

An O.S.C.E.r for an O.S.V.E.! A joint collaboration between nursing and performing arts.

Objective Structured Clinical Examinations (OSCEs) are widely used across health education to determine that students are able to assimilate and apply theoretical knowledge in practice (Henderson et al, 2013) The OSCE involves the student having to respond appropriately to a specific simulated clinical situation. The student is observed and assessed by a registered health professional/educator. Due to large cohorts of healthcare students it can however prove difficult to arrange for adequate numbers of clinical examiners and service users to act as patients. The Observed Structured Video Examination (OSVE) is an alternative approach. A scenario is recorded, the student views it and provides answers to either written or verbal questions. The OSVE is logistically much easier to organise and also ensures standardised and equitable assessment for each student (Watson et al, 2016) Within FOHSC, the second year skills module team collaborated with the performing arts department to develop a summative OSVE for student nurses. A script was carefully written by nurse lecturers to correspond with learning objectives. This was then edited by a senior lecturer in performance. A combined group of third year drama students and alumni acted out the scenario which was then filmed by media. This partnership has resulted in a short film which is both professional and realistic. Frequently, the problem of having readily available actors is often met by nurse educators but this brings several disadvantages. Staff are immediately recognised by the students and the assessment is taken much less seriously. The nurse educators also have prior knowledge of the skills being assessed and these techniques can sometimes be overplayed. Drama students having no clinical experience bring less bias and prejudice; the final product being the creation of an authentic clinical situation which facilitates the transition of knowledge from the education setting to the clinical environment.

References: HENDERSON, A., NULTY, D., MITCHELL, L., JEFFREY, C., KELLY, M., GROVES, M., GLOVER, P., KNIGHT, S., 2013. An implementation framework for using OSCES in nursing curricula. *Nurse Education Today*. 33 (12), pp. 1459-1461

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