

A Study to Assess the Level of Satisfaction among IV Year BSc Nursing Students Related to Midwifery on Traditional Practical Examination Method and Objective Structured Clinical Examination Method (OSCE)

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Abstract –

Introduction:

The objective structured clinical examination (OSCE) is a method in which students are assessed for clinical skills in a series of stimulated stations that may involve history collection, Physical assessment, laboratory investigation, treatment and hands on demonstration.

On the other hand, Traditional practice methods (TPEM) such as oral viva, written assignment, MCQs and Nursing care plans are often used in the assessment of Nursing students.

Objectives:

- To assess the level of satisfaction of nursing students on OSCE.
- To assess the level of satisfaction of nursing students on traditional practical examination method.

Methods: A descriptive research study was conducted on a total of 27 nursing students to assess the level of satisfaction. The questionnaire is structured Likert scale.

Results:

The present study revealed that overall samples satisfied with OSCE were 67.7% whereas satisfaction percentage for TPEM was 46.0%. This concludes that samples under study were more satisfied with OSCE as method of examination whereas the satisfaction level of samples was less than 50% in case of traditional practical examination method.

Keywords — Nursing students, Objectives structured clinical examination, Traditional examination methods (TPEM), Level of satisfaction

1. Introduction

OSCE is a modern type of examination often used in health sciences (e.g., medicine, physical therapy, nursing, pharmacy, etc.) to test clinical skill performance such as communication, clinical examination, nursing procedures. Objective structured clinical examination (OSCE) has been progressively used in various nursing and medical colleges as it is student friendly. The objective structured clinical examination (OSCE) is now becoming gold standard to assess the clinical competence of medical and nursing students in a comprehensive, reliable and just manner.

2. Materials and Methods

The **Research approach** used in the present study was Quantitative research. Descriptive design was appropriate for this study. **Sampling Technique** was Purposive Sampling. 50 samples assessed in the study who doing 4th year BSc Nursing students

Research Setting was Selected College of Nursing in Bangalore

3. Data Analysis

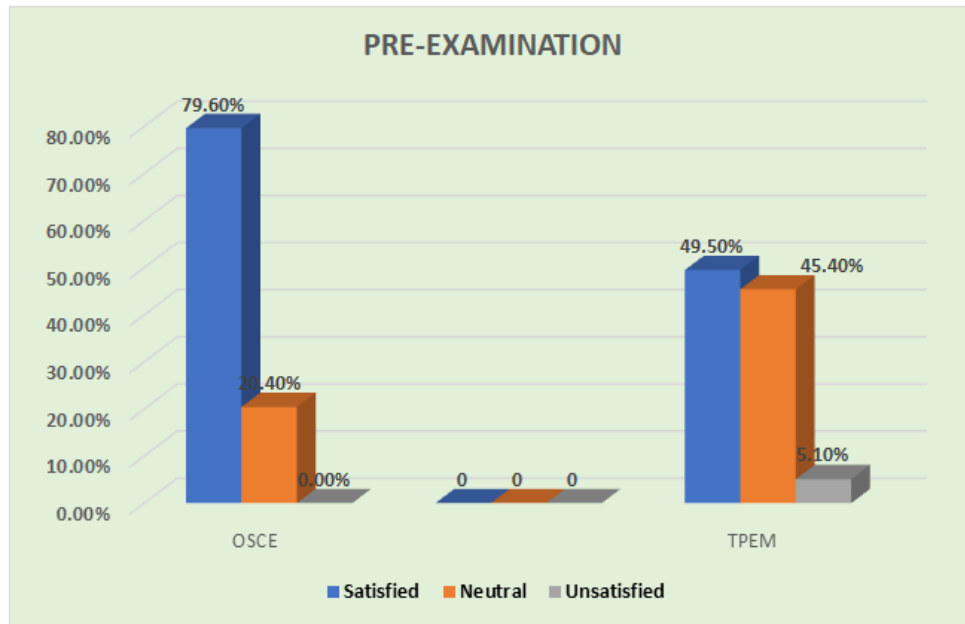


Figure1: Shows level of satisfaction among 4TH BSc Nursing students Before examination

Fig 1 In the above graph 79.6% of students were satisfied with OSCE, where only 49.5% in case of TPEM.

