

# Clinical Skills Assessment of Professionalism

The study school had a clinical skills examination near the end of year 4 as a graduation requirement. The three measures of self-reflection, ethics, and humanism were integrated into the OSCE-format cases. It is not known what the results would mean if these measures were administered in isolation without other medical OSCE cases.

## MEASURES

<b>BEHAVIORAL - OSCE FORMAT RATING OF SELF-REFLECTION</b>	<b>2</b>
<b>BEHAVIORAL - OSCE FORMAT ETHICS CASE</b>	<b>4</b>
<b>BEHAVIORAL - OSCE FORMAT PATIENT INTERACTION SKILLS (HUMANISM)</b>	<b>10</b>

## **Behavioral - OSCE format rating of self-reflection**

Self-Reflection questions used in 3 clinical skills examination cases .

Screen #1

How do you think you did with this case?

Type your answer below.

Done

This screenshot shows a digital interface for a self-reflection question. It features a large text input area at the top with the question "How do you think you did with this case?". Below this is a smaller text input area with the prompt "Type your answer below." and a "Done" button to its right. The interface has a grey border and a scroll bar on the right side.

Screen #2

If you could repeat this case, would you do anything differently?

Type your answer below.

Done

This screenshot shows a digital interface for a self-reflection question. It features a large text input area at the top with the question "If you could repeat this case, would you do anything differently?". Below this is a smaller text input area with the prompt "Type your answer below." and a "Done" button to its right. The interface has a grey border and a scroll bar on the right side.

Screen #3

Was there anything you learned about yourself from this case?

Type your answer below.

Done

This screenshot shows a digital interface for a self-reflection question. It features a large text input area at the top with the question "Was there anything you learned about yourself from this case?". Below this is a smaller text input area with the prompt "Type your answer below." and a "Done" button to its right. The interface has a grey border and a scroll bar on the right side.

## **Behavioral - OSCE format ethics case**

## INITIAL INFORMATION SHEET

STUDENT TASK: You have **15** minutes to talk with Mrs. Williams about Dr. Jones' recommendation, to explore any conflicts or dilemmas, and 10 minutes to answer questions after you have finished

PATIENT: Mrs. Dorothy Williams

SETTING: Outpatient oncology clinic

PATIENT INFORMATION: Mrs. Dorothy Williams presents in the cancer clinic today for a follow-up consult on her pancreatic cancer and to discuss pain medications with Dr. Jones, her oncologist. She underwent 3 months of intensive chemotherapy with cis-platin and 5-FU for advanced pancreatic cancer with no response. Her life expectancy with no further treatment is less than 6 months, 3-4 at most.

Dr. Jones has just discussed a new drug study with her and she has asked for some time to think it over.

### STUDENT BACKGROUND:

You are doing an oncology elective with Dr. Jones. He has noticed that you have very good interpersonal skills and has commented favorably on your ability to communicate with patients.

Dr. Jones wants the patient to agree to participate in a new Phase II clinical trial using a new drug, R-279. He is the Principal Investigator of the study. He has told the patient that it offers "' good chance for response" and "some hope' of a cure." He says to you:

*"You are really good with the patients. Why don't you go talk to Mrs. Williams and see if you can get her to agree to this new course of chemotherapy."*

As you look over the informed consent and other trial literature, you learn the following: Only 1 out of 20 patients respond to R-279,

There have been no survivors beyond 1 year

Side effects:

Bone marrow depression

Alopecia

Renal failure

Mild nausea and vomiting

**You may take this file into the room with you, but please make sure you replace it before going to the next station.**

\_\_\_\_\_ School of Medicine  
Clinical Performance Examination

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student ID#: \_\_\_\_\_

You have talked with Mrs. Williams about participating in Dr. Jones' clinical trials for the new drug R-279.

Describe and discuss the ethical issues involved with this patient.

**LIST 3 ETHICAL PROBLEMS ASSOCIATED WITH THIS CASE**

1.

2.

3.

