

I. Horbachevsky Ternopil National Medical University

# ASSESSMENT OF FACULTY STAFF PERCEPTION ON THE USE OF OSCE

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# PURPOSE

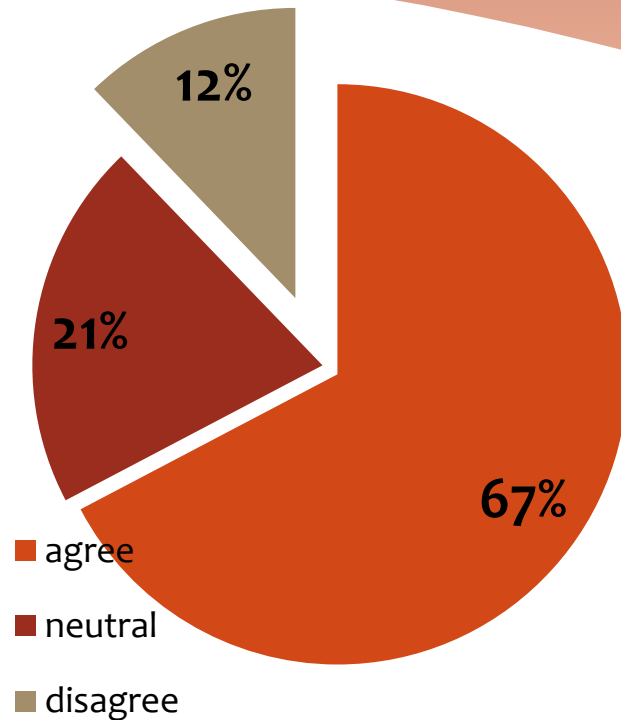
- \* Objective structured clinical exam (OSCE) is considered as a very effective tool for assessment of students' professional competencies but it requires a meticulous organization and greater dedication from teachers that is why its implementation encounters some resistance from the staff.
- \* The **aim of the study**: to analyze the perceptions of faculty staff on the use of OSCE.

# METHODS

- \* 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

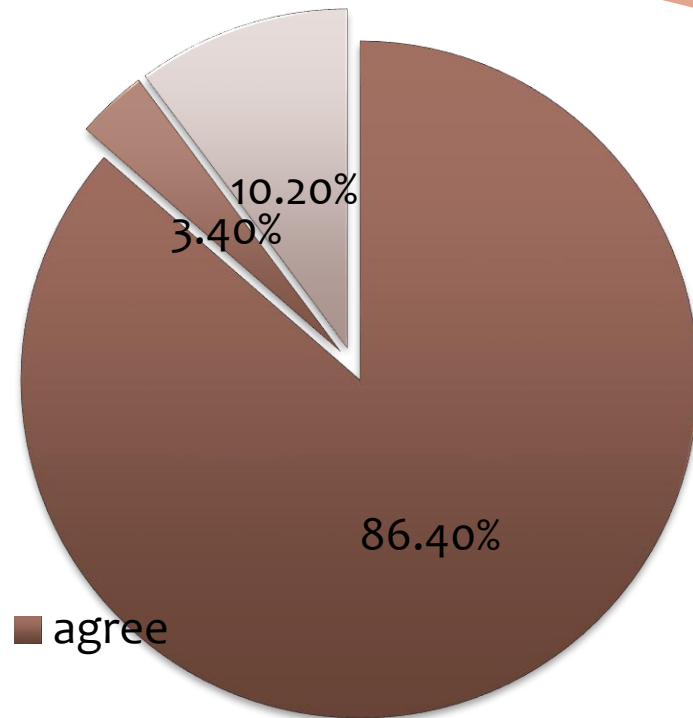


- \* OSCE exam scores (marks) provide true measure of essential clinical skills needed by student in different disciplines
- \* OSCE scores were standardized
- \* Scenario/problems were understandable
- \* Instructions regarding the OSCE questions were clear
- \* Exam was fair
- \* Tasks reflected material 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

- \* 67.3% of the teaching staff confirmed that OSCE scores provided true measure of students' essential clinical skills

