

**ASSESS THE EFFECTIVENESS OF OBJECTIVE STRUCTURED CLINICAL EXAMINATION VERSUS TRADITIONAL CLINICAL EXAMINATION ON ANTENATAL ASSESSMENT AMONG NURSING STUDENTS AT SELECTED NURSING COLLEGE, ANANTHAPURAMU, ANDHRA PRADESH.**

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**Abstract**

**Background:** Preparation of healthcare students for clinical practice experiences has long been an important yet challenging area of nursing education programmes. A range of teaching and assessment strategies have been used to assist with this aspect of curricula. Steady increase in number of students enrolled nursing faculties might increase the chances of malpractice that compromise patient's conditions, In addition to limited resources from clinical sites that might hinder the opportunity of student to practice on patients.

**Aim:** To assess the effectiveness of objective structured clinical examination versus traditional clinical examination on antenatal assessment among Nursing Students.

**Objectives:** (i) To assess the scores of antenatal assessment by objective structured clinical examination and by traditional clinical examination among nursing students before and after intervention. (ii) To assess the effectiveness of objective structured clinical examination versus traditional clinical examination on antenatal assessment (after intervention) among nursing students. (iii) To associate the scores of antenatal assessment by objective structured clinical examination among nursing students with their selected demographic variables. (iv) To associate the scores of student satisfaction on objective structured clinical examination among nursing students with their selected demographic variables.

**Methodology:** A quasi experimental design with one group pre and posttest with repeated measures. The samples were selected by Probability simple random sampling technique through lottery method.

**Results:** Regarding the antenatal assessment score by traditional clinical evaluation, In pre-test, none of them had adequate skills or moderately adequate skills on antenatal assessment. But all of them, 30 (100%) had inadequate skills. In post test, 22(73%) had adequate skills and 8 (27%) had moderate skills on antenatal assessment. Antenatal assessment by OSCE method, In pre-test, none of them had adequate skills on antenatal assessment, 19 (63%) had moderate skills and 11(37%) had an inadequate skills. In post test, 25(83%) had adequate skills, 5(17%) had moderate skills on antenatal assessment and none of them had inadequate skills. The pretest mean score of antenatal assessment by traditional clinical evaluation was 22.9 with SD =3.73 and post test mean was 36.3 with SD=4.3, with the mean difference of 13.4. Hence there was a significant difference between pre-test and post-test score of antenatal assessment by traditional clinical examination before and after the intervention. The post test score of OSCE was higher than traditional clinical evaluation. Hence, research hypothesis ( $H_1$ ) was accepted. Regarding the satisfaction among students about OSCE, majority of samples 26 (87%) had good satisfaction, 4(13%) had moderate satisfaction and none of them had poor satisfaction.

**Conclusion:** the study concludes that the objective structured clinical examination was effective method to evaluate the skills of nursing students on antenatal assessment.



**Keywords:** *Objective Structured Clinical Examination, Effectiveness, Traditional Clinical Examination.*

## **Introduction**

**“Using the right method of evaluation plays a considerable role in getting the appropriate result and making the right judgment” – Anonymous.**

Clinical skills and practice play the main roles in training different groups; the success of trainees of these fields depends on what they memorize to some extent. Effective and accurate clinical evaluation should be of concern to all nursing faculties and clinical instructors. There is a reasonable expectation for evaluation to be objective, fair, specific, and documented. In addition, students need to know, very clearly delineated, the specific objectives by which they are being evaluated. One type of assessment which meets these criteria is a performance based assessment.<sup>1</sup>

An example of a performance-based assessment is the OSCE. OSCE has been widely and increasingly used since it was developed. The use of OSCEs in undergraduate examinations was pioneered by the Royal London and St. Bar- Tholomew’s Hospitals and now occurs in every London medical college. Many colleges across the UK have now adapted their examinations to include OSCE components.<sup>2</sup>

Studies have shown that it is an effective evaluation tool to assess practical skills. In many instances the OSCE process has been adapted to test trainees from different healthcare related disciplines. Also this method has attracted considerable attention because of high level of reliability, creditability and objectivity, content validity of the achieved skills, Fairness, creating motivation for learning, instructors and students satisfaction.<sup>3</sup>

## **Need for the Study**

Preparation of healthcare students for clinical practice experiences has long been an important yet challenging area of nursing education programmes. A range of teaching and assessment strategies have been used to assist with this aspect of curricula. Steady increase in number of students enrolled nursing faculties might increase the chances of malpractice that compromise patient’s conditions, In addition to limited resources from clinical sites that might hinder the opportunity of student to practice on patients.<sup>4</sup>

## **Statement of the Problem**

A study to assess the effectiveness of objective structured clinical examination (OSCE) versus traditional clinical examination on antenatal assessment among nursing students at selected Nursing college, Villupuram, Tamil Nadu.

## **Objectives of the Study**

1. To assess the scores of antenatal assessment by objective structured clinical examination and by traditional clinical examination among nursing students before and after intervention.
2. To associate the scores of antenatal assessment by objective structured clinical examination among nursing students with their selected demographic variables.
3. To associate the scores of student satisfaction on objective structured clinical examination among nursing students with their selected demographic variables.

## **Research Hypothesis**

H<sub>1</sub>: There will be significant difference in the post test scores of antenatal assessment before and after objective structured clinical examination.

H<sub>2</sub>: There will be significant association between post test scores on antenatal assessment and their selected demographic variables.

H<sub>3</sub>: There will be a significant association between the scores of student satisfaction on objective structured clinical examination and their selected demographic variables.

## Methodology

**Research Approach:** Quantitative Research Approach.

**Research design:** Pre-experimental, one group pre test- post test design.

GROUP	PRE TEST		INTERVENTION		POST TEST	
One group	O <sub>1</sub>	O <sub>2</sub>	X <sub>1</sub>	X <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>

**Setting of the Study:** The study was carried out at Sri Sai college of Nursing, Ananthapuramu

**Population:**

**Target Population:** The target population of the study includes all the students who are studying III year B. Sc Nursing, Sri Sai college of Nursing, Ananthapuramu

**Accessible Population:** The accessible population of the study includes all the students who are studying III year B. Sc Nursing, Sri Sai college of Nursing, Ananthapuramu

**Sample:** The sample for this study included students studying III year B. Sc Nursing who fulfilled inclusion criteria in Sri Sai college of Nursing, Ananthapuramu

**Sample Size:** The sample size of this study consisted of 30 nursing students of III year B. Sc (N)

**Sampling Technique:** Sampling technique adopted for this study was probability simple random sampling technique through lottery method.

## Development and Description of the Tool

**I. Section A: Assessment of demographic variables:** Demographic variable consists of age, sex, educational status of father, educational status of mother, occupation of father, occupation of mother, residence and academic performance in last year.

**II. Section B: OSCE Checklist for Antenatal assessment:** It consists of checklist for various procedures in various stations like calculating EDD, Name the instruments and writing its use in ANC and Antenatal abdominal palpation.

**III. Section C: Evaluation form for traditional clinical examination:** It consists of evaluation form to evaluate the students by traditional method.

**IV. Section D: Checklist for student satisfaction:** It consists of checklist to assess the effectiveness of objective structured clinical examination on antenatal assessment by student satisfaction.

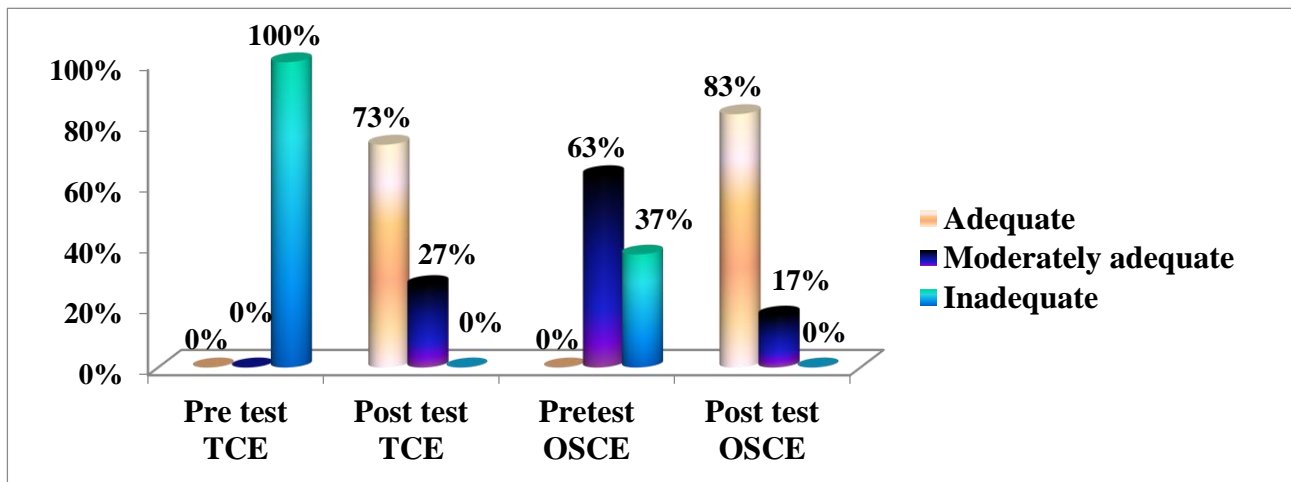
## Results and Discussion

**Table 1: Frequency and percentage distribution of comparison of pre-test and post-test scores of antenatal assessment among nursing students by traditional clinical examination and OSCE.**

(N=30)

Intervention		Adequate		Moderately Adequate		Inadequate	
		(f)	(%)	(f)	(%)	(f)	(%)
TCE	Pre-Test	-	-	-	-	30	100
	Post-Test	22	73	8	27	-	-
OSCE	Pre-Test	-	-	19	63	11	37
	Post-Test	25	83	5	17	-	-

Regarding the antenatal assessment score by traditional clinical evaluation, In pre-test, none of them had adequate skills or moderately adequate skills on antenatal assessment. But all of them, 30 (100%) had inadequate skills. In post test, 22(73%) had adequate skills and 8 (27%) had moderate skills on antenatal assessment. Antenatal assessment by OSCE method, In pre-test, none of them had adequate skills on antenatal assessment, 19 (63%) had moderate skills and 11(37%) had an inadequate skills. In post test, 25(83%) had adequate skills, 5(17%) had moderate skills on antenatal assessment and none of them had inadequate skills.



**Fig 2: Comparison of pre-test and post-test scores of antenatal assessment among nursing students by traditional clinical examination and OSCE.**

**Table-2: Effectiveness of objective structured clinical examination among nursing students.**

(N=30)

Level of satisfaction	Frequency	Percentage	Mean	SD
Good	26	87	12	18.7
Moderate	4	13		
Poor	-	-		

## Major Findings of the study

- Regarding the antenatal assessment score by traditional clinical evaluation, In pre-test, none of them had adequate skills or moderately adequate skills on antenatal assessment. But all of them,

30 (100%) had inadequate skills. In post test, 22(73%) had adequate skills and 8 (27%) had moderate skills on antenatal assessment.

- Antenatal assessment by OSCE method, In pre-test, none of them had adequate skills on antenatal assessment, 19 (63%) had moderate skills and 11(37%) had an inadequate skills. In post test, 25(83%) had adequate skills, 5(17%) had moderate skills on antenatal assessment and none of them had inadequate skills.
- The pretest mean score of antenatal assessment by traditional clinical evaluation was 22.9 with SD =3.73 and post test mean was 36.3 with SD=4.3, with the mean difference of 13.4. Hence there was a significant difference between pre-test and post-test score of antenatal assessment by traditional clinical examination before and after the intervention. The post test score of OSCE was higher than traditional clinical evaluation. Hence, research hypothesis ( $H_1$ ) was accepted.
- Regarding the satisfaction among students about OSCE, majority of samples 26 (87%) had good satisfaction, 4(13%) had moderate satisfaction and none of them had poor satisfaction.
- There was a significant association found between the scores of student satisfaction on objective structured clinical examination and their selected demographic variables. And there was no association found between the scores of student satisfaction with the demographic variables such as age, sex, Educational status of the father, Educational status of the mother, occupation of the father, occupation of the mother, residence and academic performance in last year.

## Conclusion

The findings of the study showed that the majority of samples, 26 (87%) had good satisfaction, 4(13%) had moderate satisfaction and none of them had poor satisfaction on OSCE method of evaluation. Hence it can be concluded that the objective structured clinical examination (OSCE) is the effective method in assessing the skills of antenatal assessment among nursing students. And the calculated Paired "t" value is 27.11, which is significant at  $P < 0.05$  level. This indicated that intervention on objective structured clinical examination (OSCE) was effective in improving the skills of antenatal assessment among nursing students.

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