AN INTEGRATED APPROACH TO ASSESSMENT

PALLIATIVE CARE ATTACHMENT FOR 4TH MEDICAL UNDERGRADUATES

ANITA ROBERTS
SENIOR LECTURER, MCPCIL

HELEN BONWICK
ASSOCIATE SPECIALIST, MCHL
4th Year Medical Undergraduates: Assessment

End of Year Assessment

Formative and Summative:
• Written Papers
• LOCAS (Liverpool Objective Clinical Assessment System)
• OSCE

Assessment During Palliative Care Attachment

Formative
• Preparatory Knowledge Tasks
• Log Book
• Communication Skills – Role Play & Feedback
• Ethics Presentation
• Exit Day – Case History Presentation
Palliative Care Attachment for 4th Year Medical Undergraduates

Medical Undergraduate Trainers Group

Representatives from all hospices and HSPCTs involved in attachment meet every 2 months

Standing Agenda:
Includes update/feedback from
- Faculty of Medicine
- Hospices/SPTs
- Communication Skills Training
- Assessment (Inc Question Writing, OSCEs etc.)
- Student wellbeing
Preparatory Knowledge Tasks (PKTs)

- Developed with the help of clinicians from hospitals and community clinical teachers. Developed to help medical students on clinical placements by linking academic knowledge to the clinical programme.
- PKTs have been linked to key clinical experiences, clerkings and practical procedures.
- No “master set” of correct answers; students are encouraged to discuss their answers with their peers, at clinical meetings or feedback sessions.
- Students are encouraged to use PKTs as part of their revision

Palliative Care PKTs cover:

- Holistic Palliative Care Assessment
- Pathophysiology of Pain, Nausea & Vomiting, Constipation, Dyspnoea & Cough
- Symptom Management
- Emergencies in Palliative Care
- Multi-disciplinary working
- Communication Skills
- Care in the Last hours or days of life
- Death Verification and Certification
4th Year Medical Undergraduates: Log Book

- Provides guidance to what students are expected to do during attachments
- Provides an audit of clinical work for the purpose of in-course assessment,
- Helps students and tutors keep track of learning and address any gaps

Recommendations for Learning
- Minimum of 73 clerkings
- 15 Case Based Discussions
- 21 Practical Skills
- 56 Key Clinical Experiences
4th Year Medical Undergraduates: Log Book

Case Histories

- Involves clerking a patient –
  - taking a satisfactory and relevant history, examining the patient, reviewing and recording relevant investigations, listing the differential diagnoses, identifying the most likely cause, outlining a management plan, summarising the case, outlining the pathophysiology

- Written up, reviewed by a clinical teacher and signed off.
- Must be at least ‘acceptable’.
- Must be presented verbally to a senior clinician

<table>
<thead>
<tr>
<th>(A) Acceptable</th>
<th>Patient clerking written to a level appropriate for a year 4 medical student. If the student does not reach this standard they are required to revise or rewrite their clerking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(G) Good</td>
<td>A well written patient clerking, not requiring any revision</td>
</tr>
<tr>
<td>(E) Excellent</td>
<td>Patient clerking well above standard and approaching the standard of an F1 doctor.</td>
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Key Clinical Experiences

- Students are expected to record attendance and involvement in key clinical experiences
- Must be signed by a clinician
- Students are encouraged to reflect on the key clinical experience cases
- Students are assessed using the scale OGCU which is also used as part of the feedback they receive

<table>
<thead>
<tr>
<th>(O) Outstanding</th>
<th>Evidence of preparation for the session, fully involved, asks sensible questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(G) Good</td>
<td>Involved in session but not obviously prepared for session</td>
</tr>
<tr>
<td>(C) Cause for concern</td>
<td>Attends but not properly involved. No preparation</td>
</tr>
<tr>
<td>(U) Unacceptable</td>
<td>Uninterested in session, does not become involved, no preparation</td>
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Key Clinical Experiences

- Assessment of patient
- Assessment of needs and management of the care for the dying patient
- Death Certification and Cremation Form Completion
- Communication
- Opioid Prescribing
- Prophylactic prescribing of drugs for a dying patient
- Ethical reasoning
Communication Skills

- Role Play with feedback
- KCE

Ethical Reasoning

- Group Presentation focussing on an ethical scenario
- Groups assessed by multi-professional audience
- KCE

Practical Skills

- Giving subcutaneous injection
- Setting up a syringe driver
- Presentation of Case History
- Sign off Log Book including assessment of areas of professionalism in line with ‘Tomorrows Doctors’
  - Attendance and Punctuality
  - Appearance (including dress code)
  - Involvement with patients
  - Involvement with staff
Student Well Being

• Monitored by Palliative Care Clinicians
• Particularly important in Palliative Care
• Major concerns - contact University directly by telephone or email at present
• “Concern form” offers the opportunity to “flag” students to the welfare system within the University.
• Concern forms are for individual students so that persistent issues are recognised across attachments
<table>
<thead>
<tr>
<th>Component</th>
<th>Time (mins)</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Paper 1</td>
<td>150</td>
<td>Knowledge Underpinning Medical Practice</td>
</tr>
<tr>
<td>Written Paper 2</td>
<td>120</td>
<td>Critical Analysis for Clinical Practice</td>
</tr>
<tr>
<td>Written Paper 3</td>
<td>90</td>
<td>Application of Clinical Knowledge</td>
</tr>
<tr>
<td>LOCAS</td>
<td>144</td>
<td>Clinical Case Presentations</td>
</tr>
<tr>
<td>OSCE</td>
<td>160</td>
<td>Consultation Skills</td>
</tr>
</tbody>
</table>

**Content**

- Written Paper 1: Five sections of EMI questions (Population Perspective, Basic Science & Clinical Practice)
- Written Paper 2: Three sections:
  - A: Population Perspective (EMI)
  - B: Professional & Personal Development (EMI & SAQs)
  - C: Individuals, Groups & Society (EMI)
- Written Paper 3: Ten Clinical Features questions: SAQs & SBA questions
- LOCAS: Twelve 12-minute stations of medicine, surgery and mix specialties
- OSCE: Sixteen 10-minute stations (history, examination, procedures, data interpretation, communication skills)

EMI: Extended Matching Item
SAQ: Short Answer Question
SBA: Single Best Answer
Undergraduate Trainers Group Assessment Process

- Writing SBA questions/OSCE Stations
- Peer review of SBA questions
- Selection of SBA questions for exam papers
- Feedback to students following formative exam
- Examination of OSCEs
- Moderation of Final Exam Papers
Future Plans

Lecture Series

• Lectures/Presentations focusing on Palliative Care in Years 1 – 3
• Link learning outcomes to exam questions
• Palliative Care presence in all years

Question/OSCE Writing

• Continue to develop bank of SBA questions and OSCE scenarios
• Start to add SAQs to bank