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Knowledge and attitude of nursing students towards objective structure clinical evaluation

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Abstract---Ronald Harden introduced OSCE (Objective structured clinical examination) for the first time in medical education in 1975 at the Dundee University, Scot J and to assess the skills and clinical performance of students. Now, it is used in other branches of health sciences including nursing, dentistry and pharmacy OSCE has become a popular tool for assessing competence in clinical nursing It has been used in medical schools for both formative and summative assessment to validate clinical skills by using standardized patients”.In the last two decades, rapid and extensive changes happened in student assessment methods of medical education. Many of the assessment methods have been developed and mainly concentrated on clinical procedural ability, conveying skills and Professionalism The OSCE is defined as "an approach to the assessment of clinical competence in which the components of competence are assessed well planned or structured way with attention being paid to objectivity”. The OSCE is becoming or prevalent within healthcare education programmes because it is regarded as a useful method for meaning skills and underpinning knowledge required for practice During the OSCE examination, students rotate around a circuit of stations on a timed basis.

Keywords---knowledge, attitude, nursing students, structure clinical evaluation.

Introduction

Ronald Harden introduced OSCE (Objective structured clinical examination) for the first time in medical education in 1975 at the Dundee University, Scot J and to assess the skills and clinical performance of students. Now, it is used in other branches of health sciences including nursing, dentistry and pharmacy OSCE has become a popular tool for assessing competence in clinical nursing It has been used in medical schools for both formative and summative assessment to validate clinical skills by using standardized patients". In the last two decades, rapid and extensive changes happened in student assessment methods of medical education. Many of the assessment methods have been developed and mainly concentrated on clinical procedural ability, conveying skills and Professionalism.

The OSCE is defined as "an approach to the assessment of clinical competence in which the components of competence are assessed well planned or structured way with attention being paid to objectivity". The OSCE is becoming or prevalent within healthcare education programmes because it is regarded as a useful method for meaning skills and underpinning knowledge required for practice During the OSCE examination, students rotate around a circuit of stations on a timed basis. At the ring of bell each students enters the station and performs the predefined timed task. Learning in the clinical environment provides the real world context for nursing students to develop the knowledge, skills, attitudes, and values of a registered nurse (Levett Jones et al., 20017).

However, it does not recognize the examiner's potential subjective opinion about the student while rating the scores. This can be overcome through recruiting clinical instructors from different departments in the college and the instructors from the same department to ensure that the objectivity is sustained followed by orientation of examiners with the instructions to be followed, and rating the students using the checklist. Jones et al. (2020) has a suggestion that although consistency of marking is enabled by a structured mark sheet, the examiner has a crucial role in ensuring reliability and hence thorough training and preparation of all examiners is essential. The main role of the examiner is to observe and record the student's performance. As a university practical examination, OSCE method was first introduced to nursing students by Tamil Nadu Dr MGR Medical University in August 2018. This motivated the researcher to conduct research on the topic

Statement of the problem

“A descriptive study to assess the knowledge and attitude of nursing students towards objective structured clinical examination”

Objectives

1. To assess the knowledge regarding OSCE among nursing students
2. To identify the attitude of nursing students towards OSCE
3. To find the association between knowledge and selected demographic variables

Hypotheses

H1 Nursing students will have positive attitude towards OSCE

H2 There will be significant association between knowledge and selected demographic variables.

Methodology

Research approach: To accomplish the objectives of the study, quantitative research approach was used

Research design: Descriptive design was used in the study

Setting: The selected setting was Karaikal nursing college

Populations : Nursing students at Karaikal

Sample and sample size: The sample selected for the present study was students of selected institute and sample size] was limited to 196.

Sampling technique: Total enumeration sampling technique was adopted for collecting data

Tool: The tool has three sections.

Section A: It deals with the socio demographic variables of the nursing students

Section B: It has questionnaires on knowledge regarding OSCE. The correct response for the knowledge questionnaire had been scored as one for correct response and zero for wrong responses. The resulting scores were interpreted as adequate knowledge-> 75%;

moderate knowledge -50%.- 74%

and inadequate knowledge - < 50%.

Section C: It has two parts, part I deal with attitude towards OSCE and part II deals with attitude to-wards OSCE exam. 5 point likert scale is used to assess the attitude.

It has 10 survey items and the categories are strongly agree 5 score, agree 4 score, undecided or neutral 3 score, disagree 2 score and strongly disagree 1 score. The maximum score is 50 and the minimum score is 10. The results are categorized as 36-50 scoring positive attitude, 26-35 scoring neutral attitude, 10-25scoring negative attitude,

Data collection procedure

The study was conducted after approval by the research proposal committee of the institution. Tool was validated by three experts in the field of nursing. Study participants were explained about the purpose of the study and oral consent was obtained from them. The knowledge level and attitude towards OSCE was assessed among nursing students at The Immaculate Institute of Health Sciences

Descriptive (frequency and percentage) and inferential statistics (chi square) was used to analyze the data. A p value of <0.05 was considered as statistically significant level

Results and Discussions

In the present study 39 (18%) of students had adequate knowledge and 121 (62%) of them had moderate knowledge and 36 (20%) of them had inadequate knowledge about OSCE exam

Section A

Socio demographic information

From Table 1, it was observed that nearly 26% (50) of the students come under the age group of 19 years, 24% (47) of the students come under the age group of 18 years and 22% (44) were between 20-21 years and 6% (11) come under the age group of 22 years. It was observed that nearly 86% (169) of students were females and 14% (27) were males.