**SELECT ONE ETHICAL PROBLEM AND DISCUSS IT IN DETAIL.**

**SELECT A SECOND ETHICAL PROBLEM AND DISCUSS IT IN DETAIL**

## Standardized Patient Ratings for Williams Case

**Student Name:** \_\_\_\_\_ **SP Name:** \_\_\_\_\_

**Student ID#:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**The following general meaning of the scales apply to all items:**

- 5 = Excellent job, everything done right
- 4 = Good Job, most things done
- 3 = Acceptable work, no major problems
- 2 = Marginal, missed some major issues
- 1 = Very problematic, missed major points

### 1. Did the student get my view of the problem?

	<b>...for example</b>
<input type="radio"/> 5	Was exceptional in understanding my view of the situation
<input type="radio"/> 4	Asked me about my concerns; acknowledged those concerns with empathetic responses, and/or summarized what I said. Encouraged me to discuss concerns about other, non-medical issues, (how family members might feel about this, what religious beliefs I may have, etc.)
<input type="radio"/> 3	
<input type="radio"/> 2	Did not inquire beyond my major concern. When provided with knowledge of my other concerns, did not follow up with questions that would encourage me to elaborate on them.
<input type="radio"/> 1	Did not ask about my concerns at all and did not respond when told

### 2. Did the student understand my attitude toward my medical problem?

	<b>...for example</b>
<input type="radio"/> 5	Was exceptional in understanding my attitude and emotional concerns about the situation.
<input type="radio"/> 4	Inquired about my attitudes pertaining to each of the issues/ conflicts that are elicited; reacted to these attitudes nonjudgementally and encouraged me to discuss them further.
<input type="radio"/> 3	
<input type="radio"/> 2	Inquired in a clumsy manner about only one or two of the issues that I brought up.
<input type="radio"/> 1	Did not inquire of my attitudes about any of the issues brought up

### 3. Did the student help me formulate a satisfactory plan?

	...for example
<input type="radio"/> 5	The student provided an excellent plan that was clear and very realistic
<input type="radio"/> 4	Discussed specific alternative actions with me; actively explored what I knew and explained options and consequences.
<input type="radio"/> 3	
<input type="radio"/> 2	Discussion with me was incomplete, with substantial areas omitted
<input type="radio"/> 1	Was dishonest or obfuscated facts, minimizes or willfully withheld information from me

### 4. Did the student close the interview with a clear sense of what the next steps should be?

	...for example
<input type="radio"/> 5	The student did an outstanding job of summarizing the next steps.
<input type="radio"/> 4	Summarized the situation and asked me to confirm that we agree on the same plan; made appropriate suggestions depending upon the situation (e.g., "Why don't you think about it some more, discuss it with your spouse, and we'll talk about it again tomorrow?")
<input type="radio"/> 3	
<input type="radio"/> 2	Closed the interview in a clumsy fashion, perhaps abruptly. Did not pull things together – left things up in the air.
<input type="radio"/> 1	Ended the interview abruptly or angrily, without giving me any idea of what will happen next

**5. Did the student convey a sense of shared responsibility with me for solving the problem?**

	<b>...for example</b>
<input type="radio"/> 5	The student was more than helpful in helping me solve the problem, a very real example of shared responsibility
<input type="radio"/> 4	Did not dominate the interview, but did not abandon the situation and give all control to me, either. Treated me respectfully; did not impose his/her views or desires on me, but was willing to honestly discuss them.
<input type="radio"/> 3	
<input type="radio"/> 2	Dominated the interview either too much or not enough; tried too hard to convince me of his/her point of view
<input type="radio"/> 1	Completely dominated the interview, badgered me, or acted in a condescending or intrusively paternalistic fashion, disregarding my wishes

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**Comments:**

**Comment on how the student handled the ethical situation and facts of the case, not relationship skills.**

## **Behavioral - OSCE format patient interaction skills (Humanism)**

## COMMUNICATIONS

**Scale: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent**

**HOW WAS THE STUDENT DOCTOR YOU JUST SAW AT:**

1 2 3 4 5

1. Greeting you warmly; being friendly, never crabby or rude

    

2. Treating you like you're on the same level; never "talking down" to you or treating you like a child

    

3. Letting you tell your story; listening carefully; asking thoughtful questions; not interrupting while you're talking

    

4. Showing interest in you as a person; not acting bored or ignoring what you have to say

    

5. Encouraging you to ask questions; answering them clearly; never avoiding your questions or lecturing you

    

6. Using easily understood words when explaining your problem; explaining any technical medical terms in plain language

    

## RELATIONSHIP

**Scale: 1=Not at all, 2=Very Little, 3=Some, 4=Quite a bit, 5=A lot**

**WITH THIS STUDENT DOCTOR TO WHAT DEGREE DID YOU FEEL:**

1 2 3 4 5

1. Respected

    

2. Comfortable/at ease

    

3. Understood

    

## COMMENTS