
A Study to Assess the Experiences of OSCE among Nursing Students in Selected College, Ernakulam District

Jisha P Mohammed¹

Assistant Professor, Mar Baselios College of Nursing, Kothamangalam

***Corresponding Author**

Email Id: jishanoushad2006@gmail.com

ABSTRACT

“A study to assess the experiences of Objective Structured Clinical Examination (OSCE) among nursing students in a selected college, Ernakulam” was carried out during the period of July-September, 2021. The purpose of the study was to explore the experiences towards OSCE of nursing students. A qualitative phenomenological approach was adopted in this study. Pilot study was conducted among the fourth year BSc nursing students and the study design was found feasible. The main study data was collected from the fourth year BSc nursing students of selected college, Ernakulam. Purposive sampling technique was used. Data saturation was attained with the 20th interviewee. Data collection tool comprised of social demographic proforma and lead questions for in-depth interview. The interview was audio taped, coded, transcribed and translated into English. Themes and subthemes were derived. The major themes derived from the study were First impression, Preparation for OSCE, Difficulties identified, Significance of theoretical knowledge, Need of OSCE in future, Advantages of OSCE. The study was concluded by identifying and understanding the experiences of fourth year BSc nursing students towards OSCE.

Keywords: *Descriptive Phenomenological, OSCE, Fourth year B.Sc. Nursing Students.*

INTRODUCTION

Objective structured clinical exam (OSCE) is becoming more prevalent in health care education programme because it's regarded as useful methods of assessing skills and underpinning knowledge required for practice. The OSCE is an assessment technique in which students demonstrate their competence and variety of simulated conditions. Thus providing evidence that the students are competent in those specific skill tested with in the exam context.

However, the OSCE is a very different experience for students in comparison to more established method of assessment. For example, written assignments continuous assessments in practice.

Statement of the Problem

A Study to assess the experiences of OSCE among nursing students in selected college Ernakulam district.

OBJECTIVE

To explore the experiences of nursing students towards OSCE

Assumptions

- 1) Each student is unique and their perceptual experience to OSCE will be unique.

- 2) Students may have different satisfaction level towards the OSCE examination.
- 3) Students may have different confidence level to express their clinical skills in OSCE.
- 4) Students have different responses related to OSCE.

REVIEW OF LITERATURE

A Qualitative Study was conducted by Fidment, Susan (2012) regarding the Objective Structured Clinical Exam (OSCE) exploring the healthcare student's experience. Hermeneutic phenomenology was used as this study's underpinning methodology. Data was collected through semi-structured interview with students. Analysis revealed 3 main themes;- anxiety about OSCE, preparation was seen as students valued the OSCE as a worthwhile assessment but anxiety was a major concern to students undertaking an OSCE [1].

Kae-HwaJo, Gyeong -Juan conducted a qualitative study regarding experience with Objective Structured Clinical Examination among Korean nursing students. The study was conducted to analyze experiences with OSCE among 64 Korean nursing students of 4th year from Daegu in 2012. The purpose of study was to explore the thoughts of students who had undergone an OSCE assessment.

The participants wrote information about their experiences on sheets of paper immediately after the OSCE anonymously in an adjacent room. The submitted materials were analyzed via qualitative content analysis. The study revealed that OSCE provided the opportunity for nursing students to realize the nursing care in a holistic manner [2].

A qualitative study was conducted by Abdalla A; Mohammed K regarding the Objective Structured Clinical Exam (OSCE) evaluating nursing student's experience. The study was conducted to assess the first year nursing student's experience about the OSCE in basic nursing course. A convenient sample of 60 undergraduate nursing students was involved in this study. Pierse et al. (2004) OSCE evaluation questionnaire was adapted in the study. The data was analyzed using statistical package social science (SPSS Version 20). Descriptive analysis was performed in the study including frequencies and percentage. The study concluded that OSCE was recommended as a beneficial art and effective tool for evaluating nursing student's clinical performance [3].