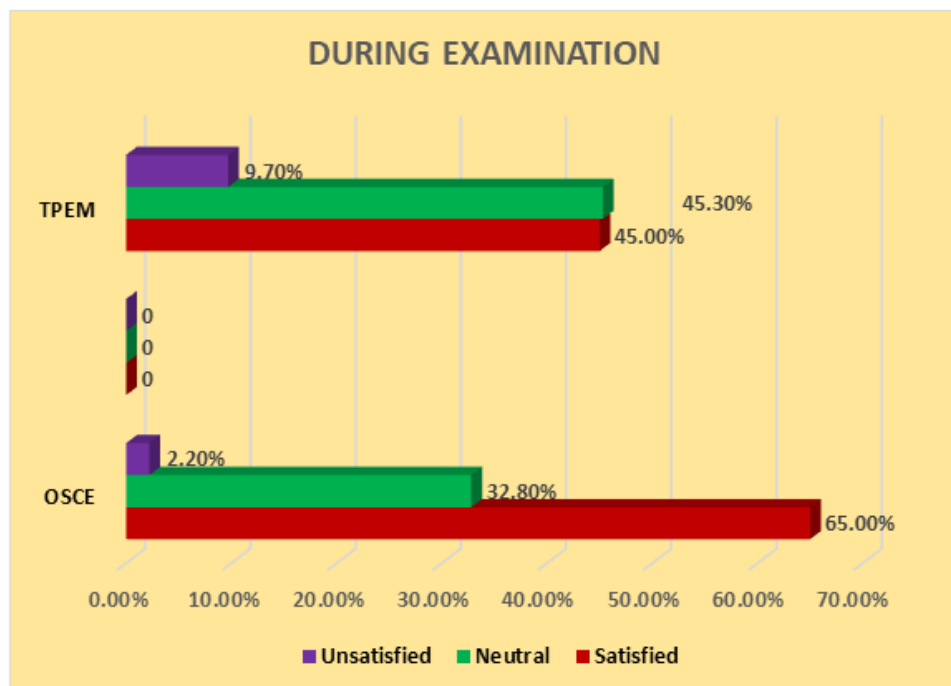


Figure2: Shows level of satisfaction among 4TH BSc Nursing students during examination

Fig 2 In the above graph 65% of students were satisfied with OSCE, where only 45% in case of TPEM.

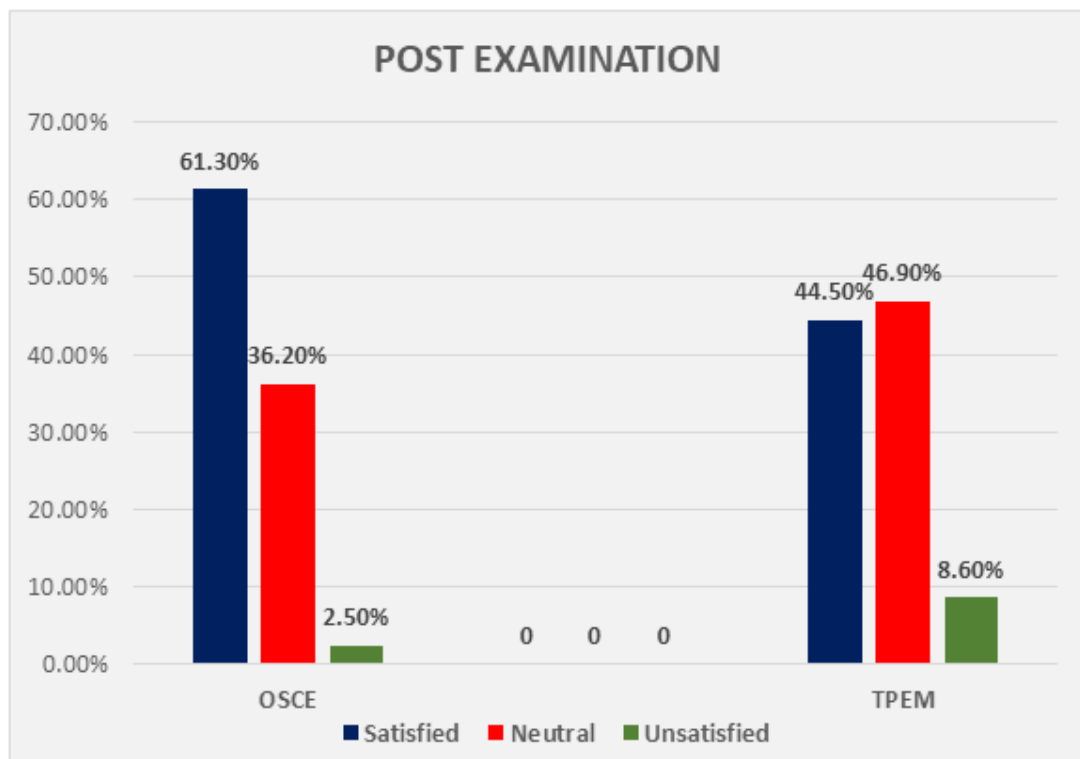


Figure3: Shows level of satisfaction among 4TH BSc Nursing students during examination

Fig 3 In the above graph 61.3% of students were satisfied with OSCE, where only 44.5% in case of TPEM.

4. Results

The present study revealed that overall samples satisfied with OSCE were 67.7% whereas satisfaction percentage for TPEM was 46.0%. This concludes that samples under study were more satisfied with OSCE as method of examination whereas the satisfaction level of samples was less than 50% in case of traditional practical examination method.

5. Recommendations

- The study can be replicated on a large sample to validate the findings and make generalizations.
- A comparative study can be conducted to evaluate better method of evaluation.
- Experimental studies can be conducted to evaluate level of students.

6. Conclusion

The present study revealed that overall samples that were satisfied with OSCE is 67.7% as compared to TPEM where the satisfaction percentage is 46.0%. This concludes that samples under study were more satisfied with OSCE as method of examination whereas the satisfaction level of samples was less than 50% in case of traditional practical examination method.

The findings point towards valuable implications in selecting the better method of examination and raising the standards of education and evaluation system. This study also has implications in research field.

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