# RESULTS (2)

## Exam organization

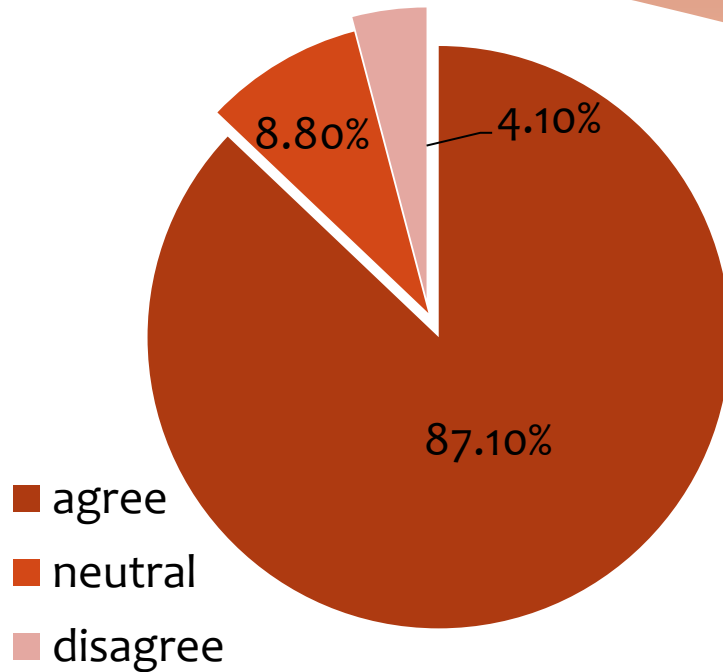


- \* OSCE exam was well organized
- \* Sequence of stations was logical and appropriate
- \* Instructions for moving about stations were clear
- \* Staff directed students to stations smoothly and efficiently
- \* Staff was helpful
- \* Needed more time at stations
- \* More staff is needed for supervision
- \* More training of staff is required

\* 86.4% agreed that exam was fair.

# RESULTS (3)

## Atmosphere

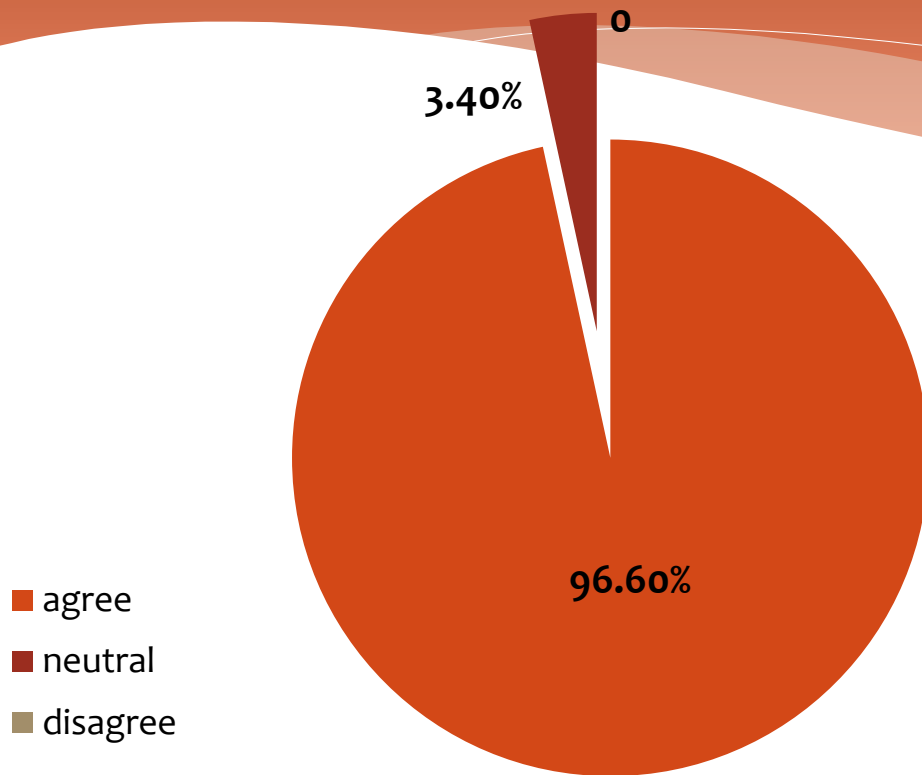


- The atmosphere motivated students to learn
- Atmosphere was calm so as to allow students to concentrate
- Exam was intimidating (frightening)
- Exam was very stressful
- I found the experience unsatisfactory
- Cheating was minimized in OSCE

- \* 87.1% of teachers have noted that exam atmosphere was peaceful,
- \* while 9.5% agreed that exam was stressful.

