



# STUDENT SATISFACTION IN OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) AT NURSING STUDENTS IN PONDICHERRY

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## ABSTRACT

**BACKGROUND:** OSCE is a form of performance-based testing used to measure nursing student's clinical performance and skills competency. This evaluation process is important in nursing education programs. Due to various contributing factors, nursing students have surplus stress, fear, anxiety, confusion and discontent regarding the OSCE method of evaluation. **METHOD:** Using the Johns Hopkins EBP model, evidence synthesis related to practices for reducing difficulty of OSCE evaluation shows educating nursing students prior to OSCE evaluation to be effective in reducing stress, anxiety, difficulties and same was planned for the study. A Quasi-experimental design among 60 nursing students with 30 as experimental group and 30 in control group. Implementation of the OSCE Education/pre teaching of checklist was carried out for the sample in experimental group. Education was evaluated using OSCE satisfaction questionnaire with reliability score of 0.85. **PURPOSE:** To improve the satisfaction and reducing stress, anxiety regarding Objective Structured Clinical Examination (OSCE) method of evaluation among nursing students. **RESULTS:** The study result shows that the mean score of the experimental group (26.67) post intervention were higher than the control group (15.40). The calculated paired 't' test value of  $t=8.902$  was found to be statistically significant at  $p<0.05$  level of significance. **CONCLUSION:** This result shows that if informed practice is followed, confusion is reduced and satisfaction is improved. Hence, the best practice to reduce the stress, anxiety and improve the satisfaction by OSCE method as evaluation is pre informed OSCE education of nursing students.

## BACKGROUND

- The evaluation process is important in assessing students' abilities in nursing education programs.
- The assessment method of clinical trial evaluation is divided into interviews, written tests, observations and the implementation of OSCE.
- Nursing faculty shortages, high workload demand, insufficient funds, lack of qualified simulation facilitators, lack of staff preparedness, poor planning etc. delay the usage of simulation throughout nursing curricula.

## PROBLEM IDENTIFIED

- Five components have a role in implementing OSCE, including examiners, simulated patient standards, facilities, infrastructure, OSCE process design and OSCE regulatory standards.
- The satisfaction of examiners or students with the OSCE method can be seen through the achievement of the needs and expectations of the examiners or students towards implementing OSCE.
- According to Aravind, 2005, satisfaction is a condition where students' expectations, needs, and desires are met. Therefore, a service will be considered satisfactory if it can meet the expectations and needs of students.

## PRACTICE QUESTION

- P - Nurse Educators
- I - Aided study
- 3.C - No Comparison Group
- O -Co-ordinating and Readiness to Implementation of aided study
- T - After aided study
- Impact of aided study on level of satisfaction to implement mentor-based education among Nurse Educators

## APPRAISAL OF EVIDENCE

- The Researcher conducted a comprehensive search of online research databases for articles regarding Mentor Mentee training to build confidence and readiness of Educators to implement SBE.
- Evidence shown that simulation implementation requires educators to be technologically savvy and possess the know-how.
- Evaluating mentor mentee-based education on OSCE empowers students is helpful for institutions initiating mentor mentee to achieve successful student outcomes.

## METHOD

- Using the Johns Hopkins EBP Model strategy, mentor mentee-based education was provided to 36 nursing students for the period of three consecutive days.

- All the participants were sensitized first regarding mentor mentee-based education, its importance and advantages.
- All teachers and students of the institution were invited to participate in mentoring through wide informational disclosure. The teachers who accepted the invitation received training on the concepts, mentoring material at the institution, training material.
- After the mentor mentee-based education Training the level of satisfaction was assessed with the help of Researchers used an instrument in the form of a questionnaire containing six aspects of student satisfaction with 13 questions.
- The measurement scale used for the question is 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Satisfied, 4 = Enough, Pass and 5 = Very Satisfied. The study results were analyzed using descriptive statistical tests describing and presenting data in descriptive form.

## OUTCOMES

- Mean age of the participants was 21.58 years.



GROUP	PRE TEST	POST TEST
A+	8	4
A	38	34
B	4	15
C	14	3

- Positive correlation between level of satisfaction and OSCE performance ( $r=0.967$ ).
- Variable Age and year of study shows significant association with level of satisfaction.

## CONCLUSION

- OSCE became mandatory as INC included in Nursing Curriculum. Hence all nursing students need to be trained.
- The above result highlights that aided study provides satisfaction to the nursing students by improving their knowledge and skill.
- Satisfaction helps to take decisions and motivates for readiness to implement Mentor Mentee Based Education.
- Mentor mentee Based Training helped the Nursing students to practice/ Implement OSCE easily.

## PRACTICE CHANGES

- Mentor mentee Based Education implemented in our Institution.
- Trained Faculty are also practicing Mentor mentee Based Education in other Institutions.
- Simulation Lab arranged in our Institution, New Mannequins purchased.
- Recommendation
- Training programs and refresher courses should be organized by stakeholders on how to use modern technologies.
- Study needed among teachers on satisfaction towards OSCE.

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