A Study to Assess the Experience of Nursing Supervisors and Students about Objective Structured Clinical Examination as New Method of Clinical Teaching in Selected Hospital of Metropolitan City

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Abstract

Aim: The study assess the experience of nursing supervisors and students about Objective Structured Clinical Examination (OSCE) as new method of clinical teaching in selected hospital of Metropolitan city.

Materials and Methods: A qualitative descriptive research design was adopted for the study. With the help of purposive convenient sampling technique 30 students of RGNM nursing students and nursing supervisors conducting OSCE were enrolled in the study. Setting of the study was MCH laboratory of selected nursing college. Data were analyzed using descriptive and inferential statistics.

Results: The findings of the study stated that majority of the respondents 80% belonged to age group of 18–20 years, whereas in gender about 86.66% were male, while 80% belonged to science stream and 100% respondents had previous knowledge of OSCE. Similarly, majority of the respondents agreed to students perception about OSCE were 96.66% and OSCE compared based on frequency and percentage was found excellent 76.66% and respondents stated RCE as good were 56.66% while, 75% of subjects have agreed for OSCE and RCE.

Conclusion: The student were found to not have adequate knowledge about OSCE whereas, the supervisor find it easy to evaluate according to the checklist that describe each point and marks, this helped to provide feedback immediately. The student appreciated the marks as there was no bias in their evaluation. Hence, on the basis of all findings it was concluded that OSCE was effective than routine clinical evaluation and student perceived it optimistically.

Keywords: Assess, clinical teaching, nursing supervisors, objective structured clinical examination

INTRODUCTION

Evaluation is the systematic process of determining the extent to which the pupil achieves educational objectives. Evaluation is a continuous process of collecting, recording and interpreting information.[1] Teaching, learning, and evaluation are interdependent. Evaluation includes selecting appropriate technical methods, its administration, and interpretation of results. The purpose of evaluation is to improve the learning. Evaluation helps the learner to know what they should learn, provides information about their progress, and recognizes the areas of learning difficulties.[2]

Clinical evaluation is critical element in professional education program. In nursing, it is very important to assess the student's competency in actual practice. The main purpose of clinical evaluation is to assess quality and standards of clinical performance and to give them feedback to facilitate achievement of objectives. Evaluation is always based on

objectives. The method used for evaluation should be reliable, valid, feasible, and acceptable to clinical instructors and students.[3]

Harden in 1988 mentioned that the Objective Structured Clinical Examination (OSCE) is an approach to the assessment of clinical competence in which the components of competence are assessed in a planned or structured way with attention being paid to the objectivity of the examination. The OSCE examination tests a wide range of skills, thus greatly reducing the sampling error.[4] This very significantly improves the reliability of the examination. He also stated that OSCE is a form of multi-station examination for clinical subjects. It was first adopted in North America then adopted in the UK in the 90s. The principle method for clinical skills assessment in medical schools and licensure bodies across USA, Canada, UK, Australia, New Zealand, and other countries, is now the OSCE.[5]

OBJECTIVES OF THE STUDY

The objectives are as follows:
1. To assess experience of nursing students about OSCE
2. To assess experience of nursing supervisors about OSCE.

Hypothesis

H_1: Nursing students and supervisors have better experience about OSCE.

Assumptions

1. OSCE program is not performed routinely in clinical evaluation
2. Students are not satisfied about the routine clinical evaluation and its feedback
3. Student have inadequate knowledge about various nursing procedure
4. Due to inadequate knowledge about various nursing procedure, there is lack of confidence in students which leads to occurrence of clinical errors
5. Students do not have right skills, knowledge, and attitudes about procedure
6. As a result, there is increase in psychological stress among nursing students.

MATERIALS AND METHODS

Research design
Qualitative descriptive research design.

Setting of the study
MCH laboratory of selected nursing college.

Description of tool
The tool or the study instrument is divided into two parts.
- Part A: - Socio-demographic variables
- Part B: - Experience of nursing student
- Part C: - Experience of nursing Supervisor.

Population of the study
The accessible population of the study was 1st year RGNM nursing students and nursing supervisors conducting OSCE.

Sample size
The sample size for study selected was of 30 students of 1st year RGNM nursing students and nursing supervisors conducting OSCE.

Sample technique
The sampling technique use in this study is purposive convenient sampling technique.

Procedure for data collection
The study was carried out on 30 students of 1st year RGNM nursing students and nursing supervisors conducting OSCE.

Reliability of tool
The reliability of tool was calculated by Karl Pearson's correlation coefficient method and the reliability of study is 0.91 for the knowledge questionnaire and the tool was found to be reliable and feasible to conduct main study.

Statistics
Descriptive statistics
Frequency and percentage distribution were used to analyze the demographic data and assessment of the knowledge of students regarding cardio pulmonary resuscitation.

