



NURSING STUDENTS' PERCEPTION ON OBJECTIVE STRUCTURED PRACTICAL EXAMINATION (OSPE) IN A SELECTED INSTITUTE, GUWAHATI, ASSAM

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ABSTRACT **ABSTRACT:** The assessment of practical knowledge involves oral, spot or objective structured practical examinations (OSPE). The major aspect of this study is the OSPE. The objective of the study was to determine the nursing students' perception on OSPE.

Methods: In this study descriptive survey design was adopted to determine the nursing students' perception on OSPE. Purposive sampling technique was used to select samples of 54 2nd Yr BSC Nursing Student of Sankar Madhab College of Nursing. The data collection was done into two phases after the informed consent was taken from the student. For the OSPE, students were oriented by an OSPE map and a written instruction list before the start of the exams. The OSPE consisted of five stations on In (2 Observed station, 2 unobserved station and a Rest Station) of 3 minutes each

Results: The findings reveal a positive perception towards information received on OSPE (94%), atmosphere of OSPE (80%), stations of OSPE (90%), conduct of examination on OSPE (90%) and overall view on OSPE (94%). In spite of the limited use of OSPE in India, the current study showed a positive perception towards OSPE as a fair, unbiased, valid, reliable assessment method

Conclusion: OSPE is a process where importance is given to individual competence. It leads to an improvement in practical skills satisfaction of assessment and confidence in performing the skills.

KEYWORDS : Perception & OSPE (Objective Structured Practical Examination)

INTRODUCTION

Nursing education is one of the most structured and well planned educational systems with its specific curriculum. Nursing is incomplete without having expert skills. Students are trained to be skillful in the procedures during their course. Various methods have been used by the nursing teachers to teach the nursing students about the skills required in Nursing. Most common practice is demonstration in the laboratory followed by clinical setting demonstration. Ultimately the evaluation of the skill is done during their practical examination. The term Objective Structured Practical Examination (OSPE) was derived from the Objective Structured Clinical Evaluation (OSCE) in 1975, when it was later modified to include practical Examination. The OSPE, like the OSCE, tests students' ability to perform a practical skill rather than what they know. The OSPE assesses practical competencies in an objective and structured manner with direct observation of the student's performance during planned clinical test stations. Objective Structured Practical Examination (OSPE) is widely recognized as one of the more objective methods of assessing practical skills. In the OSPE an individual's ability to perform a technique is tested in a more objective manner because all candidates are exposed to the same pre-determined set of techniques and questions, which minimizes the subjectivity of the assessment. The objectives tested in an OSPE assess higher cognitive and psychomotor skills, i.e., ability to relate clinical information with structural material. Besides testing high cognitive and psychomotor skills, OSPE helps to assess the capacity for observation, analysis and interpretation.

MATERIALS AND METHOD

In this study descriptive survey design was adopted to determine the nursing students' perception on OSPE. Purposive sampling technique was used to select samples of 54 2nd Yr BSC Nursing Student of Sankar Madhab College of Nursing. The data collection was done into two phases after the informed consent was taken from the student. In Phase I, the students participating in the study were introduced to OSPE system by a short lecture and an orientation programme was organized for faculty members participating in the study as observers. A total of 54 students were divided into 2 groups of 27 & 27 each, examined for 2 days. For the OSPE, students were oriented by an OSPE map and a written instruction list before the start of the exams. The OSPE consisted of five stations on In (2 Observed station, 2 unobserved station and a Rest Station) of 3 minutes each. On the day of examination

each student was rotated through 5 stations of 3 minutes duration. Station 1(Unobserved) Commonly used veins for Intravenous cannulation (3 mins), Station 2 (Observed) Identification of the size and parts of Cannula (3 mins), Station 3- Rest Station, Station 4 (Observed) Intravenous infusion Procedure.(3mins), Station 5 (Unobserved)-complication of I.V cannulation and I.V fluid calculation formula(3 mins); Mark were allotted in each station except in rest station. In Phase II, at the end of OSPE session data were collected by using a self-administered structured checklist consisting of five broad based themes as (1) Information received on OSPE (2) Atmosphere of OSPE (3) Stations of OSPE (4) Conduction of Examination (5) Overall view on OSPE with 27 items. Frequencies and percentages were used to analyse and interpret the data.

RESULTS:

The findings reveal a positive perception towards information received on OSPE (94%), atmosphere of OSPE (80%), stations of OSPE (90%), conduct of examination on OSPE (90%) and overall view on OSPE (94%). In spite of the limited use of OSPE in India, the current study showed a positive perception towards OSPE as a fair, unbiased, valid, reliable assessment method

CONCLUSION:

The OSPE is a popular method of assessing practical or laboratory based basic science in the early phase of medical curricula. OSPE revolves around a single objective; it allows the student to appreciate more on its purpose in a given scenario. With various findings from the research study, it is proved that OSPE methods is found to be effective and students also express a positive opinion towards these methods.

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