

“Attitude of postgraduate nursing students towards objective structured clinical examination”

Ms. Marylin shinde¹, Dr. Anuradha Mhaske²

¹ Asst. Professor, MGM Mother Teresa College Of Nursing, Aurangabad, [Ms], India

² Director, MGM Mother Teresa College Of Nursing, Aurangabad, [Ms], India

Abstract:

Preparation of healthcare students for clinical practice experiences has long been an important yet challenging area of education program. A range of teaching and assessment strategies have been used to assist with this aspect of curricula. Objective structured clinical examinations (OSCEs) have been used for decades within nursing and medical program to assist with preparation for practice, scaffold learning, determine participants' level of clinical performance and provide feedback on areas for improvement. OSCEs generally feature a number of skills stations (typically 8–10 with 5–8 min allowed per station) which students rotate through to test discrete knowledge and clinical and professional skills. Objectivity of the assessment is achieved by assessors using rating scales or checklists to make judgments of mandatory competencies through Observing students' performances. **Method:** A quantitative research approach and Descriptive research design was used for the present study. Purposive sampling technique was used to select the samples. The study was conducted on 70 postgraduate nursing students of first and second year M.Sc nursing. The Attitude regarding OSCE was assessed using Self-administered structured questionnaire. **Results and findings:** demographic data showed maximum numbers 42(60%) of students were from age group of 26-30 years. 53(75%) of students were female. 58(82.85) of students did Basic Bsc, 38(54.29%) students Previous designation was clinical instructor. 16(22.86%) students specialty was OBGY. 34(48.57%) students have 0-2 years clinical experiences. 70(100%) says yes they attended Lecture. 58(82.86%) have a positive level of attitude regarding OSCE. there is no association find out between the level of attitude & selected demographical variables. **Conclusion:** Even though the OSCE is a new evolution in the field of nursing, students noted that the exam was well-structured and in sequence. Students were enthusiastic and curious to perform. The OSCE provided a great opportunity for students to learn and explore. Also the majority of examinees were satisfied with conduct, organization, and administration of the OSCE as well preferred more for the clinical examination.

Keywords: Attitude, Objective, Structured, Clinical, examination

Introduction

The Objective Structured Clinical Examination (OSCE) is a modern type of examination often used in health sciences. It is a form of performance-based testing used to measure clinical competence of client. Simulating real situations, in which professionals and students are trained and test their skills. With simulators, the students can make mistakes without harming anyone, and the training enables learning to take place in a safe, non-threatening environment. Clinical skills training is a basic and comprehensive part of health care education. Obtaining clinical

placements in undergraduate health care education is a challenge which has increased nationally. To meet these challenges, interest in alternative possibilities has emerged. From the focus on technical development, the learning perspective in skills training simulation is now receiving more attention.

Clinical competence assessment is an important issue in clinical health education: assessing clinical practice is long-standing and receives substantial attention in health care education. The Objective Structured Clinical Examination (OSCE) is considered as a useful method teaching because it is a safe practice to help students gain more confidence when confronted by technical instruments present in the hospital environment.⁸

The student nurses are the future nurses to provide the optimal quality care. They are not only required to have theoretical knowledge but also need to develop expected competencies and skills in performing various tasks. Teachers are there to help them to achieve the desired competencies through effective teaching, supervision and evaluation. OSCE is practiced worldwide in nursing education, but its practice in India is scarce; the nurse educators should be encouraged to utilize this form of evaluation.

NEED OF THE STUDY

Assessment plays a major role in the process of nursing education, in the lives of nursing students and in society by certifying competent practitioner who can take care of the people. The objective Structured Clinical Examination (OSCE) is an approach to students' assessment in which aspects of clinical competence are evaluated in a comprehensive, consistent and structured manner, with close attention to the objectivity of the process (Byrne and Smyth, 2007). Objective Structured Clinical Examination" (OSCE) evolved from medical education in Scotland, and has been used extensively in nursing worldwide.