Vijayalakshmi S, Deiva K, DrKathyayani B V conducted a quantitative study regarding Objective structured clinical examination (OSCE) on antenatal assessment among nursing students. The study aims to assess the effectiveness OSCE on antenatal assessment among nursing students. An experimental approach with post- test only design was used to select 60 4th year BSc Nursing students. 30 were in the experimental group received planned teaching programme on antenatal assessment and evaluated by traditional clinical evaluation (TCE). An observational check list and the opinionnaire on the usefulness of OSCE were used to collect the data. Most of the students gave positive feedback on OSCE. OSCE is an important, reasonable, helpful and acceptable method for assessing student's clinical performance due to different positive particulars.

The study concluded that OSCE was an effective method to evaluate the clinical skill of nursing students on antenatal examination [4].

A quantitative study was conducted by Bani-Issa W, Al Tamimi M, Fakhry R, Al Tawil H regarding Experience of Nursing students and examiners with the Objective Structured

Clinical Examination method in physical assessment education. This study explores the experiences of under graduated nursing students and examiners with the Objective Structured Clinical Examination (OSCE) as an evaluation of physical assessment skills. A mixed methods approach captures participant's perceptions and experiences with the OSCE. The sample consisted of 55 students enrolled in the physical assessment course and eight external examiners. Data were collected using a standardized questionnaire and focus group interviews, using semi-structured questions, recorded and transcribed for thematic analysis. Quantitative data were analyzed using SPSS software. Results indicated that participants regarded the OSCE as a valuable assessment tool that enhances in- depth learning and preparation of students for clinical practice.

Participants also perceived the exams to be a stressful experience, citing the need for more time on examination stations. Recommendations for improving the OSCE process included extending preparation prior to the exam. This paper supports the evidence of the values of the OSCE as an appraisal of physical assessment skills in undergraduate nursing education [5].

METHODOLOGY

A Descriptive phenomenological design was used. The study was conducted in Mar Baselios College of Nursing Kothamangalam. The population of study included all the nursing students who attended OSCE. Purposive Sampling technique was used to select 20 samples. These students who attended fourth year BSc nursing practical examination were included in the study. The students who are studying in the 1st 2nd and 3rd year BSc Nursing, the nursing students who were not undergone the OSCE and the nursing students who are not willing to cooperate were excluded in this study.

Two tools used to collect data was, socio-demographic proforma and structured interview questionnaire to assess the experiences of OSCE among nursing students. The content validity of tools was done with the help of five experts of nursing. Pilot study was conducted among two samples and the study was found feasible. Formal approval for conducting the study was obtained from the Principal Mar Baselios College of Nursing.

The respondents were assured on confidentiality of information provided by them. After gaining their trust and confidence the researcher sought the sample's willingness to participate and obtained informed consents. Ethical aspects of research were maintained throughout the data collection.

ANALYSIS AND INTERPRETATION

The study findings are organized under the following headings,

Section 1: Description of sample characteristics.

- Demographic characteristics

Section 2: Derivation of themes and subthemes

- Participant's experiences of OSCE.

Section 1: Description of Sample Characteristics

Socio - Demographic Characteristics

The data were collected by using socio-demographic proforma. Socio demographic characteristics included were the age, gender, previous experience, subjects of examination. Frequency and percentage distribution of sample characteristics in Table 1.

Table:1. Frequency and Percentage Distribution of Sample Characteristics Showing Age, Gender, Pervious Experience, Subject of Examination.

N=20

| Sample characteristics | Frequency | Percentage% |
|---------------------------------|-----------|-------------|
| Age | | |
| 18-20 | 0 | 0 |
| 21-24 | 20 | 20 |
| Gender | | |
| Male | 0 | 0 |
| Female | 20 | 100 |
| Others | 0 | 0 |
| Previous experiences | | |
| Yes | 20 | 100 |
| No | 0 | 0 |
| Subjects of examinations | | |
| OBG | 20 | 100 |
| CHN | 20 | 100 |
| Both | 20 | 100 |

Data presented in Table: 1 show that all the participants 20(100%) were in the age group of 21-24 years, all participants were females (100%), all participants have experiences of OSCE (100%), all participants have experiences in OSCE in both subjects, OBG (100%) and Community Health Nursing(100%).

Section 2: Derivation of themes and subthemes.

