FARM (Frontier and Rural Medicine) Long Distance Clinical Skills Assessment in a Rural Setting via TeleOSCE

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Objective / Purpose:
To assess the clinical skills of University of South Dakota Sanford School of Medicine LIC students located at our remote rural campuses.

Need for Innovation:
- The six students located at five FARM locations for the 9 month LIC are assessed regularly by physician site coordinators, but have limited contact with main campus faculty.
- This could potentially lead to a sense of isolation.
- Development and implementation of a teleOSCE case allows the students to remain at their clinical sites, interact with a standardized patient, and be evaluated by the FARM director and OSCE director who are located at the main clinical campus in Sioux Falls.

Methods, Materials and Resources Used:
- A diabetic foot ulcer teleOSCE case developed by Palmer, Dodson, and Biagioli at Oregon Health & Science University Department of Family Medicine was used with permission by the authors. The case was modified to reflect South Dakota geographies.
- Faculty examiners and SP's were based in the simulation center. Students were at their respective sites.
- Polycom™ web-based videoconferencing technology was used for the student-SP encounter and feedback. Blood sugar values and image of the diabetic toe were sent across the system via Microsoft PowerPoint™.
- B-Line™ Medical software was used for recording the sessions, examiner checklist grading, and student note documentation.
- Faculty examiners viewed the session via a one way mirror in the simulation control room in the same manner used in other formative OSCE sessions.

Outcomes:
FARM and OSCE directors observed students engaging in a SP encounter and assessed interpersonal skills, clinical knowledge, documentation, and use of technology. All students demonstrated room for improvement in one or more of these areas.

Students' Evaluation of the Activity, N=6

Students completed a brief evaluation following the session.

Conclusion:
The case transferred easily from rural Oregon to rural South Dakota and could be used at our other two remote campuses. This provides an excellent way for students at remote sites to remain connected to main campus faculty.