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# The Design of an Interprofessional Mock Objective Structured Clinical Examination (OSCE) in Preparation for High-Stakes Exams

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Poster presented at the 2023 Spotlight on Scholarship at the University of Nebraska Medical Center, Omaha, Nebraska.

## Abstract

Healthcare educators are encouraged to provide both skill-based practical exams and interprofessional experiences to prepare students for clinical practice. With skill-based exams come increased student stress and anxiety. This article reports on the development, exploratory outcomes, and lessons learned from an ungraded objective structured clinical examinations (OSCEs) event involving doctoral-level occupational therapy and bachelor-level nursing students. The primary objective was to allow occupational therapy students to practice for an upcoming graded, comprehensive, skill-based exam. The secondary objective was to examine if the event changed students' perceived interprofessional skills. The OSCE event included a large group pre-brief, three simulations with mini debriefs following each simulation, and a large group debrief. Students completed pre- and post- tests providing quantitative data to assess perceived attainment of interprofessional competencies. Qualitative data suggested significant value and worthiness of this learning event. Students reported the event improved their interprofessional skills, decreased exam stress and anxiety, and provided them adequate practice for the exam. Overall, the preliminary findings suggested the design of this interprofessional ungraded OSCE event prepared occupational therapy students for comprehensive skill-based exams, thereby decreasing test anxiety and stress levels while facilitating a beneficial interprofessional experience. Details of the OSCE design are shared to assist faculty in preparing future healthcare professionals for positive interprofessional collaborations and comprehensive skill-based curricular assessments.

The project featured in this abstract has been subsequently published:

Behrendt, M. R., Smallfield, S., Semin, J., & Kupzyk, K. A. (2023). Using an Ungraded Interprofessional Clinical Examination to Decrease Student Stress and Anxiety for a Skill-based Exam. *Journal of Occupational Therapy Education*, 7 (3). <https://doi.org/10.26681/jote.2023.070310>

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