

Abstracts of Outstanding Presentations of the 75th Annual Meeting of the Medical Association of Nippon Medical School

Date: September 1, 2007 Place: Nippon Medical School

Abstract of Outstanding Presentation (1)

Special Training Course for Simulated Patients Who Participated in the Advanced OSCE at Nippon Medical School

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Introduction

When bedside learning is completed, sixth-year medical students at our medical school take the Advanced Objective Structured Clinical Examination (OSCE). However, the Advanced OSCE is mandatory for students at only a few medical schools in Japan. We first administered the Advanced OSCE in 2005, and this examination became mandatory for sixth-year students at Nippon Medical School in 2007 (**Table 1**).

Features of our school's Advanced OSCE are as follows. 1) The Advanced OSCE became mandatory for all sixth-year medical students in 2007; 2) original clinical scenarios developed at our medical school were used; and 3) the simulated patients (SPs) trained at our school participated in the Advanced OSCE. To successfully administer the Advanced OSCE, training the SPs is of utmost importance. We report on the 3-day special training course provided to the SPs.

Table 1 Medical students who took the Advanced OSCE

Year	Number of students
2005	12 volunteer 6th-year students
2006	9 volunteer 6th-year students and 8 volunteer 5th-year students
2007	Mandatory, 97 6th-year students



Fig. 1 Emergency station

The simulated patient, who was wearing makeup to mimic cyanosis, groaned with respiratory distress. A student started to resuscitate the mannequin.

Table 2 Special training course for SPs prior to the Advanced OSCE in 2007

Date	Training
May 9, 2007	SP instructors provided explanations of the 2 diseases and read through the scenarios with the SPs
May 23, 2007	Medical specialists provided guidance in acting out symptoms (such as dyspnea); SP instructors provided guidance in giving feedback to students
June 13, 2007	An SP instructor who had graduated from an art college provided guidance in applying makeup to mimic cyanosis; medical specialists provided guidance on acting (arrhythmia, etc.).

Materials and Methods

The Advanced OSCE administered at our medical school in 2007 consisted of the Cardiovascular and Emergency stations using clinical scenarios (**Fig. 1**). The 97 sixth-year students were randomly assigned to take the Advanced OSCE at either the Cardiovascular station or the Emergency station. Each student was evaluated in 3 categories on the checklist form by an evaluator: 1) medical interview; 2) physical examination of the SP or the simulator at the Cardiovascular station, or physical examination of the simulator at the Emergency station; and 3) writing the diagnosis, and ordering necessary tests and medications at the Cardiovascular station or treatment of the simulator at the Emergency station. Additionally, the SPs evaluated the students with regard to the medical interview procedure on the checklist form. SPs whose average age was 59.5 with 2 to 3 years' experience as SPs were recruited. Before the Advanced OSCE was administered to the students, we held a training course for the SPs on 3 different days (**Table 2**). In the training course, the SP instructor provided explanations of the 2 diseases and read through the scenarios together with the SPs; medical specialists provided guidance in acting out symptoms (such as dyspnea); and an SP instructor who had graduated from an art college provided guidance on makeup to mimic cyanosis. After the Advanced OSCE, we administered a questionnaire to the SPs in which they were asked to evaluate the training course and to perform a self-evaluation.

Results

By attending the special training course, the SPs felt that they could understand the scenario (mean self-evaluation score of the SPs was 3.8 and 3.9 out of 4, in the Cardiovascular station group and Emergency station group, respectively), could act out the scenario (3.4 and 3.2, respectively), and could give feedback to the students with regard to their behavior and communication skills as a physician (3.2 and 3.3, respectively). The SPs rated this training course highly. Moreover, by using makeup to mimic cyanosis (mean self-evaluation score was 3.7 out of 4 in the Emergency station group), the SPs felt that they could easily play the role of the patient.

Summary

We presented a special training course for our certified SPs who participated in the Advanced OSCE. In the future, we will continue to train SPs and establish a new bidirectional medical education.