# RESULTS (4)

## Student Performance

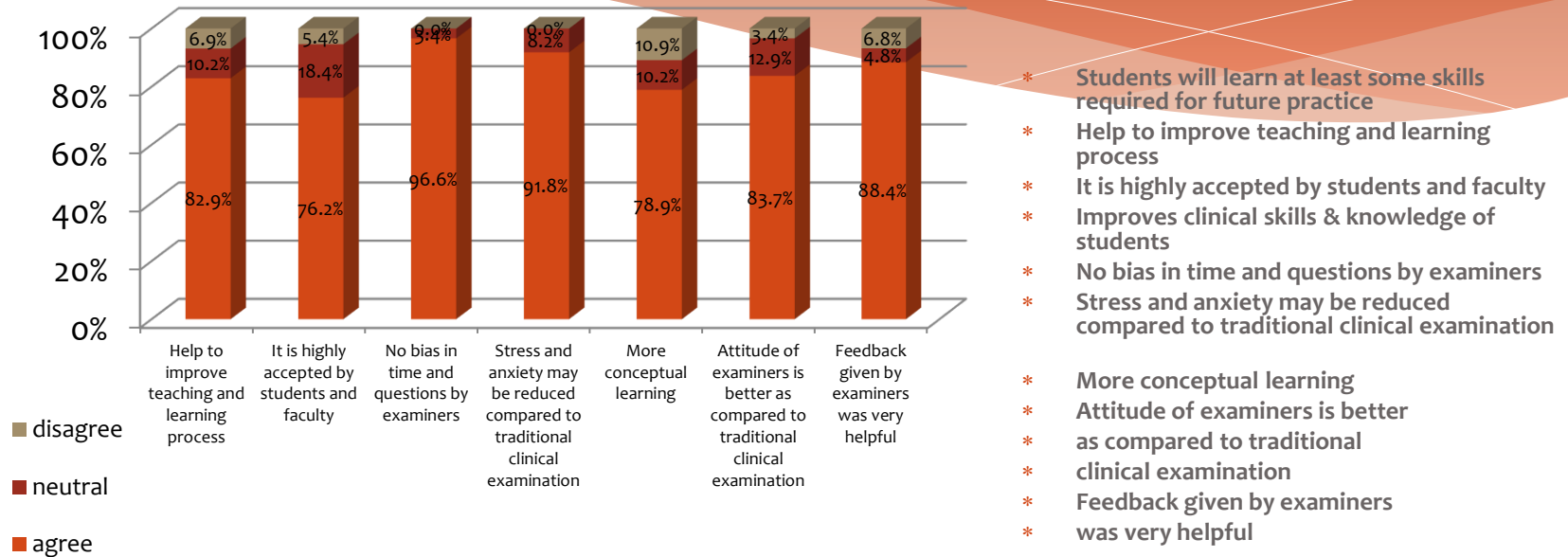


- \* The students were well prepared for the OSCE
- \* Students asked logical questions regarding exam
- \* Students could not follow instructions properly
- \* Students got agitated during exam
- \* Students were frightened by the exam
- \* Students needed more training for this type of examination

- \* 96.6% agreed that exam was well organized,
- \* while 17.0% expressed the desire to take longer breaks between sessions.

# RESULTS (5)

## Advantages



- \* Students will learn at least some skills required for future practice
- \* Help to improve teaching and learning process
- \* It is highly accepted by students and faculty
- \* Improves clinical skills & knowledge of students
- \* No bias in time and questions by examiners
- \* Stress and anxiety may be reduced compared to traditional clinical examination
- \* More conceptual learning
- \* Attitude of examiners is better as compared to traditional clinical examination
- \* Feedback given by examiners was very helpful

- \* 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
  - \* expensesand 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

# CONCLUSION

- \* 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.