

RANZCP Auckland Training Programme
Mock Objective Structured Clinical Examination

Station No. 1

April 2007

Station No. 1 - Introduction and Aims

This station concerns the ability to discuss the welfare of a patient's child with a social worker.

The main aim of this station:

The candidate must discuss the welfare of a patient's child with a social services social worker, educate the social worker regarding the patient's condition and negotiate a sensible plan.

Candidate must demonstrate

- The ability to relate appropriately to an allied services professional
- the ability to manage confidentiality issues sensibly
- the ability to provide information to a non-health professional about a patient's mental disorder and treatment
- the ability to discuss and negotiate a sensible action plan

Requirements:

- Table and 2 chairs
- Actor for social worker
- Instructions for Candidate
- Copy of the patient's case summary and the letter, as in the previous Bye Station (this is available to the candidate, not to the social worker)

Station No. 1 - Instructions to Candidate

You have seventeen (17) minutes to complete this station.

You work in an inpatient setting where Marie O'Brien, a divorced 29 year old woman, is under your care. You are about to meet with a Social Services social worker Mrs Claire Roberts from the Child Welfare section of the Department of Social Services.

Mrs Roberts has written to you, requesting the meeting and you have arranged to have a brief preliminary discussion with her about this situation.

As you are aware, Marie has a 3 year old daughter Jodie who is currently in the care of Marie's mother, Mrs Jenkins. You have just been reading Marie's records to refresh your memory about her case. Marie is recovering from a manic episode and a diagnosis of Bipolar Disorder has recently been made.

Marie's ex-husband Tom O'Brien has recently contacted Social Services apparently claiming that Marie is "crazy", not fit to care for Jodie, and insisting that he should be Jodie's main caregiver.

Marie is distressed by this, but you have persuaded her that it is in her best interests for you to explain her situation to the social worker, so she has given you permission to discuss most aspects of her case with Mrs Roberts. However, just before you go into the meeting with Mrs Roberts, a nurse gives you the following note from Marie:

Dear doc -

I've been thinking about what we talked about and I can see that you'd better talk to this social worker about my treatment and all.

But please don't tell her about the stuff with my Dad when I was a kid - I don't want that personal stuff being discussed and I don't see as how she needs to know as it's got nuthing to do with me being a good Mum to Jodie.

- Thanks, Marie

Your tasks are to:

- Engage with Mrs Roberts in an appropriate manner
- Educate and inform Mrs Roberts about Marie's mental disorder, her diagnosis, treatment and prognosis
- Manage any confidentiality issues appropriately
- Discuss and negotiate a sensible action plan regarding Marie's care of her daughter Jodie, with Mrs Roberts

Station No. 1 - Instructions to Examiner

One examiner notes the start time of the OSCE on the clock.

The other examiner introduces the candidate to Mrs Roberts the social worker, and hands the candidate the *Candidate's Instructions*.

“This is Mrs Roberts from the Department of Social Services. This is a copy of your instructions and of the patient’s case summary. Please proceed with your tasks.”

If the candidate asks any other questions about their task, refer them back to the *Candidate's Instructions* by saying

“Your information is in front of you – you are to do the best that you can”

If the candidate says they are finished and want to leave the room, say:

“You may leave the room, but please make sure that you have completed the tasks to your satisfaction, as you cannot come back in again.”

At **15 minutes** inform the candidate that they have 2 minutes to go

At **17 minutes**, on the final bell, finish the examination immediately

Station Operation Reminders – for Examiners

Prior to examination / between candidates: (3 minutes)

- Clear any used writing paper from last candidate into the rubbish bin
- Ensure that water & tissues are still available for candidate’s use on table
- Ensure that the Candidate’s traytable has on it:
 - Laminated copy of ‘Instructions to Candidate’.
 - Paper copy of the patient Case Summary from the Bye station for reference
 - Writing paper on clipboard, pen

During examination: (17 minutes)

- At the first bell, ensure fresh mark sheets are ready (candidate is now outside reading - so careful to keep any noise down in the OSCE room)
- At the second bell, the examiner keeping track of timing notes time on clock (for the 15 minute prompt)
- The other examiner directs the candidate to their task

At conclusion of OSCE: (3 minutes)

- Retrieve writing paper clipboard and pen from the candidate (don’ t let them carry these off) and clear away used pages into bin
- Complete marking and get a fresh mark sheet ready for next candidate
- Ensure room is set up again for next candidate (as above)

Station 1 - Instructions to Mrs Roberts, Social Worker

You are an experienced social worker with the Social Services Child Welfare Department.

