



LEARNING EXPERIENCE WITH OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

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OSCE- Objective Structured Clinical Examination is versatile multipurpose evaluative tool that helps to assess competency, based on objective testing through direct observation. It comprised of several stations in which students are expected to perform a various clinical tasks and attempt recall based questions or identifications within a specified time period. Each station has 2-3 questions/ task to perform.

In OSCE, skills like problem solving, radiograph interpretation, communication skills, decision making, patient management abilities, etc. are assessed. In other methods of examinations these skills are not completely evaluated and has limitation of assessing theory rather than simulating practical performance. And so in our Institute this innovative technique, 'OSCE' was conducted by all majority of subjects during the clinical posting days. . It is an opportunity to have constructive discussions of our strengths and weakness in clinical encounters.

Due to the clinical scenarios presented, students try to reproduce and recall the theoretical knowledge and are able to correlate clinical scenarios and theoretical concepts. There is no bias, as at the same time all students were evaluated under

same clinical situations and marking was done on basis of documented answer sheets submitted and not by teacher student interaction .In contrast to viva voce examination, due to the personality difference of students, their performance may be affected in front of Examination authority. But students feel confident in OSCE as they don't have to face one to one viva here . Limitation of OSCE is that the complete syllabus evaluation is not possible . Students face time bound pressure as only few minutes per station are given and so there may not be able to answer/ perform the task given completely. We try to correlate the theoretical knowledge with clinical scenario but actual correlation may not possible sometimes as the patients in OSCE are simulated patients. Most important drawback of OSCE is, it does not help for preparation of summative examinations. The OSCE style of clinical assessment, is definitely advantageous in terms of objectivity, uniformity and versatility of clinical scenario that are assessed, is better than traditional styles of assessments. It allows evaluation of clinical knowledge of students within a short period ,over a broad range of skills and issues. We feel encouraged and motivated for preparation of the subjects through such innovative evaluation method.