It is now widely accepted as a fit-for-purpose instrument for measuring clinical reasoning skills with a high degree of technical fidelity (Ahmad, Ahmad and Abu Bakar, 2009). The OSCE was introduced by Dr. Ronald M. Harden in 1970s as "an approach to the assessment of clinical competence in which the components of competence are assessed in a planned or structured way with the attention being paid to the objectivity of the examination." McAleer S and Walker R (1990) described that the examination consists of multiple, standard stations at which students must complete 1 to 2 specific clinical tasks, often in an interactive environment involving patient actors (ie, standardized patients). OSCE has become a common method to assess learner performance across a variety of health professions disciplines. Most notably, OSCE is a component of entry-to-practice licensing examinations, including the United States Medical Licensing Examination, the Canadian Pharmacist Qualifying Examination, and the Medical Council of Canada Qualifying Examination. Barman A (2005) state that to maintain examination validity and authenticity, a representative sampling of real-world skills should be tested. As Austin Z et al (2003) shows that consequently, use of a blueprint that defines examination domains (eg, knowledge, skills, behaviors, complexity) to guide OSCE station development along with group (rather than individual) writing of OSCE cases with peer review has been recommended.¹²

A study conducted by Hanem F. Mohamed and Sarah G. Gonzales on Objective Structured Clinical Examination as a Clinical Assessment Method: Nursing Students' Attitude and

Evaluation of the Experience from Different Academic Levels. A descriptive comparative cross-sectional design was employed for the study. A convenience sample of 143 nursing students of different academic levels from college of nursing at King Saud Bin Abdulaziz University for Health sciences, Riyadh, Kingdom of Saudi Arabia was interviewed. Student' attitude and evaluation of OSCE questionnaire were used to collect data after testing their validity and reliability. Students in all levels showed positive attitude toward OSCE and provided a considerable agreement regarding the evaluation of the entire experience in terms of preparation, contents and environment. Significant statistical results were detected between academic level and student's attitude and evaluation of the OSCE experience. Majority of level 7 students showed neutral attitude and were neutral regarding contents and environment of the OSCE experience. They also reported that the experience was scary and frightening for them. Students positive attitude and acknowledgment of the OSCE experience would support its usefulness as a tool for assessment in nursing education. More assessment to the entire experience and challenges to its implementation needs to be identified among undergraduate nursing students especially for courses with specific nature

Research Question -

A study to assess the Postgraduate nursing students' attitude toward OSCE in a selected nursing colleges, at Aurangabad, Maharashtra.

Study objectives

1. To assess the attitude of postgraduate nursing students regarding OSCE
2. To find the association of attitude regarding OSCE with selected demographic variables
- 3.

Research Methodology

The present study was conducted in MGM, Mother Teresa College of nursing and Shiva Trust College of nursing, Aurangabad Maharashtra. Total 70 M.Sc. nursing students, 36 of first year and 34 of second year were selected for the study. The purposive sampling technique was used to select the samples based on sample selection criteria. In which students who are willing to participate and who are available at the time of data collection were selected.

The study samples were given brief introduction about self and the study. Permission to conduct the study was obtained from The Principal College of nursing. It took 30 to 40 min for the students to complete the questionnaire.

The Quantitative research approach with descriptive research design was used to assess the attitude of the Postgraduate nursing students. The self administered structured questionnaire was used to assess the attitude, the Tool had two parts:

Part I: It consist of Socio-demographic variables of the students, there were total 8 items

Part II: It consist of total 20 items on five point likert scale with Strongly agree(4), Agree(3), Neutral(2), disagree(1), Strongly disagree(0).

The validity of the tool was done by 17 experts in various fields and reliability of the attitude tool was done before the study.