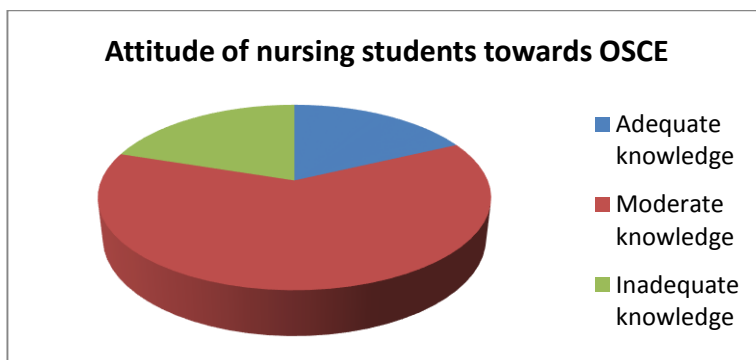
According to year of study, 26% (50) were studying 1 year, 25% (49) of students were in II and IV year, and 24% (48) were studying in III year. 96% (188) of students got adequate information regarding OSCE by teachers, 3% (5) through internet and 2% (3) by reading journals. While viewing the education pattern, 89% (175) were having state board education, 9% (17) having matriculation education, 2% (3) having CBSE knowledge, 1% (1) having ICSE education,

Table. 1 frequency and percentage distribution on the subjects based on demographic Variables

Socio demographic variables	Frequency (f)	Percentage (%)
Age		
18yrs	47	24%
19yrs	50	26%
20yrs	44	22%
21yrs	44	22%
22 yrs	11	6%
Sex		
Male	27	14%
Female	169	86%
Year of Study		
I yr	50	26%
II yr	49	25%
III Yr	48	24%
IV Yr	49	25%
Source of Information		
Teacher	188	96%
Journal	3	2%
Internt	5	3%
Board of Higher Secondary education		
State board	175	89%
Matriculation	17	9%
CBSE	3	2%
ICSE	1	1%

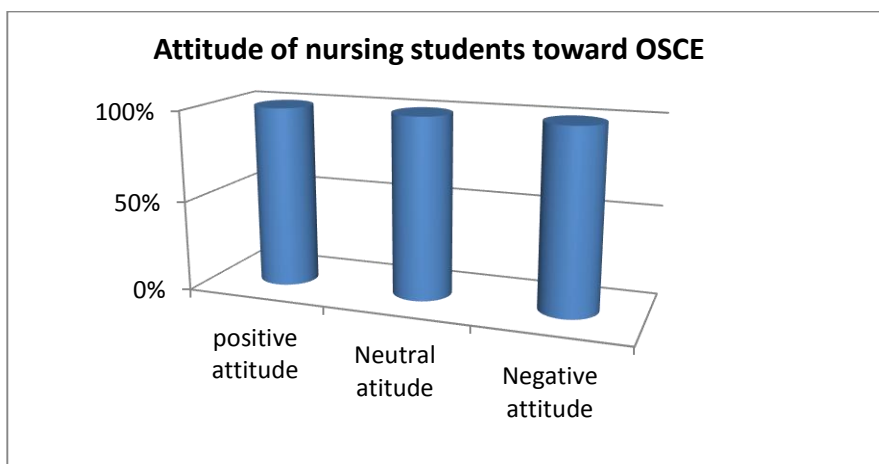
Section B

Knowledge regarding OSCE among nursing students



This pie chart reveals that 62% (121) of students had moderate knowledge regarding OSCE, (of the students had adequate knowledge and 20% (3) of the students had inadequate knowledge regarding OSCE.

Section C



Section - D

Table II reveals that chi-square test to associate the level of knowledge with the selected demographic variables such as age, gender, year of study, source of information, board of higher secondary education while analyzing the statistical significance of (p<0.05)_level. It showed that there was a significant association between genders, year of study, and source of information, board of higher secondary education of selected demographic variables. Hence second research hypothesis was accepted.

Socio demographic	Level of knowledge			Chiquare value	D f	Significance
	Adequate	Moderate	Inadequate			

variable	knowledge	knowledge	knowledge			
Age						
18yrs	9	29	9	0.02	8	NS
19yrs	10	31	9			
20yrs	9	27	8			
21yrs	9	27	8			
22yrs	2	7	2			
Sex						
Male	10	10	7	65.6	2	S
Female	29	111	29			
Year of Study						
I yr	11	9	30	94.2	6	S
II yr	3	43	3			
III Yr	2	43	3			
IV Yr	23	26	0			
Source of Information						
Teacher	35	118	35	12.7	4	S
Journal	1	1	1			
Internt	3	2	0			
Board of Higher Secondary education						
State board	33	115	27	15.3	6	S
Matriculation	5	5	7			
CBSE	1	1	1			
ICSE	0	0	1			

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