RESULTS

The data were entered into master sheet for tabulation and statistical processing the obtained data were analyzed, organized, and presented under the following headings:
- Section A: Distribution of Respondents according to Demographic variables
- Section B: Distribution of Respondents according to Experience of Nursing student
- Section C: Distribution of Respondents according to Experience of Nursing Supervisor.

Section A: Distribution of respondents according to demographic variables
Figure 1 depicts that majority of the respondents age was about 80% belonged to age group of 18–20 years, followed by 16.66% were >20 years and 3.33% belonged to <18 years.

Figure 2 depicts that majority of the respondents gender was about 86.66% were male, whereas 13.33% were female.

Figure 3 depicts that majority of the respondents stream 80% belonged to science, followed by 13.33% belonged to commerce and 6.66% belonged to arts stream.

Figure 4 depicts that majority of the respondents 100% had previous knowledge of OSCE.
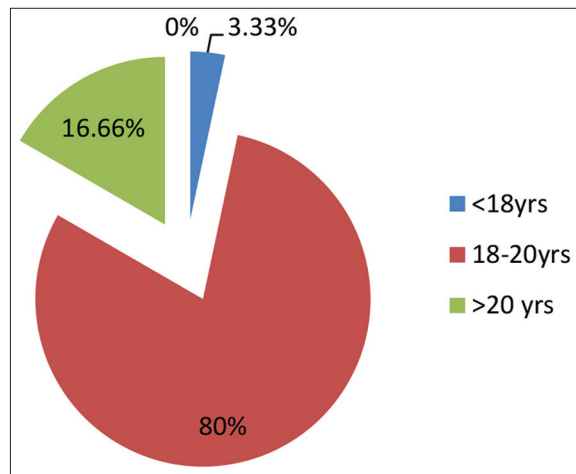
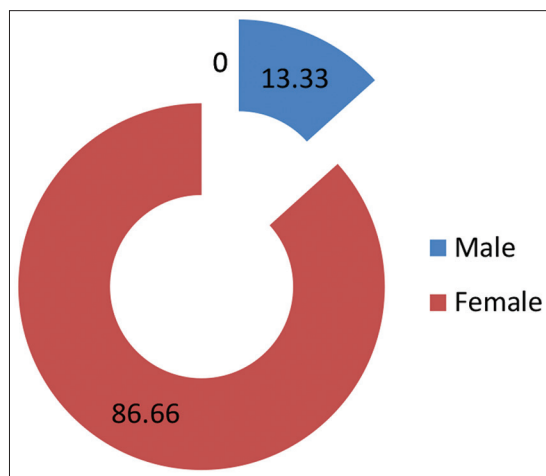**Figure 1:** Distribution of respondents according to the age

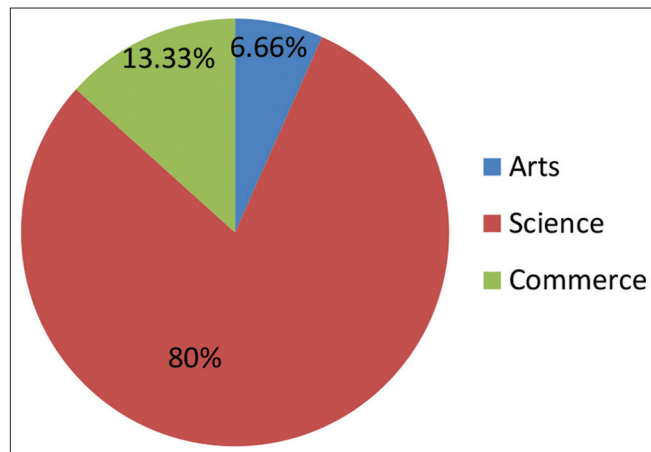**Figure 2:** Distribution of respondents according to the gender

Figure 3: Distribution of respondents according to the stream

Section B: Distribution of respondents according to experience of nursing student

Table 1 depicts that majority of the respondents agreed to students perception about OSCE and their opinions has been taken into consideration.
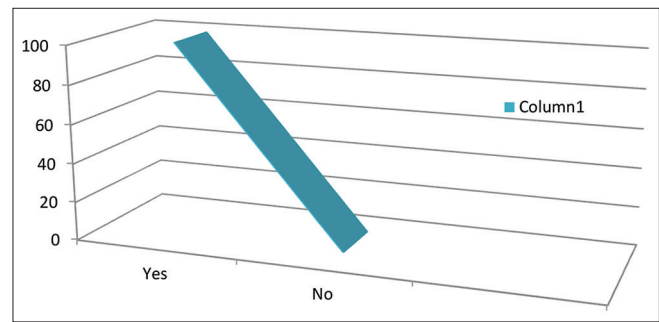