Descriptive statistics was used, Frequency and percentage was used to classify demographic data and to assess the level of attitude. Mean and standard deviation was used to assess the attitude

regarding OSCE. In inferential statistics the Chi-square test was used to find association of attitude with selected demographic variables

Result and Discussion:

Section A: distribution of student according to sociodemographic variables

Sr.no	Demographic variables	Frequenc y	%
1	Age		
a	20-25	22	31.43
b	26-30	42	60.00
c	31-35	6	8.57
2	Gender		
a	Male	17	24.29
b	Female	53	75.71
3	Qualification		
a	Basic B.Sc.	58	82.86
b	PB B.Sc.	12	17.14
4	Previous designation		
a	Clinical instructor	38	54.29
b	staff nurse	18	25.71
c	Tutor	12	17.14
d	Incharge	2	2.86
5	Speciality		
a	CHN	15	21.43
b	OBGY	16	22.86
c	PAED	11	15.71
d	MHN	15	21.43
e	MSN	13	18.57
6	Teaching experience (in years)		
a	0-2	34	48.57
b	3-5	20	28.57
c	6-8	16	22.86
7	Lecture attended		
a	Yes	70	100.00
b	No	0	0.00

The data presented in table 1 shows that maximum numbers 42(60%)of students were from age group of 26-30 years .53(75%) of students were female.58(82.85) of students did Basic Bsc,38(54.29%) students Previous designation was clinical instructor.16(22.86%) students specialty was OBGY.34(48.57%) students have 0-2 years clinical experiences. 70(100%) says yes they attended Lecture.

Section B: Distribution of students according to attitude scores on Objective structured clinical examination

Table no 2

Attitude	Frequency	%	Mean	SD
Negative	12	17.14	56.58	9.66
Positive	58	82.86		

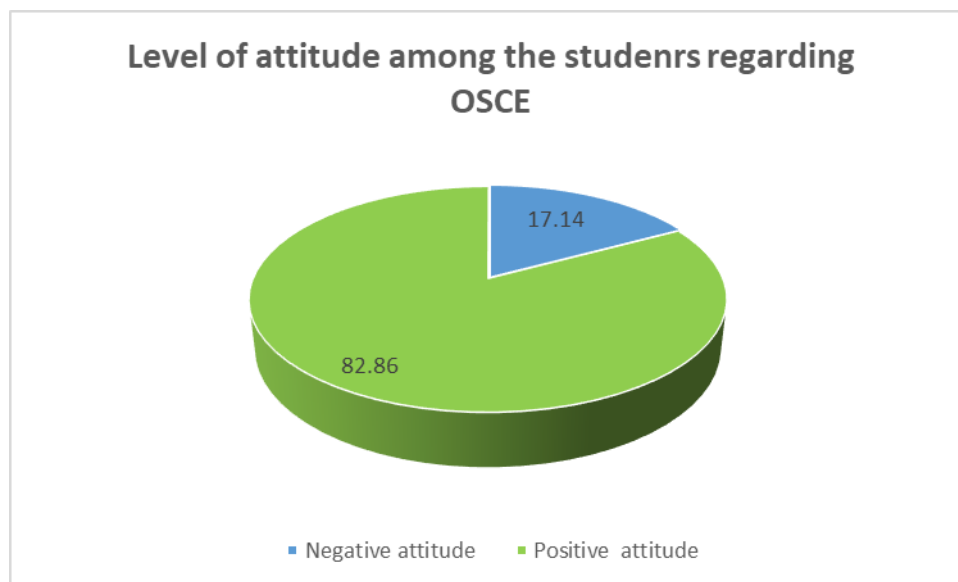


Figure 1. Distribution on level of attitude

Above table no 2 showed students according to attitude scores on Objective structured clinical examination. In that majority of that is 58(82.86%) have a positive level of attitude were as 12(17.14%) have negative attitude. Mean attitude score was 56.58±9.66.

Item wise analysis

Table no 3

		Strongly agree		Agree		Neutral		Not Agree		Strongly Disagree	
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
1	It is Fair to all students in the class	16	22.86	40	57.14	11	15.71	3	4.29	0	0
2	The exam is well structured	13	18.57	42	60.00	8	11.43	7	10.00	0	0
3	Less stressful to the students	0	0.00	7	10.00	26	37.14	37	52.86	0	0
4	No fear of confrontation with examiners	0	0.00	16	22.86	31	44.29	23	32.86	0	0