Participant's experience of OSCE

Common Themes

Theme 1: FIRST IMPRESSION

Theme 2: PREPARATION FOR OSCE

Theme 3: DIFFICULTIES IDENTIFIED

Theme 4: SIGNIFICANCE OF THEORETICAL KNOWLEDGE

Theme 5: NEED OF OSCE IN FUTURE

Theme 6: ADVANTAGES OF OSCE

OSCE is an assessment technique in which students demonstrate their competent and variety of simulated conditions. Out of 20 participants, 17 participants supported to continue OSCE in future and 3 participants opposed. Most of them were anxious about OSCE but they felt it was nice experience. So our study mainly focuses on experience of OSCE.

A Conceptual Model of Phenomenon Experience of OSCE among Nursing Students

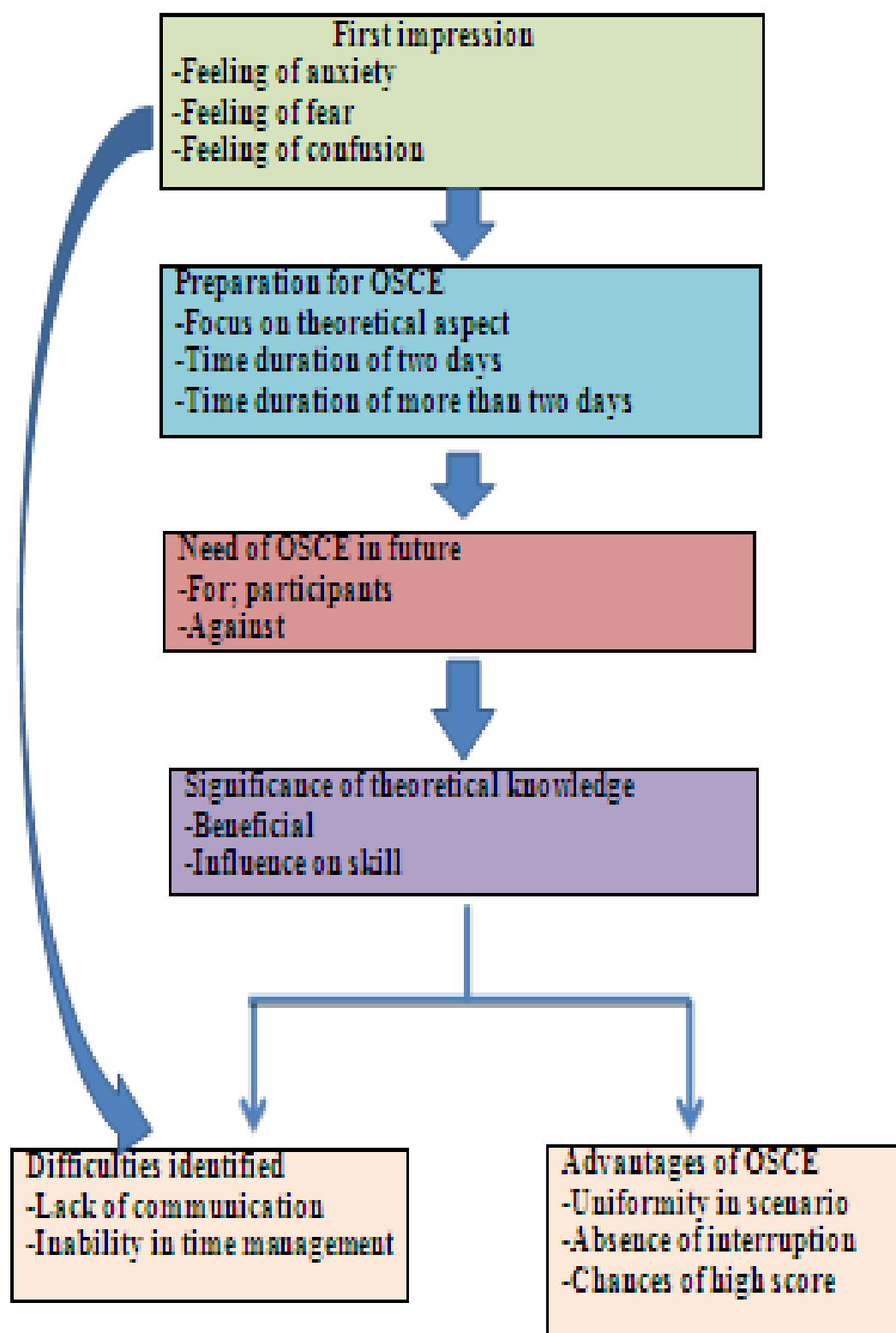


Fig. A Conceptual Model of Phenomenon Experience of OSCE among Nursing Students

RESULTS

All the participant 20(100%) were in the age group of 21-24 years. All participants were Female (100%).All the participants have previous experience of OSCE (100%), Allparticipants were experienced in OSCE in both subjects OBG(100%)and COMMUNITY HEALTH NURSING (100%).The data is showed in Table 1.

The themes and subthemes derived in the study are;

THEME 1: FIRST IMPRESSION

Subthemes

- 1) Feeling of anxiety
- 2) Feeling of fear
- 3) Feeling of confusion

THEME 2: PREPERATION FOR OSCE

Subthemes

- 1) Focus on theoretical aspect
- 2) Time duration of two days
- 3) Time duration more than two days

THEME 3: DIFFICULTIES IDENTIFIED

Subthemes

- 1) Lack of communication
- 2) Inability in time management

THEME 4: SIGNIFICANCE OF THEORETICAL KNOWLEDGE

Subthemes

- 1) Beneficial
- 2) Influence on skill

THEME 5: NEED OF OSCE IN FUTURE

Subthemes

- 1) For
- 2) Against

THEME 6: ADVANTAGES OF OSCE

Subthemes

- 1) Uniformity in scenario
- 2) Absence of interruption
- 3) Chances of high score

DISCUSSION

This chapter represents the brief discussion of research findings. The purpose of the study was to assess the experience of OSCE among nursing students. The findings of the study will help to develop awareness regarding the significance and needs of OSCE Findings and discussion of the study

The findings of the study were discussed in the terms of objectives and comparison was made with other study findings.

All the participants 20 (100%) were in the age group of 21-24 years, All participants were female (100%). All the participants have previous experience of OSCE (100%). All participants were experienced in OSCE in both subjects OBG (100%) and COMMUNITY HEALTH NURSING (100%).

