

ORIGINAL RESEARCH

A study based on perception of objectives structured clinical examination (OSCE) and objective structured practical examination (OSPE) in first year MBBS students

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ABSTRACT

Objective: To analyze the level of utility of OSCE and OSPE as evaluation tools in the assessment of first year MBBS students and to ascertain the acceptance level of OSCE and OSPE in MBBS students. **Methodology:** Present study is a descriptive cross sectional study. This study was done using formulated survey questionnaire. Hundred students comprise the subjects of the study. The students underwent a one-time survey and in-depth interview conducted at the end of first year. Detailed data was collected using the observational and oral test methods. All the participants were asked to fill up the answers in the questionnaire and thereafter, answers were assayed. Interview was conducted among randomly selected students and faculties of the department. **Results:** The results indicated that more than 90 % of the students were in favour of OSCE/OSPE to be accepted as evaluation tool and also complimented that OSCE/OSPE will enhance their level of understanding of cognitive, psychomotor and communication skills. **Conclusion:** OSCE/OSPE is better accepted by students as a mode of assessment and helps in better understanding of practical skills.

Key words: Objective structured clinical examination(OSCE), Objective structured practical examination (OSPE), Evaluation

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INTRODUCTION

National Medical Commission introduced competency based undergraduate curriculum and got it implemented from August 2019 in students of MBBS admitted in first year. In UK, USA and Canada, the OSPE is being followed as standard mode of assessment of competency, clinical skills and cognitive knowledge.^[1] OSCE was introduced by Harden in 1975 to assess clinical competence of a student in all the three domains (cognitive, affective and psychomotor) at one point. ^[2,3] The objective of OSCE is to assess clinical skills in a comprehensive and structured manner.^[4,5] Furthermore, a new modification in OSCE was done to assess the knowledge and skills in practicals done in basic sciences. This modification was named as OSPE^[6]. A international conference was held at Ottawa in 1985

and utility of OSCE and OSPE as evaluation tools was discussed.^[7] According to Miller's hierarchy of skills, Traditional Clinical examination prioritizes the "knows" and "knows how" levels^[8]. OSPE, on the other hand, is concerned with the highest level of the pyramid. Traditional methods being used to evaluate competence are not only more open to bias than objective measures, but they also don't provide assessor the chance seeing the candidate in action. In addition, that may restrict the domain of real coverage of the concerned topic. It has always has been a topic of debate for medical teachers to choose method as a evaluation tool. In view of above, the present study focuses on exploration of more avenues for using OSCE and OSPE as a part of newly introduced curriculum.

AIMS AND OBJECTIVES

The present study was undertaken to assess the perception regarding OSCE and OSPE in first year MBBS students and its utility as evaluation tool during examination.