You have a fairly open attitude about the case, but you do not know much about mental disorders and have had two previous bad experiences – once with a woman with borderline personality disorder whose behaviour was very difficult and whose baby needed to be taken into care, and once with a woman with schizophrenia who tried to care for her child with support but who was non-compliant with treatment and kept relapsing.

These cases have led you to be wary of parents with mental disorders and you are inclined to take Mr O'Brien's allegations seriously at this stage. You do not at this point know about Tom O'Brien's alcohol abuse and past abuse of Marie, as you decided to start with Marie's doctor before talking with her family or investigating Mr O'Brien. You are thus only aware that Tom and Marie O'Brien are divorced.

Your usual process (*which at some point you are to explain to the candidate*) is to gather information from all parties, then decide with your team whether there is a role for the Child Welfare Department.

Things that you must say at some point (in some similar form of words):

At the start of the assessment **“Hello, I'm Claire Roberts, thanks for meeting with me”**

How to Play the Role:

Be straightforward and pleasant, and reasonably businesslike. You will be surprised and rather taken aback by the revelations about Tom O'Brien's history of alcohol abuse and physical abuse of Marie, and to learn that he has no access to Jodie and a Non-Trespass Order out against him. You can appear irritated that your staff have not already discovered this **“really, the duty social worker should have checked that out and told me”**

You will nonetheless be concerned about Marie's mental illness, and will want details from the registrar about Marie's diagnosis, her current state and symptoms, and the risks of her becoming unwell again. You will want to know what mental health services plan to do to monitor Marie's wellness and Jodie's safety. **“but can you guarantee that Marie won't have another mood swing – is she cured now?”**

You will be concerned that Marie may not take her medication **“I had another case were the mother just would *not* take her medication, she had schizophrenia and didn't seem to understand that she had an illness *at all*. In the end we had to uplift the child.”**

You don't understand the difference between Bipolar Disorder and Schizophrenia and will need this explained. Ask about this if the candidate does not offer an explanation. You will also mention the other client you had with Borderline Personality Disorder and will initially assume that this may well be similar. **“I had this other client with – what was it? – Borderline Disorder? – she was very difficult and up and down too. Is this Bipolar Disorder similar to that? Further to this issue, you are to say: “That woman had been dreadfully sexually abused of course – but I imagine that that isn't the case with Marie?”**

You will be prepared to negotiate with the candidate that you will gather more information from the extended family (Jodie's grandmother and the great-grandparents). Once it is explained to you that Mr O'Brien has no access and has been abusive in the past you may decide that no formal intervention is likely to be needed, if the candidate can convince you that there will be close follow-up via mental health services so as to ensure Jodie's safety. But you'll still want to discuss it with your team before finally deciding.

If Departmental intervention were felt to be needed, you would plan to arrange a temporary guardianship order for Jodie to be under the Child Welfare Department, then to set in place a Family Conference with the various parties and the extended family, Tom and Marie's lawyers and a lawyer for the child. Representatives from mental health services would also be invited, to explain her treatment and follow-up.

If the candidate does not handle the meeting well – (e.g. if they are arrogant, defensive or condescending, or vague and unclear) you are to become a little officious and irritated, and more doubtful about the case. If so, you're to mention that Departmental oversight might well be needed, since Marie has a recurrent illness and **“you obviously can't give me any guarantees that this won't happen again”**.

MARKSHEET
Station 1

1.0 APPROACH

Did the candidate demonstrate an appropriate professional approach to the social worker?
(Proportionate value - 15%)

Achieves standard by: Demonstrating the following:

- A professional, polite approach to the social worker
- Communicating clearly and translating psychiatric concepts into lay terms without being condescending
- Being attuned to pick up any assumptions the social worker may have about patients with mental disorders and able to deal with these appropriately

Errors or omissions are minor and do not seriously impact on the therapeutic alliance.