A study was conducted to explore the experience of undergraduate nursing students and examiners with the OSCE as an evaluation of physical assessment skills. A total of 55 students agreed to be a part of the study (64.7% response rate), the common majority were non Emiratis (87.3%) all bridging students were employed, were aged above 25 years and the majority were females (n=49, 89.1%). Bridging students had previous experience in OSCE during their diploma studies.

Our first theme is first generation. There are three subthemes and they were feeling of anxiety feeling of fear and feeling of confusion. The findings were most of them expressed in their feeling of confusion and fear. The second theme is preparation of OSCE. These are three subthemes and they were focus on the theoretical aspect, time duration of 2 days, time duration more than 2 days. The findings were they focused more on theoretical knowledge, most of them took 2 days for preparation and few of them took more than 2 days for preparation. The third theme is difficulties identified. There were two subthemes and lack of communication and inability in time management.

The findings were of few of students focused lack of communication as a main difficulty. The fourth theme is significance of theoretical knowledge there are two subthemes and they were beneficial and influence on skill. The findings were most of them said that theoretical knowledge is significant for OSCE fifth theme is need for OSCE the subtheme include for and against and the findings are most of them supported OSCE and very of them was against in sixth theme the advantage of OSCE subthemes were uniformity in scenario and chances of high score and it covers all the scenario and students were assess under the same level. The students found that unlike traditional examination there is no interruption in OSCE procedure done smoothly. They also pointed out of the chance of getting score.

The Objective Structured Clinical Exam (OSCE)

A Qualitative study exploring the healthcare student's experience. Analysis revealed 3 main themes.-anxieties about OSCE, preparation was seen as students valued the OSCE as a worthwhile assessment but anxiety was a major concern to students undertaking an OSCE.

