

## PERCEPTIONS OF NEW COMERS ON OSPE EXAMINATION AT LIAQUAT UNIVERSITY OF MEDICAL AND HEALTH SCIENCES (LUMHS) JAMSHORO

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### ABSTRACT

**Introduction:** The objective structured practical examination (OSPE) is a well-recognized method for assessing different domains of students. OSPE has been introduced in many medical institutions across the country for removing the bias in assessment in last few years.

**Objective:** To assess the perceptions of new comers (1<sup>st</sup> year MBBS) students of Liaquat University of Medical & Health Sciences (LUMHS) regarding objective structured practical examination (OSPE).

**Study Design:** Cross sectional descriptive study.

**Place and Duration of Study:** study was conducted at OSPE center LUMHS Jamshoro in Oct 2016.

**Materials and Methods:** A cross sectional study was conducted at OSPE center LUMHS Jamshoro. About 70 male and 130 female (N=200) students of first and second semester MBBS were enrolled through simple random sampling technique and were administered structured questionnaire to obtain student perceptions on OSPE method of examination.

**Results:** The data showed that 80% of students consider it as best examination format to gain good score and 75% students commented that this pattern of examination saved time, 70% had an opinion that it is un-biased.

**Conclusion:** OSPE assessment is better than conventional viva and practical examination.

**Keywords:** OSPE Examination, LUMHS.

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### INTRODUCTION

Examination should be effective to assess expertise, comprehension, skills, motivation and feedback<sup>1</sup>. The conventional clinical and practical examination have several problems which led to introduction of new methods of assessment. "An Objective Structured Practical Examination (OSPE) is a present day type of examination regularly used in health sciences like midwifery, occupational remedy, orthopedics, optometry, medicinal drug, doctor assistants/friends, bodily therapy, radiography, rehabilitation remedy, nursing, pharmacy, dentistry, chiropractic, para remedy, podiatry, veterinary remedy and athletic schooling"<sup>2</sup>. It is designed to test performance and competence in abilities which include communication, clinical examination, clinical approaches / prescription, workout prescription, joint mobilization/manipulation strategies, radio-

graphic positioning, radiographic photo assessment and interpretation of consequences. This method assess practical competencies in structured and objective manner and with some modifications have overcome number of problems with old conventional methods of assessment<sup>3</sup>.

However, the traditional technique of examination, which incorporates desk viva voice, does not fulfill the real assessment criteria<sup>3</sup>. Desk viva can be subjective and possibilities of bias cannot be ruled out, because the conventional technique checks on few gaining knowledge of outcomes, it's miles critical to put into effect new methods, to make the examinations more effective<sup>3</sup>. Structuring of questions and evaluation via insisting on objectivity has been suggested as a powerful method for accomplishing effective examination of students<sup>4</sup>.

The important advantage of OSPE is that, it helps the students to improve their integrating abilities, so they can be a more skilled clinician. OSPE is examination system which includes a

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chain of stations at which college students' work through different tasks to assess their diverse capabilities. In this way it also additionally removes examiner bias<sup>6</sup>.