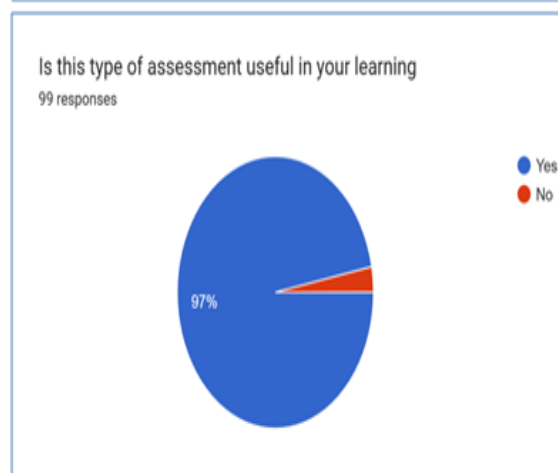
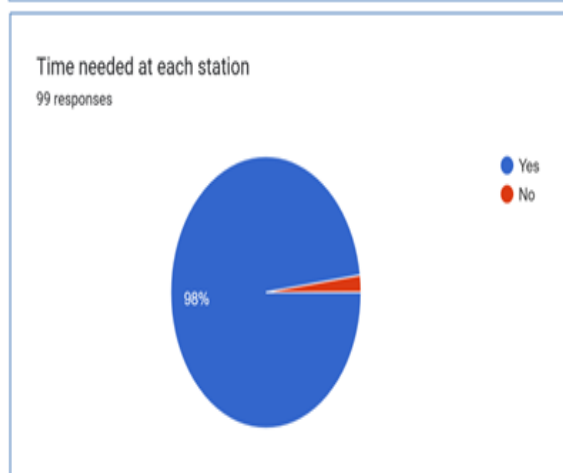
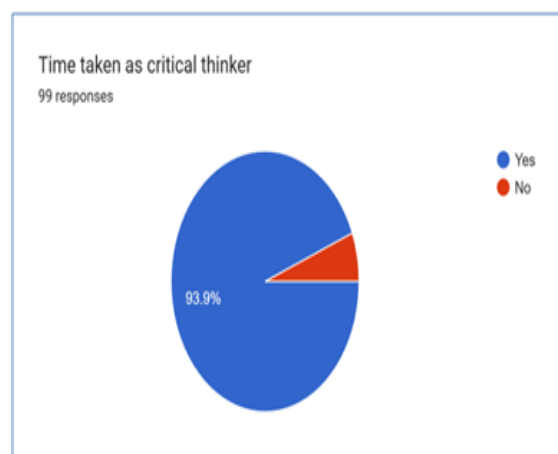
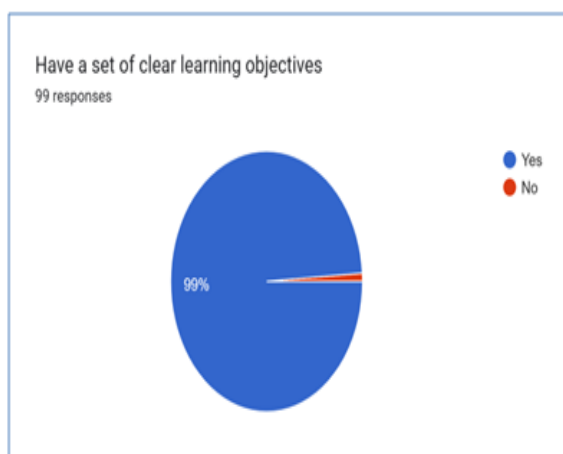
MATERIAL AND METHODS