Figure 4: Distribution of respondents according to the previous knowledge of OSCE

Table 1: Distribution of respondents according to students perception about OSCE and their opinions has been taken into consideration

Sr. No.	Questions	Percentage	
		Agree	Disagree
1.	OSCE is a new term in clinical evaluation	93.24	6.66
2.	OSCE helps to improve knowledge, attitude and skills	99.99	0.01
3.	OSCE clarified our procedure related doubts	100	0
4.	OSCE helps to reduce clinical errors	99.99	0.01
5.	Working in different stations improved my confidence level	100	0
6.	Intermittent feedback during OSCE by teachers after each station was beneficial	100	0
7.	OSCE helps to perform the procedure in sequential order	99.99	0.01
8.	I liked and enjoyed working in various stations of OSCE	99.99	0.01
9.	OSCE can be very well implemented on every procedures	99.99	0.01
10.	I would like to undergo OSCE again	99.99	0.01

In Table 2 (a and b), RCE and OSCE are compared based on frequency and percentage, excellent of OSCE is 76.66% (23) and RCE is 16.66% (5), very good of OSCE is 19.998% (6) and RCE is 56.66% (17), good of OSCE is 3.33% (1) and RCE is 16.66% (5), average and satisfactory of OSCE is 0% whereas average and satisfactory of RCE is 6.66% (2) and 3.33% (1), respectively.

Section C: Distribution of respondents according to experience of nursing supervisor

In Table 3, for question no. 1, 2, 5, 6, and 7 about 100% of subjects agreed and 0% have disagreed while, 75% of subjects have agreed and 25% have disagreed for question no. 3 and 50% of subjects have agreed and 50% have disagreed for question no. 4.

DISCUSSION

Objectives of the study

The objectives are as follows:
1. To assess experience of nursing students about OSCE
2. To assess experience of nursing supervisors about OSCE.

Table 2: Distribution of respondents according to experience of nursing student

Rating routine clinical evaluation and OSCE		
Knowledge score	Frequency	Percentage
Excellent(5)	5	16.66
Very good(4)	17	56.66
Good (3)	5	16.66
Average (2)	2	6.66
Satisfactory (1)	1	3.33
Personal Experience of Student		
Knowledge score	Frequency	Percentage
Excellent(5)	23	76.66
Very good (4)	6	19.98
Good (3)	1	3.33
Average (2)	0	0
Satisfactory (1)	0	0

Table 3: Supervisor perception about OSCE has been taken into consideration

Question	Percentage	
	Agree	Disagree
Complete task in a given period of time	100	0
OSCE ensures objectivity in evaluation	100	0
OSCE is a systematic way to conduct practical examination	75	25
Student exhibits improvement in confident level during OSCE	50	50
OSCE provides appropriate feedback to students after each evaluation	100	0
OSCE is better than routine clinical evaluation	100	0
OSCE can be very well implemented on every procedure.	100	0

The findings of the study were supported by paper presentation conducted for measurement of clinical skills performance continues to pose a challenge for nurse educators. This paper reported on the use of the OSCE to measure the psychomotor learning outcomes of a program designed to assist students to learn to conduct a nursing neurological examination. The OSCE has a tradition in medicine, having been developed by Ronald Harden in Scotland and first reported in the British Medical Journal in 1975, The University of Ottawa has the longest North American experience with this type of evaluation procedure and there is an increasingly rich medical literature referring to the OSCE. Although the OSCE appears to be a promising method for evaluating competence in the performance of clinical skills, there are no studies in the nursing literature examining the use of the OSCE as a method for evaluating the performance of clinical skills by nurses. It suggests that the OSCE may be a powerful tool in the evaluation of clinical competence in nursing and that it

may also be an effective facilitator for learning to perform clinical skills in nursing.[6]

The findings of the study were supported by Margaret Rose, Gisele Carroll Janet Knight, Marie Chamberlain, Francis and Jeanette Linton to measure clinical skills performance in nursing using OSCE method. The study revealed the use of OSCE to measure the psychomotor learning outcomes of a program designed to assist students to learn to conduct a nursing neurological examination. As the OSCE appeared to be a promising method for evaluating performance of clinical skills, there are no studies in nursing literature to evaluate the performance of clinical skills by nurses. Researchers said that OSCE may be a powerful tool in the evaluation of clinical competence in nursing and that it may also be an effective facilitator for learning to perform clinical skills in nursing.[7]

CONCLUSION

The students were found to not have adequate knowledge about OSCE whereas, the supervisor find it easy to evaluate according to the checklist that describe each point and marks, this helped to provide feedback immediately. The student appreciated the marks as there was no bias in their evaluation. Hence, on the basis of all findings it was concluded that OSCE was effective than routine clinical evaluation and student perceived it optimistically.

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