



# Objective Structured Clinical Examination (OSCE): Maternal and Child Nursing Students' views

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## BACKGROUND

- Nursing is a clinical based profession in which nursing students are prepared for safe quality practice during undergraduate education. Students performance should be adequately evaluated to ensure patient safety.
- Clinical evaluation should be objective, fair, specific, and documented as well as be accurate and effective.
- The Objective Structured Clinical Examination (OSCE) is an approach to student assessment in which aspects of clinical competence are evaluated objectively in a comprehensive, consistent and structured way.
- The Maternal Child Nursing department (MCHD) has implemented OSCE as an assessment method for the Nursing Care of Children and Nursing care of the childbearing families since Fall 2011- 2012. With expected increasing number of the students and limited clinical facilities, there is a tendency to increase the utilization of the simulators lab and OSCE

### Aim:

- To evaluate student overall perception of the final clinical OSCE
- To determine student acceptability of the process and provide feedback for the department to enhance further development of the students' assessment.

## METHODS

### Design:

- A descriptive cross-sectional survey was conducted over the last three academic years. Immediately after the end of each OSCE exam 280 students at MCHD were asked to give their feedback about the exam experience.

### OSCE Design

- Students rotate individually through 7 OSCE stations. Each station was 10 minutes including 1min for rotation. specific skills tested according to subject area and been marked according to the checklist.

### Study Questionnaire

- Self administrated structured questionnaire developed by the researchers which consisted of 5 sections: Students demographics, exam format preface, OSCE organization, OSCE structure, and open ended questions related to positive and negative aspect of OSCE and suggestion for improvement

## RESULTS

- Response rate of 92.5% was obtained. A total of 259 graduates participated in the study.
- The mean students' age was 23.09 and GPA was 3.76.
- 86.2% reported that they were satisfied with the OSCE exam.

Table 1: Students Rating of Assessment Formats

| Is Easiest            | Easy %       | Difficult %       | Undecided %  |
|-----------------------|--------------|-------------------|--------------|
| MCQ                   | 40.2%        | 44.9%             | 7.40%        |
| Essay                 | 48.3%        | 21.7%             | 4.90%        |
| Case presentation     | 42.2%        | 27.0 %            | 7.80%        |
| <b>OSCE</b>           | <b>36.8%</b> | <b>22.6%</b>      | <b>10.5%</b> |
| Is fairest            | Fair         | Unfair            | Undecided    |
| MCQ                   | 40.2%        | 46.3%             | 7.1 %        |
| Essay                 | 52.7%        | 32.8%             | 5.4%         |
| Case presentation     | 40.2%        | 39.5%             | 14.5%        |
| <b>OSCE</b>           | <b>44.3%</b> | <b>37.2%</b>      | <b>13.5%</b> |
| learn most            | Learn a lot  | Learn very little | Undecided    |
| MCQ                   | 48.3%        | 39.5%             | 5.7%         |
| Essay                 | 53.4%        | 34.1%             | 6.1%         |
| Case presentation     | 39.9%        | 41.9%             | 11.5%        |
| <b>OSCE</b>           | <b>48.6%</b> | <b>35.8%</b>      | <b>10.5%</b> |
| Clinical Exam setting | Prefer       | Not prefer        | Undecided    |
| The hospital          | 58.1%        | 37.5%             | 2.4%         |
| Simulation lab        | 48.0%        | 47.0%             | 3.4%         |

Table 2: OSCE Exam Organization

| Question   | Agree% | Neutral % | Disagree |
|--|--------|-----------|----------|
| Date & Place of the exam was clearly announced       | 76.0%  | 18.9%     | 4.4%     |
| The place of the exam was lighted, ventilated        | 75.7%  | 18.9%     | 4.4%     |
| The place of the exam was clean and set up           | 77.3%  | 18.2%     | 3.4%     |
| The needed equipment and simulators are available    | 67.8%  | 23.3%     | 11.8%    |
| Instructors answer questions related to organization | 53.3%  | 25.7%     | 8.4%     |
| The number of the exam stations was appropriate      | 84.9%  | 26.15     | 8.4%     |
| The time at each station was adequate                | 60.5%  | 25.0%     | 13.2%    |
| I was prepared before exam day                       | 59.5%  | 27.7%     | 11.4%    |
| Time table were available to the students            | 64.5%  | 25.6%     | 8.8%     |
| Sequence of station logical and appropriate          | 67.9%  | 23.3%     | 7.8%     |

Table 3: OSCE Exam Structure was

| Question                                      | Agree% | Neutral % | Disagree |
|---|--------|-----------|----------|
| Clear   | 63.5%  | 23.0%     | 12.5%    |
| Fair  | 51.7%  | 30.0%     | 17.2%    |
| well structured & sequence                    | 60.4%  | 30.4%     | 6.8%     |
| Correlated to learning objectives             | 59.5%  | 30.7%     | 8.8%     |
| Wide knowledge and skills covered             | 64.5%  | 31.1%     | 3.7%     |
| Minimized chance of failing                   | 42.4%  | 35.5%     | 11.2%    |
| Highlighted strengths and weakness            | 49.6%  | 39.2%     | 10.5%    |
| Assess my ability on clinical decision making | 51.0%  | 38.8%     | 9.1%     |
| very stressful                                | 54.4%  | 33.4%     | 11.5%    |
| Motivating and useful for future learning     | 58.7%  | 32.4%     | 8.1%     |

## RESULTS

- Students suggested the following for improving the experience of OSCE:
- more preparation and time for practice in the simulator lab before exam (20%).
- Longer time allocated to each station (24%).
- Less calculation and writing during exam (10%).

## DISCUSSION

- Literature indicated that both OSCE and traditional methods should be used for students evaluation, similarly, students preferred to be tested with different exam formats as well as in both simulation and actual hospital settings for clinical evaluation.
- Students indicated that the OSCE process was useful learning experience, fair, well structured, and relates theory to practice. However, as reported previously, current research showed that students perceived the process as a stressful one and required more preparation and longer time for stations.

## RECOMMENDATIONS

- OSCE should be practiced during the semester to decrease students stress during final exam
- There is a need for research in this area, as well as the need to develop guidelines that may be a way of enhancing and standardizing future OSCE examination for better contribution to the professional nursing education.

## REFERENCES

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