5	Systematic and easy to follow	18	25. 71	37	52. 86	9	12. 86	6	8.5 7	0	0
6	Good method of evaluating clinical skills	22	31. 43	36	51. 43	6	8.5 7	6	8.5 7	0	0
7	No examiners' bias	22	31. 43	36	51. 43	4	5.7 1	8	11. 43	0	0
8	Covers the topics well	11	15. 71	41	58. 57	12	17. 14	6	8.5 7	0	0
9	It encourages students to be more attentive in practical class.	24	34. 29	39	55. 71	2	2.8 6	5	7.1 4	0	0
10	It tests details of the steps of a procedure.	15	21. 43	38	54. 29	9	12. 86	8	11. 43	0	0
11	Not enough time for each station	10	14. 29	46	65. 71	10	14. 29	4	5.7 1	0	0
12	Distract by change-over bell	8	11. 43	35	50. 00	18	25. 71	9	12. 86	0	0
13	Instructions are difficult to follow	17	24. 29	45	64. 29	4	5.7 1	4	5.7 1	0	0
14	It is more stressful than traditional practical exam	9	12. 86	43	61. 43	11	15. 71	7	10. 00	0	0
15	There is not much difference between both practical examinations	21	30. 00	41	58. 57	2	2.8 6	6	8.5 7	0	0
16	It Should not be used as mode of Practical exam	27	38. 57	37	52. 86	0	0.0 0	6	8.5 7	0	0
17	It is difficult to understand	12	17. 14	45	64. 29	9	12. 86	4	5.7 1	0	0
18	It does not provide appropriate environment	22	31. 43	38	54. 29	1	1.4 3	9	12. 86	0	0

	for practical exam										
19	It is not a challenging form of exam	19	27.14	44	62.86	4	5.71	3	4.29	0	0
20	Difficult to communicate with simulated patients	15	21.43	29	41.43	11	15.71	15		0	0

Above table showed item wise analysis in that majority that is 40(57.14%) of students agree on Fair to all students in the class, 42(60%) are agree on The exam is well structured,37(52.8%) are not agree on osce is Less stressful to the students, 31(44.29%) Neutral on No fear of confrontation with examiners. 37(52.86%) are agree on Systematic and easy to follow, 36(51.43%) are agree on Good method of evaluating clinical skills, 36 (51.43%) are agree on No examiners' bias, 41(58.57%) are agree on Covers the topics well, 39 (55.71%) are agree on It encourages students to be more attentive in practical class, 38(54.29%) are agree It tests details of the steps of a procedure, 46(65.71%) are agree on Not enough time for each station, 35(50.00%) are agree on Distract by change-over bell, 45(64.29%) are agree on Instructions are difficult to follow, 43(61.43%) are agree on It is more stressful than traditional practical exam, 41(58.57%) are agree on There is not much difference between both practical examinations, 37(52.86%) are agree on It Should not be used as mode of Practical exam, 45(64.29%) are agree on It is difficult to understand, 38(54.29%) are agree on It does not provide appropriate environment for practical exam, 44(62.86%) are agree on It is not a challenging form of exam, 29(41.43%) are agree on Difficult to communicate with simulated patients.

Section C; To associate the attitude of Objective structured clinical examination with socio demographic variable among students.

Above table showed that Association between the attitudes on OSCE with their selected socio demographic variables. Chi-square test was used to find the association between the attitudes of OSCE with socio demographic variable among student's .The results showed that p value is less than 0.05 there was no significant association between attitudes of OSCE with socio demographic variable among students.

DISCUSSION: in this study Quantitative research approach with descriptive research design was used to assess the attitude of the Postgraduate nursing students. The self administered structured questionnaire was used to assess the attitude, the Tool had two parts. Total 70 M.Sc. nursing students,36 of first year and 34 of second year were selected for the study. The purposive sampling technique was used to select the samples based on sample selection criteria. In which students who are willing to participate and who are available at the time of data collection were selected, result showed that 58(82.86%) have a positive level of attitude regarding OSCE.there is no association find out between the level of attitude & selected demographical variables .

