**Setting:** Equipment required for the station

Provide following sheets:

1. Candidates sheet
2. Patients sheet
3. Examiner’s sheet

All sheets should contain the listed information details (where applicable) according to your topic selected.

**Important:**

1. Examiner should contain all the three sheets (candidates, patients, & examiners)
2. Marks should be given in form of Likert’s scale provided.
3. Time required for this station should be mentioned

**Guidelines for interactive session**

**Candidate information sheet:**

|  |
| --- |
| **Topic: Brief description of the problem** * Role of candidate
* Name & age of patient
* Scenario
* It should reflect every day common scenario
* It should not be obscure/ make complete scene
* Sufficient information so that candidates should not engage in history taking
* Sufficiently long enough to sustain talk in required time allocation
* In preparing OSPE for communication skills it should contain some ethical component because it may be difficult to sustain discussion solely on communication skills
* Emotionally charged topics need to be avoided
* **Clearly define the task (in separate line & BOLD words)**
* Reminder for remaining time 2 minutes before closing
* Reminder that candidate is not required to take history or examine patient
 |

**Patient’s information sheet:**

|  |
| --- |
| * Whether real or simulated
* Name & age
* The scenario: the role of subject should be clear. The scenario should include **relevant information** like: complaint, present history, past history, family history
* There should be agreed emotional responses
* There should be list of concerns or questions which patient may ask
	+ There should be a desired outcome and negotiated conclusion
 |

**Instructions to Station Examiner:**

|  |
| --- |
| * Brief description of the problem
* He should advice candidate how long time is left at the station
* A reminder to candidate that he/she is expected to reach a conclusion or summarize at the end
* A reminder to candidate to identify any ethical or legal issue (if required)(the judgement should be resolved acc- to four ethical principles)(ref: box 4.1: MRCP PACES page 487)
* A reminder that candidate should recognize her/his limitations in dealing with the problem
* A checklist of desired responses expected from candidate
 |

**Instruction to examiner**

Kindly tic mark or Check the appropriate box in below table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No.  | Key | Not done | Done adequate | Well done |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Marking sheet for the check list**

Examiner has to use likert’s scale in form of not done, adequately done or well done. If the mark for single item is 01. It can be divided as:

* Not done = 0 marks
* Done adequately= half marks
* Well done= full marks

**Checklist for markings by Examiner:**

|  |  |  |
| --- | --- | --- |
| No.  | Key  | Marks Allocation |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Ref: Box 3: Criteria for Communication Skills & Ethics. MRCP PACES page 487

References:

1. Tim Hall. Paces for the MRCPS with 250 clinical cases. In Ch 1. The Practical Assessment of clinical examination skills. 2nd ed 2008. Churchill Living Stone Elsevier. Page 3-5