ASSESSMENT OF FACULTY STAFF PERCEPTION ON THE USE OF OSCE

Nataliia Petrenko, MD, PhD
Nataliya Haliyash, MD, PhD
Nataliia Bilkevych, MD, PhD
Objective structured clinical exam (OSCE) is considered as a very effective tool for assessment of students' professional competencies but it requires a meticulous organization and greater dedication from teachers that is why its implementation encounters some resistance from the staff.

The aim of the study: to analyze the perceptions of faculty staff on the use of OSCE.
This study has a cross sectional descriptive design. 147 faculty members of Faculty of Medicine, I.Horbachevsky Ternopil National Medical University were asked to fill in a self-administered questionnaire. It consisted of six parts, regarding:

- the staffs’ perception of OSCE question/station,
- exam organization,
- atmosphere,
- student performance,
- advantages,
- disadvantages.
**RESULTS (1)**

The staffs’ Perception of OSCE Question/ Station

- **67%** of the teaching staff confirmed that OSCE scores provided true measure of students’ essential clinical skills

- OSCE exam scores (marks) provide true measure of essential clinical skills needed by student in different disciplines
- OSCE scores were standardized
- Scenario/problems were understandable
- Instructions regarding the OSCE questions were clear
- Exam was fair
- Tasks reflected material taught by nursing staffs
- Wide knowledge area was covered
- Exam helped to develop students’ confidence
- Exam questions were well administered
- Exam stations were well structured & sequenced
- Highlighted areas of student’s weakness
- Exam minimized chance of failing
- OSCE less stressful than other exams
- Allowed students to compensate in some areas
- Exam provided opportunities to learn
- Students were fully aware of nature of exam
- Time at each station was adequate
- Setting and context at each station felt authentic (real)
- Tasks asked to be performed were fair
- Personality, ethnicity and gender will not affect OSCE scores

- **12%** agree
- **21%** neutral
- **67%** disagree

*67.3% of the teaching staff confirmed that OSCE scores provided true measure of students’ essential clinical skills*
86.4% agreed that exam was fair.

- OSCE exam was well organized
- Sequence of stations was logical and appropriate
- Instructions for moving about stations were clear
- Staff directed students to stations smoothly and efficiently
- Staff was helpful
- Needed more time at stations
- More staff is needed for supervision
- More training of staff is required
87.1% of teachers have noted that exam atmosphere was peaceful, while 9.5% agreed that exam was stressful.

**RESULTS (3)**

**Atmosphere**

- The atmosphere motivated students to learn
- Atmosphere was calm so as to allow students to concentrate
- Exam was intimidating (frightening)
- Exam was very stressful
- I found the experience unsatisfactory
- Cheating was minimized in OSCE

87.10% agree

8.80% neutral

4.10% disagree

* 87.1% of teachers have noted that exam atmosphere was peaceful,
* while 9.5% agreed that exam was stressful.
96.6% agreed that exam was well organized,
while 17.0% expressed the desire to take longer breaks between sessions.
Most considered that the environment motivated students to learn.

68.0% of studied concluded that the students were well prepared for exam, while 27.2% have noticed that they required more training.

Participants emphasized that OSCE was highly accepted by students and faculty and reflected the quality of students’ performance.

Besides, most reported that the ability to test multiple competencies at one station is strength of OSCE.
RESULTS (6)
Disadvantages

* 93.8% agreed that preparation of stations requires more resources
  * time,
  * effort,
  * examiners
  * expenses
  and continuous process.

* Only specific questions are to be asked as in checklists or model answers
* A pattern of questions may be formed and students will study only concerned topics
* Preparation of stations requires more resources and continuous process
* Comprehensive assessment may not be possible
* Little difficult to manage time at stations
* No direct interaction with examiners
The implementation of OSCE at Faculty of Medicine TNMU was a useful experience for both faculty members and students, and was considered a valuable and worthy for further development.

The received results proved that OSCE is an acceptable, useful tool for assessment of students' professional competencies.