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Medical Education Unit

Workshop on Designing OSCE for Undergraduate Students

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Report

OSCE is an essential assessment method which is now mandatory for both undergraduate and postgraduate education. The directives from NMC have mandated conduct of National Exit Test examination 2 which will comprise of OSCE-based examination at the end of internship for certification. The latest GMER for postgraduates released on January 2nd, 2023 has highlighted inclusion of OSCE in assessment. Thus, shortly OSCE will be an integral part of formative, internal assessments as well as University Examinations. Each broad speciality therefore needs to build OSCE stations for the competencies covering knowledge, psychomotor and affective domain with response, procedure and communication stations.

The implementation of these guidelines warrants training of faculty for capacity building. A half day Hands-on workshop was designed to answer this perceived need of faculty training to enable creating OSCE stations for undergraduate competencies. The workshop accommodated 19 participants including 4 faculty members from the department of pediatrics, 2 faculty members from the departments of Medicine, Surgery, OBGyn, Orthopedics, Community medicine, Biochemistry and 1 faculty from the departments of Anatomy, Ophthalmology and Anaesthesia.

The workshop started with an interactive session on OSCE, where limitations of conventional assessment of clinical skills and need for OSCE were discussed. Participants were enlightened about the conduct of OSCE, the role of teacher, advantages and disadvantages of this tool. The importance of validation was stressed.

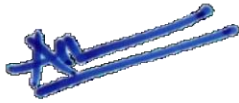
This was followed by discussion on the differences between the checklists for teaching and assessment. Directions for designing OSCE checklists were explained. The focus of the first activity was to create OSCE checklist with scoring for a skill belonging to the following categories– knowledge, procedure, examination, communication, AETCOM. The faculty facilitated and gave feedback. The importance of selection of a particular aspect of the skill for assessment was highlighted.

The focus of the next activity was designing OSCE station. An OSCE station template was shared with the participants in which they had to fill the details with respect to topic, objective, type of station, domain assessed, resources and instructions to students. The need to arrange standardized patients for skills to be demonstrated on human volunteers was highlighted. Feedback and suggestions were given on all the components. The participants checked

The last activity involved conduct of OSCE for interns as the examinees. The stations were arranged ensuring the required consumables, equipment, checklists, instruction paper for students and human volunteers. The students had to complete the task given in five minutes. They were scored by the teacher using the checklist as well as global scoring guide.

The program concluded with a debriefing session when the participants reflected on what went well and challenges faced while conducting OSCE. Doubts were cleared, opinions were sought from other participants and suggestions were given. The participants themselves thought of solutions for the problems faced while conducting OSCE.

The participants were asked to submit one OSCE station for the selected skill after validation by the department. Feedback was collected from the participants with questions designed to assess the perceptions about the effectiveness of the training conducted. All the participants felt that objectives of the workshop were achieved, felt confident of designing OSCE stations for UG skills, found the allotted time and pace appropriate. All felt that hand-on activity provided adequate practice and agreed that the resources and infrastructure were appropriate. Participants suggested sensitizing all the faculty would be beneficial.



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