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Assessment & Learning
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Utilization of SPs as Preceptors for Clinical Skills Stations

Objective

- Highlight the value of utilizing SPs as preceptors for clerkship specific clinical skills stations in 3rd year OSCEs. Using a checklist, SPs observe students' ability to perform specific tasks, procedures, and manual techniques on passive models.

Methods

- Simulation stations used are created from established Clerkship Performance Learning Objectives.
- SPs are selected based on the specific task or procedure students are required to demonstrate. For example, a man who is a GTA is assigned to be the preceptor for the prostate model.
- Faculty train SPs to the model they'll be assigned, the checklist they'll complete.
- SPs are provided with written instructions and checklists to complete.
- Students are given a setting and a brief scenario and instructed to perform a specific task or procedure, such as insertion of a Foley catheter.
- SPs interact with the student minimally during the station.
- SPs, using the checklist as a guide, provide immediate feedback to the student about the task or procedure.

Results

Advantages to curriculum:

- Feedback loop to curriculum.
- Saves time and money by using passive models instead of GTAs and allows for standardized assessment of clinical procedures and skills.
- Utilize a low-tech method to meet the established goals of the OSCE.
- Successful assessment of clinical skills stations for 3rd year medical student OSCEs can easily be modified and enhanced for use in other health science arenas, including nursing.

Advantages to students:

- Allow students to demonstrate mastery of core body of knowledge essential for competent clinical practice.
- Guide faculty teaching efforts.
- Guide and enhance student learning.
- Allow students to practice some examinations and maneuvers that can be extremely sensitive in an untraditional, non-clinical environment.
- Allow GTAs to share their knowledge with students in a less formal, personal environment.

Advantages to SPs:

- Allow richer experience for SPs that compliments their future use in clinical assessments.
- Allow GTAs to share their knowledge with students in a less formal, personal environment.
- SPs enjoy using the models.