A same study was conducted by Florence E. Omu on attitudes of Nursing Faculty Members and Graduates towards the Objective Structured Clinical Examination (OSCE). A descriptive survey using 16-item five-point likert scale questionnaire was conducted. The study sample consisted of 140 participants: 20 faculty members, 27 graduates of the Bachelor of Science in Nursing (BSN) Degree and 93 graduates of the Associate Degree of Nursing (ADN) programs with OSCE

experience during their training. Data collection was carried out between October and November 2015. Eighty percent of faculty members, 74% of BSN and 62.3% of ADN graduates agreed that OSCE represented an objective evaluation method for psychomotor skills. Majority of the graduates perceived their OSCE experience positively although stressful. However, they have suggested the introduction of trial/mock OSCE prior to each exam to minimize the stress associated with it. In conclusion, there appears to be no single “gold-standard” assessment tool for clinical competency. OSCE assesses student nurses’ psycho-motor skills in a non-clinical environment, therefore without risks to real patients. In combination with other assessment methods in the clinical settings, OSCE will provide a more comprehensive student psychomotor skill evaluation. OSCE experiences gave new nursing graduates confidence to work as registered nurses in health care settings.

CONCLUSION: Results of the study conclude that positive attitude regarding OSCE. Students believed that OSCE was more accurate, timely and not biased. They have recommended it for further clinical evaluation methods. OSCE can be effectively used as clinical evaluation method in various nursing procedures.

Conflict of interest: Researcher has no conflict during the study. And researcher has interest in new pattern of evaluation area

Acknowledgment: I praise and thank God Almighty for His Divine wisdom. I am grateful to my Guide for constant support and guidance. I express my thanks to all those who have helped me for my research study and publication.

Source of funding: This research is Self-funded

References:

1. El-Nemer, A., Kandeel, N. Objective structured clinical examination (OSCE): review of literature and implications for nursing education. *Nurse Educ. Today* 2009; 27: 481–490.
2. Bayoumy M. H. and Yousri H. Objective Structured Clinical Examination (OSCE) – Based Assessment in Nursing: Students' and Clinical Instructors' Perception. *Journal of American Science*, 2012; 8(9) <http://www.americanscience.org>
3. Cazzell M, Rodriguez A. Qualitative analysis of student beliefs and attitudes after an objective structured clinical evaluation: implications for affective domain learning in undergraduate nursing education. *J Nurs Educ.* 2011;50(12):711–4.
4. WHO: The World Health Report 2005 - Make Every Mother and Child Count. Geneva, Switzerland: World Health Organization; 2005. <http://www.reproductive-health-journal.com>
5. Radhika G, Dara AK, Varalaxmi KP, Bhavani C. Perceptions of the introduction of objective structured practical examination (OSPE)/objective structured clinical examination (OSCE): A pilot study carried out in Government Medical College, Ananthapuramu, Andhra Pradesh, India. *J NTR Univ Health Sci* 2015;4:145-9
6. Jaya Deshmukh, et. al. Effectiveness of application of hot water with Epsom salt v/s plain hot water on knee joint pain among geriatric women., *The Pharma Innovation Journal* 2019; 8(6): 434-441
7. Gandhar Shivcharan (2016) Effectiveness of cartoon movies as distracter on pain among children undergoing venipuncture.10.21275/v5i6.Nov164843

8. Gandhar, Shivcharan (2020). A study to assess the knowledge regarding care of low birth weight baby among mothers in selected hospitals of Pune city. 10.13140/RG.2.2.17802.90568
9. international Journal of Nursing Education and Research. Accessed May 29, 2021. <https://ijneronline.com/HTMLPaper.aspx?Journal=International Journal of Nursing Education and Research;PID=2013-1-1-1>.
10. Tapti Bhattacharjee. Suresh Kumar Sharma. Systematic review of student' alcohol consumptions and expectancies. SHODH SANCHAR bulletin an international bilingual peer reviewed refereed research journal. Sanchar Educational and Research Foundation. 40 (10), 85-90.
11. Harden RM. Twelve Tips for Organizing Objective Structured Clinical Examinations. (OSCE) Medical Teacher. 1991;12(3-4):259-264.
12. Ananthkrishnan N. Objective structured clinical/practical examination (OSCE/OSPE). J Postgrad Med [serial online] 1993 [cited 2021 May 29];39:82. Available from: <https://www.jpgmonline.com/text.asp?1993/39/2/82/628>