Experience of nursing students and examiners with the Objective Structured Clinical Examination method in physical assessment education: A mixed method study Results indicated that participants regarded the OSCE as a valuable assessment tool that enhances in-depth learning and preparation of students for clinical practice. Recommendations for improving the OSCE process included extending preparation prior to the exam.

Experiences and challenges of OSCE, perspective of students and examiner in a clinical department of Ethiopian university. Result indicated that poor organization. Inadequate student preparation time, inadequate number and duration of stations thematically emerged as umbrellas of factors negatively affecting OSCE implementation.

OSCE in Maternity and Community Health Nursing; Saudi Nursing student's perspective. Results of the study revealed that the majority of the students in both courses provided

positive feedback about the OSCE attributes as agreed that the OSCE was a realistic assessment for the course. In regards to the quality of the OSCE performance, the majority of the students agreed that the OSCE exam was fair, covered a wide range of theoretical knowledge. Objective Structured Clinical Evaluation (OSCE)- A Reliable Clinical Performance Evaluation Strategy in Mental Health Nursing. The study analyzed that a well designed and implemented OSCE as a method of assessing students clinical competencies provide students with opportunities to demonstrate interpersonal and interview skills, teaching and application of basic clinical knowledge in study. Objective Structured Clinical Exam (OSCE); A descriptive study to investigate the students perception of OSCE as a part of an evaluation of clinical skills. The result indicated that OSCE minimized the chance of failing and highlighted areas of student's weakness.

CONCLUSION

An Objective structured Clinical Examination (OSCE) is a modern type of examination often used in health sciences. It is designed to test clinical skill performance and competence in skills such as communication clinical examination medical procedures prescription exercise prescription radiographic image evaluation and interpretation of results. It is a hands on real world approach to learning that keeps examinees engaged allows them to understand the key factors that drive the medical decision making process and challenges the professional to be innovative and reveals their errors in case handling and provides a open space for improved decision-making based on evidence based practice for real world responsibilities. In this study, we explore the lived experience of OSCE among nursing students. Many participants were able to provide a vivid description about how they feel during examination period. On the basis of that we were categorized in to six themes, first impression preparation for OSCE difficulties identified, significance of theoretical knowledge need for OSCE. Advantages of OSCE. Most of the participants were well prepared to appear for the OSCE examination.

REFERENCES

- 1) Study exploring the healthcare student's experience. Student Engagement and Experience Journal, 1(1), 1-18. [https://www.semanticscholar.org/paper/The-Objective-Structured-Clinical-Fidment,Susan\(2012\),The-Objective-Structured-Clinical-Exam\(OSCE\):-AQualitativeExam-\(OSCE\)%3A-A-Fidment/3154371a0866264e361786e1037921c48f781ddc](https://www.semanticscholar.org/paper/The-Objective-Structured-Clinical-Fidment,Susan(2012),The-Objective-Structured-Clinical-Exam(OSCE):-AQualitativeExam-(OSCE)%3A-A-Fidment/3154371a0866264e361786e1037921c48f781ddc)
- 2) Kae-Hwa Jo, Gyeong-Ju AN: Qualitative content analysis experience with Objective Structured Clinical Examination among Korean nursing students. Japan Journal of Nursing Science/Volume 2, Issue 2/p: 79-86. <https://pubmed.ncbi.nlm.nih.gov/24698643/>
- 3) Afaf Abdalla; Khalif Mohammed. The Objective Structured Clinical Exam (OSCE): A Qualitative Study evaluating nursing student's experience. International Journal Science & Research (IJSR) ISSN (Online) 23109-7064. https://www.ijsr.net/get_abstract.php?paper_id=NOV161593
- 4) Vijaylakshmi S, Devia K, Dr. Kathyayani BV. Objective structured clinical examination (OSCE) On antenatal assessment among nursing students. Asian Journal of fNursing Education and Research. 11(3)2021. Page no; 401-404. <https://ajner.com/AbstractView.aspx?PID=2021-11-3-23>
- 5) Bani-Issa W, Al Tamini M, Fakhry R, Al Tawil H. Experience of Nursing Students and examiners with the Objective Structured Clinical Examination method in physical assessment education: A mixed methods study. <https://pubmed.ncbi.nlm.nih.gov/30739050/>