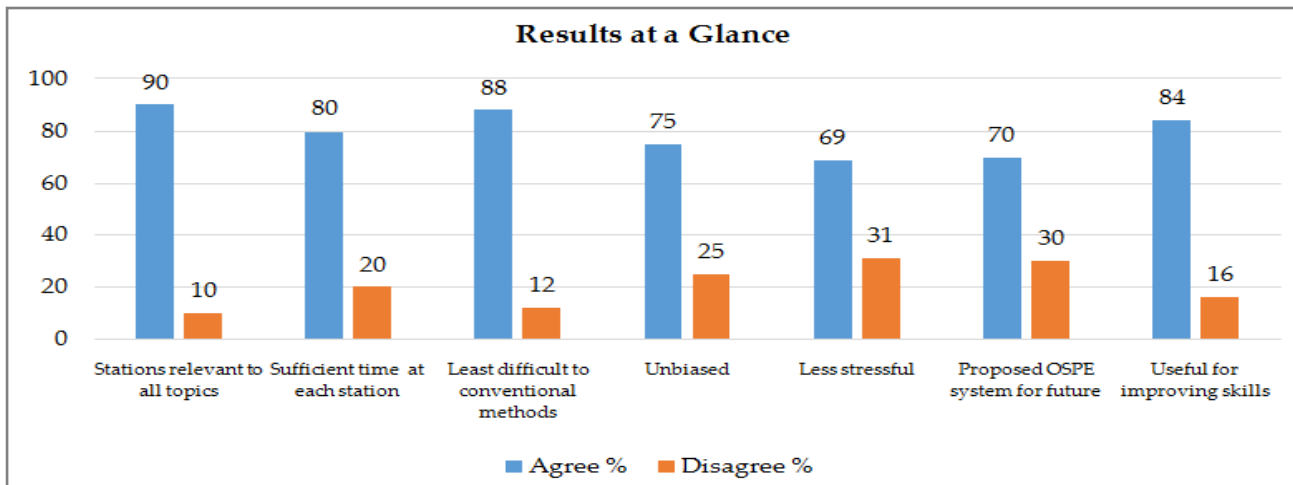
## MATERIAL AND METHODS

A cross sectional descriptive study was conducted at OSPE center LUMHS Jamshoro in October 2016. About 70 male and 130 female (N=200) students of first and second semester Bachelor of Medicine & Bachelor of Surgery (MBBS) were sampled through simple random sampling technique and were administered structured questionnaire to obtain student perceptions on OSPE method of examination. The sample size was calculated by using

finally analyzed through descriptive statistics, frequencies and percentages were calculated to come up with results.

## RESULTS

Out of 200 students included in the study, 70% (n=140) were female respondents as compared to 30% (n=60) of male respondents. Majority of the students 90% (n=180) agreed that OSPE covers all the topics of the course. About 80% (n=160) agreed that there was sufficient time on each station and 88% agreed that it is less difficult than the conventional methods of examination. However, 75% (n=150) students considered OSPE to be unbiased. Furthermore, 69% (n=138) reported it to be less stressful and 70% (n=140) proposed it for future as well and 84% suggested that OSPE improved their skills (figure).



**Figure: Results of study at a glance.**

prevalence formula (Open EPI Software) with 1.96 margin of random error,  $\pm 4.5\%$  degree of precision, 95% confidence interval and with an average prevalence 90% preference for OSPE as compared to Conventional Practical Examination (CPE) in study published in India, in March 2016<sup>2</sup>. The sample size calculated came out to be 171. Thus, after adjusting with the non-response rate of 15%, final sample size calculated was 200 students.

However, students from other semesters as well as Bachelors in Dental Surgery and Postgraduate students were not part of the study. Data was entered in Statistical Package for Social Sciences (SPSS) version 16 and was

70% (n=140) proposed it for future as well and 84% suggested that OSPE improved their skills (figure).

## DISCUSSION

Introduction of OSPE at LUMHS received strong positive feedback from new comers which was apparent from the study results. In a study conducted in India found that about 10% of the students perceiving OSPE as more difficult than conventional practical examination (CPE), suggesting that it would be acceptable to a majority of students in case it replaces CPE.

Similar kind of studies conducted by Rahman *et al*, Menezes *et al* and Jaswal *et al*,

reported that OSPE is a better method over the conventional technique for assessing the sensible capabilities of MBBS students in physiology, forensic medication and biochemistry subjects<sup>7-9</sup>. Research study by Jaswal *et al* and Schoeman *et al*, further reported that OSPE helps to evaluate the overall performance grades of students and also assess competency of the scholars<sup>9,10</sup>. It was clear that the students responded positively (66.4%) to the OSPE format and it was perceived to be more fair and objective than the conventional examination. Study conducted by Rehman *et al* also revealed the similar findings<sup>11</sup>.

The present study findings support the results of previous studies as it observed favorable responses from the scholars concerning OSPE. It additionally improved the interaction between teachers and college students. However, universities students nonetheless observed it disturbing as compared to the conventional method of examination. This reaction may also be because of first time interaction to the OSPE Examination.

### CONCLUSION

The study concluded that OSPE examination is the better tool for assessing the students' skills and knowledge within limited time as compared to conventional methods of examination.

### Funding Source

The study was funded by research committee at Dow University of Health Sciences, Karachi.

### Compliance with Ethical Standards

The ethical approval was sort from institutional ethical committee prior to start of the study. Our study is interview based survey, hence does not involve any procedure or intervention which could discomfort/harm participants in anyway. Additionally, our data does not contain any identifiable or personal data such as

address, name of place person or any other sensitive information. The respondents were explained about the purpose of the study and participation in the survey was voluntary, those who consented verbally were further given a written consent. Moreover, all procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

### CONFLICT OF INTEREST

This study has no conflict of interest to declare by any author.

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