Surpasses standard if:

Manages the above unusually well, at a better standard than that expected of an advanced trainee and without any significant errors.

Does not achieve standard if:

- Candidate had an arrogant or condescending approach or is disorganised and vague
- Candidate uses technical language or jargon that the social worker is not likely to understand
- Candidate fails to pick up on important cues
- Candidate fails to establish a reasonable professional relationship

Category: Approach to professional colleague	Surpasses Standard	Achieves Standard	Just below standard	Standard Not Achieved
ENTER GRADE (X) IN ONE BOX ONLY				

2.0 EXPLANATIONS ABOUT DIAGNOSIS AND TREATMENT

Did the candidate appropriately explain the patient's psychiatric disorder, treatment and prognosis? (Proportionate value - 45%)

Achieves standard by:

- Adequately explains the diagnosis, prognosis and treatment to the social worker.
- Adequately educates social worker about differences between this patient and prior persons she has dealt with.
- Adequately explains how mental health services will ensure follow-up and monitor safety.

Any omissions or errors are relatively minor.

Surpasses standard if:

Manages the provision of information around these issues unusually well, at a better standard than that expected of an advanced trainee. No significant errors or omissions.

Does not achieve standard if:

- Fails to provide adequate and clear information about diagnosis, prognosis and treatment.
- Fails to explain the difference between Marie's case and prior clients social worker had seen.
- Fails to convince Mrs Roberts that MHS can provide close follow-up and manage the risks.

Category: Explanations - diagnosis and treatment	Surpasses Standard	Achieves Standard	Just below standard	Standard Not Achieved
ENTER GRADE (X) IN ONE BOX ONLY				

3.0 MANAGEMENT OF CONFIDENTIALITY ISSUES

Did the candidate appropriately manage privacy issues, in the discussion with the social worker? (Proportionate value - 10%)

Achieves standard by:

- Providing relevant information in sufficient depth to the social worker.
- Maintaining confidentiality about the past history of sexual abuse by father, as requested.
- Handling the question re abuse history from the social worker reasonably well.

Any omissions or errors are relatively minor.

Surpasses standard if:

Manages confidentiality aspects of the scenario unusually well, at a better standard than that expected of an advanced trainee. No significant errors or omissions.

Does not achieve standard if:

- Handles the question about past abuse clumsily or appears rude or obstructive.
- Fails to maintain confidentiality on this issue when asked about it.
- Is over-concerned re confidentiality so fails to provide adequate information about Marie's case to the social worker.

Category : Management of Confidentiality	Surpasses Standard	Achieves Standard	Just below standard	Standard not Achieved
ENTER GRADE (X) IN ONE BOX ONLY				

4.0 NEGOTIATING AN OUTCOME/ACTION PLAN

Did the candidate adequately negotiate a sensible management plan with the social worker? (Proportionate value - 30%)

Achieves standard by:

- Clarifying with social worker what the next step is likely to be
- Adequately advocating for Marie's ability to care for her child once fully recovered, with extended family support (and expressing concern about Tom O'Brien's past abuse)
- Being prepared to be involved with future meetings as needed, or explaining likely follow-up after discharge from ward and promising involvement of colleague on community team

Surpasses standard if:

Manages the discussion of the overall plan or outcome unusually well, at a better standard than that expected of an advanced trainee and without any significant errors or omissions.

Does not achieve standard if:

- Does not advocate adequately for the patient to ensure that the outcome is a sensible one
- Is inflexible, obstructive or disorganised in negotiating a reasonable outcome
- Does not offer either their own ongoing involvement or their community-based colleague's involvement, in any future meetings needed.

Category: Negotiating an Outcome/Plan	Surpasses Standard	Achieves Standard	Just below standard	Standard Not Achieved
ENTER GRADE (X) IN ONE BOX ONLY				

Global Proficiency Rating

Did the candidate demonstrate adequate overall knowledge and performance of the task?

Circle One Grade to Score	Definite Pass	Marginal Performance	Definite Fail
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