



Year 4 Formative OSCE #1 (July) 2019

Reading for Station 2

Candidate Instructions

Clinical Scenario

You are a 4th year student doing a placement at the GP. Jessica is a 35-year-old female who has come in with concerns about her excessive alcohol consumption.

Task

In a total of eight (8) minutes:

- Take an appropriate history within the first 6 minutes
- In the last 2 minutes, answer any questions she has

Simulated Patient Information

The candidate has the following scenario and task

Clinical Scenario

You are a 4th year student doing a placement at the GP. Jessica is a 35-year-old female who has come in with concerns about her excessive alcohol consumption.

Task

In a total of eight (8) minutes:

- Take a **focussed alcohol assessment including relevant history** within the first 6 minutes
- In the last 2 minutes, address any concerns she may have

Instructions for simulated patient

- You are a 35 year old female, Jessica
- Jessica lives with her boyfriend Jack
- She work in an office as an administrative assistant

Reason for presentation

- Her boyfriend of 3 years thinks she drinks too much
- They have been fighting about this recently and she worries that they will break up soon if she doesn't change her drinking habits
- She is also concerned that she is spending too much money on alcohol

CAGE screening

- Cut down – has tried to cut down 2 years ago
- Annoyed – she gets annoyed when her boyfriend tells her she needs to cut down
- Guilt – feels guilty in the morning about drinking too much, and being rude to boyfriend
- Eye opener – sometimes drinks half a glass of wine as an eye opener to reduce anxiety and sweating

Alcohol history

- She started drinking when she was 17 years old – lots of family stressors (dad passed away when you were 17)
- When she was 17, drank about 3 cans of beer a day; when mum passed away when she was 25, that's when she started drinking a bottle of wine every single night
- Now Jessica drinks about a bottle of wine every single night
- She finds it helps her relax and get to sleep
- Who with: Drinks by herself
- Where: Tend to drink at home
- Once in a while has nights out with work colleagues from her office, where she usually drinks a lot since it helps her interact without feeling too self conscious

Impact of alcohol

- Biological Dependence: If she stops drinking she feels sweaty
- Psychological dependence: If she stops drinking she gets irritable/anxious

- Work - She works in admin at an office, which can be stressful. Sometimes drinking is affecting her performance at work, and her manager has given her a warning, which has made her more stressed.
- Driving – drives after having half a glass of wine in the morning
- No alcohol related crimes
- She does not eat a balanced diet
- Previous attempts of abstinence: Last time was 2 years back, where she saw a counsellor, but it failed to help

Past medical History

- No alcohol related illnesses
- No other past medical history
- Has never been diagnosed with any mental health conditions
- No medications or allergies

Social Hx

- Does not smoke or take recreational drugs
- Family Hx alcohol abuse - Dad used to be an alcoholic and suicided when she was only 17 years old
- Support – her boyfriend is her main support, also her sister

Psychological assessment

- She often has low moods
- She finds it hard to get to sleep, and wine helps her get to sleep
- She has trouble concentrating during the day at work
- No thoughts of self harm
- No thoughts of suicide
- No thoughts of harming others

At 6 minutes tell the student:

“I’m not sure if I’ll be able to change these bad habits of mine”

Motivation

- Contemplation stage – getting ready to change
- Pros - mainly wants to improve relationship with her boyfriend, also knows its better for health
- Cons - Needs it to relax and unwind after a stressful day at work, and feels sweaty and irritable without it
- She is worried she can’t stop or cut down since its failed in the past
- Not sure of any strategies to cut down

Examiner Instructions

Please verify that you are examining the correct student by checking the name on the student's ID card against the name on the score sheet, as the student enters the room.

The candidate has the following scenario and task

Clinical Scenario

You are a 4th year student doing a placement at the GP. Jessica is a 35-year-old female who has come in with concerns about her excessive alcohol consumption.

Task

In a total of eight (8) minutes:

- Take a **focussed alcohol assessment including relevant history** within the first 6 minutes
- In the last 2 minutes, address any concerns she may have

Instructions

- You are playing the role of the examiner in this exam. You should address the student as a registrar, after you have checked ID. Please do not provide prompts on the station content.
- Stay out of the line of sight between the candidate and the patient during the history. Do not provide any positive or negative feedback to the candidate.
- Please record your observations on the scoresheet **as you go**, as discussed in the briefing.
- You have two minutes between candidates to finalise your scoring and 'reset' the station.

Aim of this station:

- Understanding the components of an alcohol assessment
- Identifying opportunities for motivational interviewing

Props and Sundries

- Simulated patient
- Handwash

Author – Grace Low and Hiroki Hayashi

OSCE Score Sheet
Station 2: Alcohol Assessment

ID Check
 (please tick)

Student Name/Number.....

Examiners Name:

SP:

No.	Assessment Item (details)	PLEASE MAKE ONE TICK IN <u>EVERY</u> ROW																											
1	Infection Control Appropriately washes hands before, appropriately washes hands after	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
		0	1	2																									
2	Screening – CAGE questions Cut down, annoyed/angry, guilt, eye-opener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																							
		0	1	2	3	4																							
3	Details of alcohol intake Establishes when the patient started drinking, quantifies alcohol intake, any triggers/adverse life events, current drinking pattern (when, where, who with), any binge drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																					
		0	1	2	3	4	5	6																					
4	Withdrawal assessment Biological signs of dependence (sweating, tremor, vomiting) Psychological signs of withdrawal (agitation, anxiety, aggression)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
		0	1	2																									
5	Impact on daily living Effect on occupation, relationships, diet, driving safety, alcohol related crimes, hospitalisations, violence, accidental injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																					
		0	1	2	3	4	5	6																					
6	Psychological assessment Mood, sleeping pattern, appetite, concentration, thoughts of self harm, suicidal ideation, thoughts of harming others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																					
		0	1	2	3	4	5	6																					
7	Past medical history Alcohol related illness (liver disease, pancreatitis, peptic ulcer disease), other medical conditions, mental health issues, regular medications, allergies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																					
		0	1	2	3	4	5																						
8	Social History Smoking and recreational drug use, family Hx of alcohol abuse, social support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																								
		0	1	2	3																								
9	Motivation to cut down Assesses importance/stage of change, explores pros, explores cons, explores patient's optimism to change, discusses next step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																					
		0	1	2	3	4	5																						
10	CLARITY (organisation, appropriate confidence)	<table border="1" style="width:100%; text-align:center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">Confused, disorganised, unclear</td> <td colspan="2">Below expected</td> <td colspan="2">Above expected</td> <td>Outstanding</td> </tr> </table>							1	2	3	4	5	6	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confused, disorganised, unclear		Below expected		Above expected		Outstanding
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Confused, disorganised, unclear		Below expected		Above expected		Outstanding																							
12	WARMTH (engagement, compassion, care for patient)	<table border="1" style="width:100%; text-align:center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td colspan="2">Cold, uncaring, brusque</td> <td colspan="2">Below expected</td> <td colspan="2">Above expected</td> <td>Outstanding</td> </tr> </table>							1	2	3	4	5	6	7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cold, uncaring, brusque		Below expected		Above expected		Outstanding
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Comments: