

Perception of Faculty and Students on OSCE as innovative assessment method in Homoeopathic undergraduates.

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INTRODUCTION

Current clinical assessment does not assess broad range of clinical skills.

Medical undergraduate needs skill and desirable behavior to perform the required task. ⁽¹⁾

OSCE aims to evaluate clinical competencies in a wide range of learning outcomes in a structured manner. ⁽²⁾

AIM-To introduce OSCE as an assessment method to final year Homoeopathic Undergraduate students.

OBJECTIVES

- 1.To train faculty on OSCE as an assessment method.
- 2.To sensitize final year students on OSCE.
- 3.To assess the perception of faculty on OSCE.
- 4.To assess the perception of students on OSCE.

METHODOLOGY

Study design: Prospective, non-randomized, pilot study.

Setting: Department of Homoeopathic Materia Medica

Study period: July 2022 to January 2023

Sampling: Purposive non-randomised.

Sample size: Students-20, faculty -16

Take Home Message

OSCE is innovative Method for clinical assessment for UG B.H.M.S students.

METHODOLOGY

Feedback from faculty and students.

Developing questionnaire and Validation.

Introduction of OSCE to final year students

Conducting FDP with Pre and Post test

Developing, Validation of 10 OSCE stations.

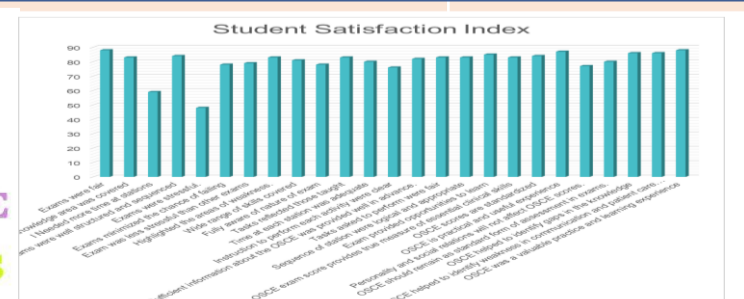
RESULTS

Fig 2-Satisfaction Index of faculty.

S.No	Faculty Feedback Statements	Satisfaction Index
1	OSCE is an appropriate way to evaluate clinical skills of students.	93.75
2	OSCE covers wide range of skills and techniques .	88.75
3	OSCE specifies students weak and strong points	90
4	Providing feedback about students' weak and strong points at the end of OSCE results in improvement of their practical knowledge.	93.75
5	The examination differentiates skilled and unskilled students.	83.75
6	OSCE contained an appropriate number of station.	88.75
7	The stations were well prepared for each activity.	92.5
8	OSCE offered more learning opportunities than regular exams .	85
9	OSCE scores are standardised.	86.25
10	OSCE is more structured than conventional exams.	86.25
11	OSCE as an assessment tool has improved my teaching skills .	90
12	OSCE should remain as a form of assessment.	83.75

CONCLUSION

PATIENTCARE
SKILLS
STRUCTURED
STANDARDISED
PRACTICAL
LEARNINGEXPERIENCE
FAIR APPROPRIATE
IDENTIFIESGAPS



High satisfaction index in students and faculty

Structured than conventional exams.

Covers a wide range of skills.

Accepted as a form of assessment

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