Assessing Practice: OSCE Adapted for Social Work

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Holistic Competence

- Meta-competencies
- Procedural competencies
Meta-competencies Matter

**Meta-competencies** are higher order, overarching qualities, abilities and capacities:

- Cognitive
- Affective
- Reflective

*Related to ability to use*

**Procedural competencies** – operational, behavioral techniques and performance skills needed to carry out professional tasks.

(Bogo et al., 2006; 2010; 2013; 2014).
A Model of Holistic Competence in Social Work

ORGANIZATION AND COMMUNITY CONTEXT

Skills

Self-regulation
Emotions, reflection, self-awareness

Complex Practice Behavior

Knowledge
Generic and specialist
Theoretical and empirical

Judgment
Assumptions, critical thinking, decision making

PROFESSIONAL CONTEXT – VALUES (Bogo, Rawlings, Katz, & Logie, 2014)
The OSCE Adapted for Social Work

Simulated Interview

Assess Procedural Competencies
- Relationship building
- Assessment
- Interviewing

Scenarios depicting social work situations
- Trained actors simulating clients
- Rated by trained instructors

Reflection

Assess Meta-competencies
- Conceptualize practice
- Assess/Judgment
- Relationship/Use of self
- Learn from reflecting on their practice

Questions
- Reflective dialogue
- Written reflections
- Course assignment
What are OSCE’s

• An Objective Structured Clinical Exam
  • 15 minute interview with a standardized client directly evaluated by an evaluator using a rating scale.
  • Standardized Client: An actor or actress trained to enact the role of a client scenario consistently each time.

• **Objective**: Skills directly observed
• **Structured**: A set scenario and format
• **Clinical**: Assesses practice skill implementation.
• **Exam**: Performance is evaluated on a set scale.
Post Interview Reflection

• Traditional OSCE only measures behaviors
• A post-interview reflection with standardized questions taps into meta-competencies:
  – what and how students are thinking and feeling about their practice
• Link theory to practice, critical thinking, judgment, decision making
• Subjective experience
• Self assessment and learning
Rationale: Why OSCE’s

• Limitations of self-report and field evaluations for assessing direct practice skill.

• Need for reliable and valid evaluation methods in social work that directly assess skill.

• **Post interview** reflection questions demonstrate students’ ability to:
  – Accurately recall their practice
  – Use theory in practice
  – Think critically about the way they make decisions, use of self in practice.
OSCE in Health Professions

- Extensive research literature exists
- Method has acceptable validity and reliability
- Accepted by students and faculty members, as fair and authentic
- Frequently used for episodic performance-based assessment in undergraduate medical education, specialty areas, and in licensing examinations in some countries.

(Hodges, 2006)
OSCE in Social Work Critical Appraisal

- Found 14 research studies reporting intervention and observational data
- Used standardized clients/actors; trained actors, faculty or drama students.
- Educational interventions included individual, group or classroom interactions with a SC.

(Logie, Bogo, Regehr & Regehr (2013).)
Limitations and Needs

- **Need**
  - replication – build on each other’s work
  - standardized, reliable and valid tools
  - studies focusing on evaluation of performance rather than satisfaction
  - include diversity and cultural competence
Toronto Team Studies

• Reliability and validity of OSCE adapted method of performance and reflection, scales, scenarios

• Variation in student scores:
  – On performance
  – On reflection

• (Bogo et al., 2011; 2012; 2013)
Variation OSCE Performance

Mean = 2.88
Std. Dev. = .63
N = 140
Variation OSCE Reflection

- Mean = 3.03
- Std. Dev. = .711
- N = 138
Toronto Team Studies

- OSCE correlated with field performance — to some extent (Bogo et al., 2012)
- Reflective dialogue highlighted needs that informed curriculum design.
Extremely well received by students

- Fair method for assessing competence
- Contributes to learning through practice
- More confident re: entering practicum
Azusa Pacific Studies: Summary

• Reliability
  – Internal Consistency strong for 5 point scale and strong inter-rater reliability.
  – Overall item is strongly correlated between raters, and strongest predictor of field performance.

• Validity
  – Potential for predicting field.
  – Good correlation with EPAS items, however, EPAS not predictive of field.

• Rater bias risk and considerations.
The Process of Developing an OSCE

Identify competencies and practice behaviors

Map competencies, issues and content for scenarios

Design scenarios

Construct measures
The Process of Developing an OSCE

• Conceptualizing competence
  What practice behaviors and meta-competencies do you want to measure

• Mapping competence
  Identify issues and abilities in potential scenarios

• Designing scenarios
  Practice situations with material for students to demonstrate competence

• Defining specific behaviors for a rating scale
  What should the student be able to do?

Conclusion... an iterative process....
Challenges to Conceptualization and Definition of Competence

• Context: Diverse settings and a range of practice approaches - general descriptions

• To assess practice behaviors need a level of specificity

• Reduction to numerous discrete items - as if practice were mechanistic

• Need definitions and methods that capture the holistic nature of practice: what type of knowledge is used and how it is used (internal cognitive and emotional processes that contribute to decision making and performance)


Selected References