

Announcement of Capstone Presentation

Candidate:	Michelle Lavey
Date, Time, Place:	4/29/2010, 2 – 4pm, Room 503

Capstone Project Title:	Development of an Objective Structured Clinical Examination to Evaluate Adult Nurse Practitioner Students at the University of Maryland
--------------------------------	---

Capstone Project Abstract: (You must type your abstract on this form in the space provided)

Problem: Determining the clinical competence of a student has long been a challenge for nursing educators. The objective structured clinical examination (OSCE) combines the reality of live clinical encounters, the standardization of clinical cases, and the use of multiple observation scenarios to assess the clinical competence of students and healthcare professionals. While OSCEs and standardized patient-based examinations have been extensively researched in medicine, the evidence base of the application of OSCE in nursing education is limited. Problems with validity and reliability are frequently cited.

Purpose: The purpose of this project was to synthesize best-practice evidence to develop one valid and reliable OSCE scenario designed for assessing the clinical competence of University of Maryland School of Nursing (UM SON) adult nurse practitioner (ANP) students while also modeling the DNP role of translating evidence to application in a practice situation through collaboration.

Methods: The development of the OSCE scenario was conducted using a mixed methods approach. The faculty for the course were consulted for obtaining consensus regarding scenario and grading tool content which were based upon course curriculum and objectives, content mapping, and the Department of Defense Chest Pain (Ischemia) Clinical Practice Guideline (CPG). The scenario and grading tool were designed based upon research findings and in accordance with published National Organization of Nurse Practitioner Faculties (NONPF) competency guidance. The middle-range Theory of Critical Thinking of Nursing framed project development. The grading tool was then validated by expert opinion via anonymous survey and again submitted to the faculty for final consensus. Thirty-five students were evaluated. A post-OSCE survey was conducted on faculty and students to determine their opinion of the assessment for evaluating competence. Faculty were also queried regarding their opinion of the evidence-based process used for development of the assessment. Interrater reliability (IRR) was conducted on 20% of the assessments which were randomly selected.

Results: Survey responses demonstrate an overall favorable response and confidence in the evidence-based process used for developing the scenario as well as the ability of the scenario to provide a quality, standardized and objective assessment of students. Student and faculty responses were congruent in the opinion that the content was included in the course curriculum and represented a patient that they may expect to treat in clinic. Sixty percent of students concurred that their performance as a clinician was accurately represented in the way that they managed the simulation scenario. Both faculty and students were equally split in regard to whether this one scenario represented the students' general clinical competence with some faculty feeling that greater than one scenario would be required to make this determination. The average IRR for seven randomly selected assessments was .86 with a range of 76.92 to 92.31. Only one of seven was less than .80.

Implications: The process outlined in this project could be used to develop high quality, standardized simulation scenarios and OSCEs for NP programs. Development of a consortium for this purpose is advocated. The DNP is perfectly suited to lead this endeavor.

Capstone Chair (name & title): Carol O'Neil, PhD, RN, CNE

Capstone Advisory Committee Members (names & titles):

Member: Jane Kapustin, PhD, CRNP, BC-ADM, FAANP

Member: Diane Seibert, PhD, CRNP

Member: Kathy Schaivone, MPA

The Open Presentation is open to the university community and invitees of the candidate. Any member of the Graduate Faculty may observe the capstone presentation. Only committee