2 minutes | 10 minutes |
|  | | | | |
| **Information to the administration:** | | | | |
| Standardized patients | | | | |
| *(…)*  Describe if a standardized patient is needed in this scenario. Provide information about appropriate gender, age, etc.  If patients with clinical findings are required, the teaching units must provide contact information. The patients must give written consent that sensitive information can be given to the administration. Contact the administration for the consent form. | | | | |
| Equipment the teaching unit provides: | | | | |
| *(…)*  Special equipment, preparations and models must be provided by the teaching unit | | | | |
| Equipment the teaching unit needs help to obtain (administration provides): | | | | |
| *(…)*  For example: examination bench, laminated prints, stethoscopes, monitors, etc. | | | | |
| Special conditions regarding station setup: | | | | |
| *(…)*  For example: the examiner wants to see the face of both the patient and the student | | | | |

(…) = text specific to this scenario.

Red text = explanation. Should be deleted.

Other texts in this template are standard and should be included in all scenarios.

# Instructions for the student

(posted on the door outside the station)

*(…)*

Wait in the hallway until you hear the start signal.

# Instructions for the examiner

This scenario is meant to test the student’s ability to (…)

The students are instructed to show their student ID immediately after entering the station. Please make sure that the student ID matches the student name on your screen. As an examiner you should not give hints or tips, you should concentrate on observing what goes on and marking the score sheet. Please pay close attention and ensure that you keep an eye on the time. You should not ask the students any additional questions – stick to the score sheet and the pre-approved scenario description. Try to act in the same way towards all the students.

When the final signal sounds after 8 minutes, it is vital that the student immediately moves to the next station.

If the student finishes the scenario before the time is up, he/she can go out into the hallway and wait there.

Finish the scoring.

1. Global score: Finally you evaluate the students total performance by the Global Score scale. The global score is independent of the points scored on the score sheet and does not affect them. The global score and the score sheet score are used in the borderline regression analysis.
2. Give written feedback to the students regarding their performance and include suggestions for improvement.

When finished, submit the score sheet by clicking “submit”.

Get ready for the next student.

# Instructions for the standardized patient

*(…)*

(Write a text that is understandable for the standardized patient/volunteer. He or she will read it to prepare for the station. This text could include a previous medical history, information about the current complaint, medication list, family history, etc. It could also be a short description of a clinical examination that the patient will participate in. Remember to construct the text in such a language and style that it is understandable and appropriate for people not familiar with medical language and the healthcare system. It is usually a good idea to make the text a little too detailed, rather than very brief.)

# Structured score sheet

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good**  (2 points) | **Satisfactory**  (1 point) | **Not satisfactory or not done**  (0 points) |
| Greets the patient properly and introduces him/herself |  |  |  |
| (…) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

(Describe what will be awarded points during the scenario. Remember to give points for process-oriented questions as communication skills, critical thinking, reasoning skills, etc. For some score sheet elements, the score alternatives could be “mentioned/not mentioned”, or other alternatives. Please give enough points for the elements that really matter. The point scale at the top is just a suggestion and can be changed – i.e. some elements can be weighted up or down depending on their importance).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Global score** (do not change) | | | | |
| Excellent | Good pass | Pass | Borderline | Fail |
|  |  |  |  |  |

|  |
| --- |
| Written comment to student (do not change) |
|  |

The comment will be sent by email to the student after the examination has ended.