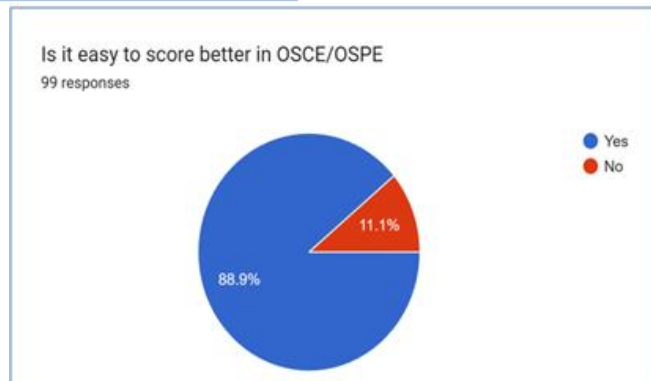
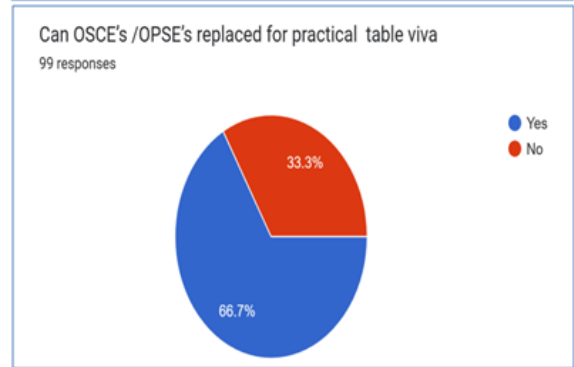
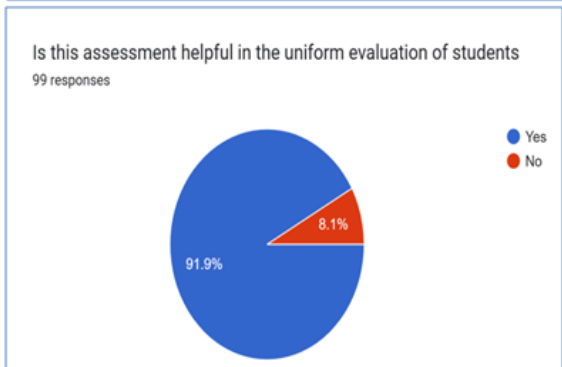
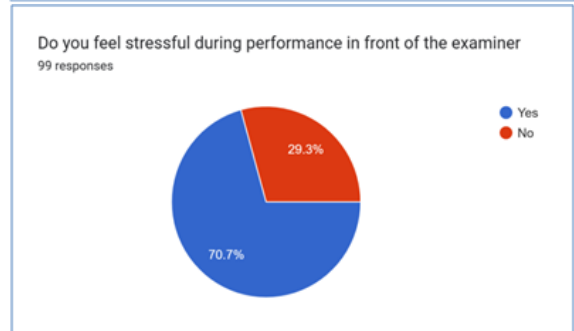
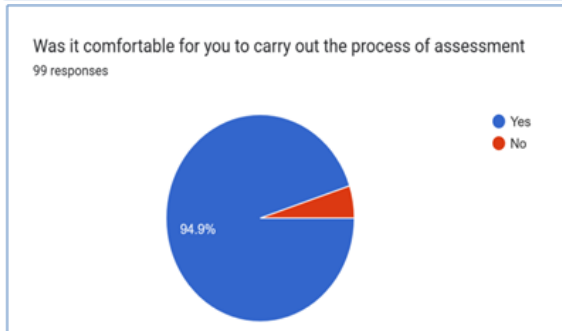
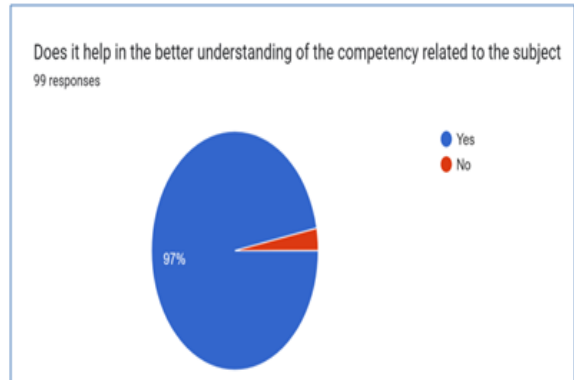
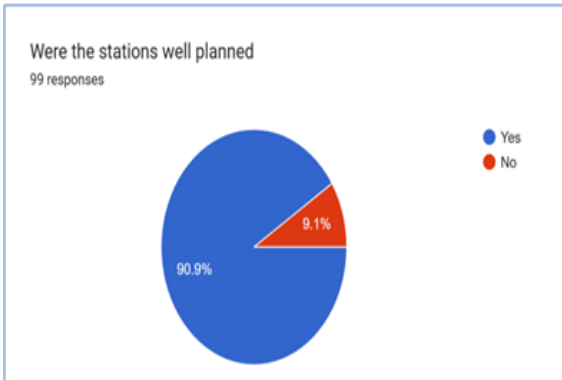
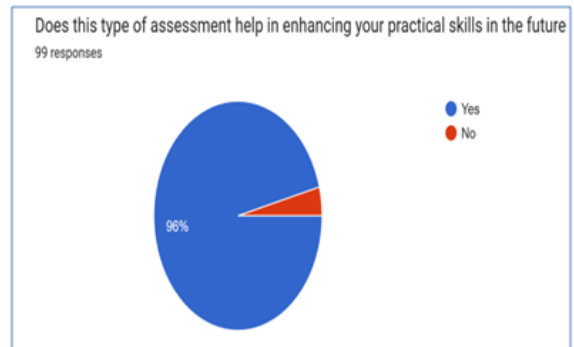
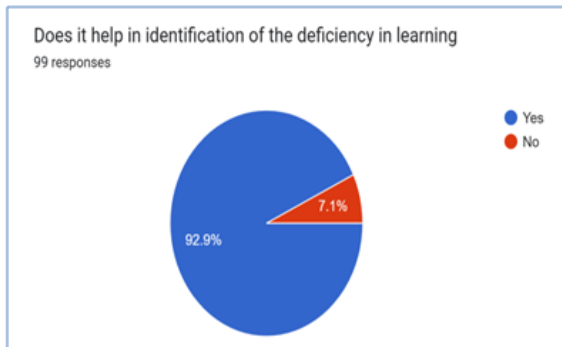
The present study was conducted in first year MBBS students in the department of Physiology, Government Medical College, Kathua. The Institutional Ethic Committee approved the said project vide order no.IEC/GMCK/2024/153 in IEC meeting held at Govt. Medical College, Kathua. At the end of the completion of theory and practical classes of first year students, students were oriented regarding the methodology of OSCE and OSPE. Students underwent evaluation in practicals and clinical experiments, both by conventional methods and OSCE/OSPE. In conventional method, evaluation was done using both observational and oral test methods whereas in OSCE and OSPE, each student was evaluated at each step of the experimental procedure using observational method only. Seven workstations were allotted to the students. Detailed checklists of various experiments consisting of various important steps for assessment of clinical skills were prepared

