

## Student Attitude towards OSCE Method of Evaluation

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### Abstract

Obstructive structured clinical examination is a form of multi- station examination of clinical subject and it is a modern type of examination often used in health sciences to assess clinical skill performance & competence in skills. This study examined the student's attitude towards OSCE method of evaluation and to extend the positive view among the students. **Materials & Methods:** The research approach used for this study was quantitative approach and the design selected was descriptive study design. By using convenient sampling technique 63 samples of nursing students were selected for this study. **Results:** This study results shows that among 63 samples 55% belongs to favourable attitude, 23% belongs to neutral attitude and 22% belongs to unfavourable attitude towards positive attitude, 35% belongs to favourable attitude, 22% belongs to neutral attitude and 43% belongs to unfavourable attitude towards negative attitude of OSCE. Overall this study found that students generally perceive OSCE as a positive experience in agreement with the selected tools.

**Keywords:** Objective Structured Clinical Examination; Attitude.

### Introduction

OSCE means Objective Structured Clinical Examination. It is a form of multi- station examination of clinical subject. It was first described by Harden et al in 1975. OSCE is a modern type of examination often used in health sciences to assess clinical skill performance & competence in skills such as communication, clinical examination, medical & nursing procedures, prescription, exercise prescription and interpretation of results.

A frame work for the development of clinical competence has been described [Miler 1990] which outlines four levels at which a learner can be assessed. Preparation for OSCE is very different from preparing for an examination on theory. In an OSCE, clinical skills are tested rather than pure theoretical knowledge. It is essential to learn correct clinical methods & then practice repeatedly until one perfect the methods.

Marks are awarded for each step in the method; hence it is essential to dissect the method into its individual step, learn the step & then learn to performed the steps in sequence. It is often very helpful to practice in small groups with colleagues, setting a typical OSCE scenario & timing it with one person role playing a patient, one person either observing or commenting on technique or even role playing the examiner using a simple mark sheet.

Main outcome measures were student perception of

examination attributes, which included the quality of instructions and organization, the quality of performance, authenticity and transparency of the process, and usefulness of the OSCE as an assessment instrument compared to other formats.

### Material and Methods

A quantitative research, Descriptive study design was undertaken among nursing students studying in selected nursing educational institutions in Puducherry. The variables explored under study were students attitude towards OSCE method of evaluation among study participants. A total of 63 nursing students of both gender and willing to participate were selected by using simple random sampling technique. A reliable structured questionnaire was used to gather data. The responses for all items of tool was categorized as correct responses (score 1) and wrong responses (score 0) respectively. The collected data was coded, tabulated and analyzed as per objectives by using descriptive (mean, SD) and inferential statistics (t-test, chi-square test and co- efficient of correlation) wherever required,  $p < 0.05$  was consider as statistically significant.

We should assess the student's attitude towards OSCE method of evaluation.

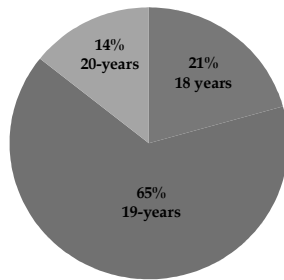
### Result

**Table-1:** Percentage Distribution of Demographic Variables.

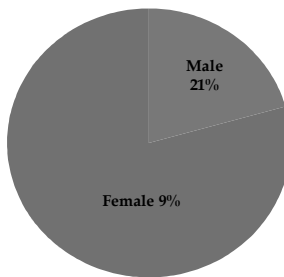
Demographic Variables	Frequency	Percentage
<b>Age</b>		
18-Years	13	20.63%
19-Years	41	65.08%
20-Years	09	14.30%
<b>Sex</b>		
Male	13	20.63%
Female	50	79.37%

The above table shows that,

- 20.63% were in the age of 18-years, 65.08% were in the age of 19-years and 14.30% were in the age of 20-years.
- 20.63% were males and 79.37% were females.



**Fig. 1:** Distribution of demographic variables of the students (age).



**Fig. 2:** Distribution of demographic variables of the students (sex).

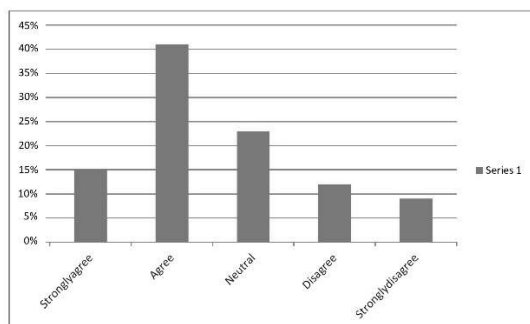
**Interpretation:**

*Positive Attitude:*

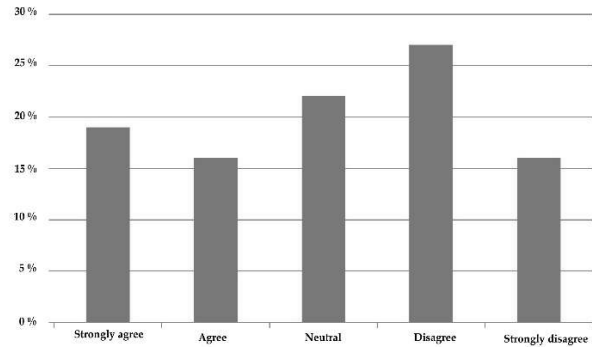
Strongly agree	Agree	Neutral	Disagree	Strongly disagree
14.60%	41.27%	22.86%	12.30%	8.97%

*Negative Attitude:*

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
19.06%	16.03%	21.59%	27.14%	16.18%



**Fig. 3:** Positive Attitude of Nursing Students towards OSCE Method of Evaluation.



**Fig. 4:** Negative Attitude of Nursing Students towards OSCE Method of Evaluation.

**Discussion**

OSCE has become the gold standard tool for evaluating the clinical competency of medical and other health professionals in many institutions worldwide. Overall this study found that students generally perceive OSCE as a positive experience in agreement.

Considering the overall percentage of positive attitude 55% belongs to favourable attitude, 23% belongs to neutral attitude and 22% belongs to unfavourable attitude. Hence more number of students are favourable towards positive attitude of OSCE.

Considering the overall percentage of negative attitude 35% belongs to favourable attitude, 22% belongs to neutral attitude and 43% belongs to unfavourable attitude. Hence more number of students are unfavourable towards negative attitude of OSCE.

By this study we can able to understand that some number of students have poor attitude towards OSCE evaluation. This poor attitude of the students should be improved to become clinically competent in future. Attitude of students were much more important to become an efficient staff nurse in future.

This was demonstrated by the positive responses regarding standardization fairness, practicality and usefulness of the exam. Studies found that although stressful, OSCE was highly acceptable to students was better received than many other examination types, tested clinical skills and allowed students to identify weakness. Inadequate prior guidelines, inadequate time for stations, newness of the assessment format and vague instructions were the main causes for stress in our studies.

Adequate preparation of OSCE by students was found to be a method to overcome anxiety and fear of examination. Students in this study tend to think that OSCE evaluates a wide variety of clinical skills and they perceived exam scores to be truly reflective of competence in clinical skills.

They agree that OSCE is fair, well administered, structured and sequenced, allowing students to compensate in some areas and minimize failing and provide opportunities for learning and is a true measure of the essential skills.

**Conclusion**

This study reveals that out of 63 samples (55%) belongs to favourable attitude, 23% belongs to neutral attitude & 22% belongs to unfavourable attitude towards OSCE. Overall this study found that students generally perceive OSCE as a positive experience in agreement.

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