



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING OSCE AMONG 2ND YEAR B.SC. NURSING STUDENTS IN NIMS COLLEGE OF NURSING, NEYYATTINKARA

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ABSTRACT

OSCE (Objective structural clinical examination) is a modern type of examination often used in health science. It is versatile multipurpose evaluative tool that can be utilized to evaluate health care professionals in a clinical setting. It assess competency based on objectives testing via direct observation. It consist of several station in which examines are expected to perform a variety of clinical task within a specific time. During the unprecedented situations of covid – 19 Era, the educational institutions have to attune not only teaching strategies but also the assessment. Thus OSCE came into more practice. The present study was aimed to assess the effectiveness of structured teaching program on knowledge regarding OSCE among 2nd Year B.sc nursing students of Nims college of nursing, Neyyattinkara. The objectives of the study is to assess the level of knowledge regarding OSCE among 2nd Year B.sc nursing students before and after the structured teaching programme and to find out the association between the post test scores on level of knowledge and attitude regarding OSCE among 2nd Year B.sc nursing students with their selected demographic variables. The methodology selected was a quantitative approach which is experimental in nature. The sample selected for the present study was second year B.sc nursing students of nims college of nursing. The sample consists of 45 students by simple sampling techniques. The data is obtained by using structured questionnaire. This was analyzed by using frequency, percentage, Paired 't' test and Chi-square value. The mean value of the test scores is '10.75'. The result of the study revealed that there is improvement in knowledge regarding OSCE among 2nd Year B.sc nursing students after the structured teaching programme. There is no significant association found between their demographic variables. The study concluded that there is significant knowledge regarding OSCE among 2nd Year B.sc nursing students

KEYWORDS : OSCE

INTRODUCTION

Education is a process that mainly focus on the development of human beings. It helps the students to adjust with the environment and act according to the situation they are facing. Education is the product of experience which includes knowledge, skills and attitudes which are transmitted to the members of the community.

To identify a student's strength and weakness and the gap they have in their skills can be checked by using certain assessments. Assessments plays a major role in medical fields. It helps to identify the abilities and limitations of each student's clearly. Simply we can say that assessments helps the professional development of health personnel and also the continuous improvement of the institutions.

Both the learning and assessment focuses on the competence that are attained by the learner's in end. This can be achieved by the implementation of an assessment tool named OSCE (Objective Structured Clinical Examination). OSCE is an assessment tool that are conducted in the medical fields.

During OSCE students will rotate around a certain series of stations on a predetermined time. Each stations have directions which should be performed by students. Usually 5-10 mins were given to each station according to the task. Number of stations depends upon the number of students. Increased number of students enhance the reliability of assessment

At the ring of a bell, each student should enter the station and perform the task that were given in a predetermined time. Each stations have scenarios based on this task were done. Basically OSCE include interactive and non- interactive stations. In interactive station, assess the clinical competency such as history collection, problem solving or performing clinical task and the students were evaluated by a trained examiner using their checklist.

In Non- interactive station, written answers to specific task or problems were done. It doesn't require any direct observations so it was marked after the exam. OSCE brings uniformity as well as reliability and validity to assessment.

OBJECTIVES

* To assess the level of knowledge regarding OSCE among second year B.Sc. nursing students before and after structured teaching programme

* To find out the association between pretest and score on the level of knowledge regarding OSCE among 2nd Year B.Sc. students with their selected demographic variables.

MATERIALS AND METHODS:

The research approach selected for the present study was quantitative evaluative approach, design selected was Pre experimental where one group pre test post test design. The Variables used for the present study was independent variable – structured teaching Programme and dependent variable – level of knowledge regarding OSCE, the setting of the study was Nims College of Nursing Neyyattinkara. The total sample size was 45 second year b.sc nursing students who met the inclusion and exclusion criteria. And the sampling technique used was Convenient sampling technique. After obtained permission from the concerned authority pre test was conducted by using structured questionnaire and then structured Teaching programme was given., and then post test was conducted one week after the intervention. The data was obtained, organised and analysed using descriptive and inferential statistics.

Assess the level of knowledge regarding OSCE among 2nd Year B.sc nursing before and after structured teaching program

RESULTS:

Section A: Description of the socio demographic characteristics under study.

			Pre test	Post test
Level of knowledge	Frequency	Percentage	Frequency	Percentage
Below average	2	4.44	0	0
Average	3	6.66	0	0
Good	25	55.6	0	0
Very good	12	26.6	15	33.40
Excellent	3	6.7	30	66.60

Section B:

Description of level of knowledge on OSCE among second year BSc nursing students before and after structured teaching program.

Section C:

Description of association between post test scores of knowledge regarding OSCE with their selected demographic variables.

Section A:Description of the socio demographic characteristics under study.

Frequency and percentage distribution of selected socio demographic characteristics under study.

*Among sample, majority of the samples(71%) belongs to 20-22 years , 27% belongs to 17-19 years and only 2% belongs to 23-25 years.

* Among sample, majority of the samples (93.4%) were females and 6.6 % were males.

Section B:Description of level of knowledge on OSCE among 2 nd year B.Sc nursing students before and after structured teaching programme

From the data we collected from 45 samples it was shown that 100% of samples have excellent knowledge after structured teaching program.

Among samples, mean value of the level of knowledge regarding OSCE was 10.75 and the standard deviation was 2.837. The paired " t " value was 3.1507 (<0.05). Hence the structured teaching program on OSCE was found to be effective .

Among samples,66.6% of them have excellent knowledge and 33.4 % have very good knowledge regarding OSCE after structured teaching program.The mean value of knowledge regarding OSCE is 10.75 and the standard deviation was 2.835.

Among samples, Paired "t" value was 3.1507 when compared to table value 2.021 ,it is more so there an improvement in post test score than pre test score of knowledge regarding OSCE among 2 nd year BSc nursing students.

Section C: Association between the post test scores of knowledge regarding OSCE with their selected demographic variable

Chi-square test was employed to find out the association between level of knowledge regarding OSCE with their selected demographic variables .There is no significant association between post test scores on knowledge regarding OSCE with their selected demographic variables like age and gender.

Recommendation

- A similar study May be conducted on large samples for wider generation.
- The study can be repeated by taking control groups.

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