and were validated by senior faculty members. Technical staff was oriented and trained for the smooth conduct of OSCE/OSPEs. Required equipments were placed at the respective stations. Staff ensured prompt clearing of the stations before arrival of the the next candidate. OSCEs and OSPEs were conducted for a period of three days in two shifts for three batches consisting of thirty-three students each. Design of the stations was done in such a way that cognitive, psychomotor and communication skills got tested as each student was allowed five minutes at each station.

RESULTS

99 % of the students were of the opinion that they can have a set of clear learning objectives.90-97% of the students expressed that OSCE/OSPE helps in betterment of their capabilities as critical thinker, practical acumen, identification of their deficiencies in particular competencies. 60-72% of the students expressed that OSCE/OSPE can be replaced for practical table viva and also asserted that they feel quite stressful during the conduct of OSCE/OSPE. 90% of the students recommended that they have better chances of scoring in OSCE/OSPE.





DISCUSSION

As has been depicted by our study, students have stated that OSCE/OSPE helps in examination of both the clinical and experimental skills. Detailed checklists prepared for various practicals and experiments help to cover the lacunae which might be missed in conventional methods. On the other hand, it may not include detailed in-depth oral tests conducted during traditional methods.

Many methods exist for evaluation like viva-voce, global rating, observed long and short clinical cases and others. Assessment of students in cognitive and psychomotor skills is detrimental in their emergence as skilled health care professionals.^[9,10,11] As inability to communicate significantly affects the outcome and attitudes are generally not tested by the traditional methods, it was the need of the hour for a very long time to devise new methodology to assess the students^[12]. Our study has shown the positive response of the majority of students towards OSCE/OSPE as documented in a research study comparing OSCE and conventional examination as a formative assessment method in pediatrics in semester tests for final year MBBS students by Mondal et al^[13]. Our findings were also consistent with the study done by Bhatnagar KR et al (2011) that OSCE/OSPE is more reliable and transparent method for evaluation of students.^[14] Furthermore, OSPE plays a very important role in motivation and guiding students for their own evaluation and appraisal as shown by study done by Badyal DK et al^[15]2010.

CONCLUSION

OSCE and OSPE play a very significant role in the assessment of students and students have a very positive approach towards the implementation of OSCE/OSPE as a assessment tool in the newly introduced curriculum by National Medical Commission.

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