

Is OSCE a better evaluation tool in history taking skill? A study conducted on II MBBS students at KAMSRC

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Abstract

Introduction: Generally assessment of History taking is done by traditional method which is not observable and measurable. The present study focuses on OSCE that can be used as a tool to assess students for history taking skills.

Objectives: To assess the knowledge by traditional method in study population, to analyse the effectiveness of OSCE, to know the perception of the study group about the evaluation methods.

Materials & Methods: A total of 84 students participated in the OSCE. 26 students (30.9%) performed average, 32 students (38%) performed good and 14 students (16.7%) performed excellently. Performance of 12 (14.2%) students was poor. Evaluation with OSCE was better in comparison to traditional method. This is statistically significant (Chi square 8.754, df=3, 'p' value=0.03)

Results: A feedback form was given to students who have attended both the evaluations. The feedback was quantified. 78 students gave valid feedback. 91% of them felt that OSCE is a better evaluation tool than traditional method, 6% felt that both the types of evaluation are equally good and 3% of students felt traditional method is better over OSCE.

Conclusion: To conclude OSCE is the better tool to improve the skills of the students about particular topic and it is a scientific method to evaluate their skills by the examiners.

Keywords: Objective Structured Clinical Examination(OSCE), feedback, History eliciting skills.

Introduction

History taking is an art and mastery of the art forms the key for clinical diagnosis. Taking history confidently in a chronological order will enhance the patient doctor relationship, which requires practice as well as knowledge of possible differential diagnoses. Eliciting proper history is an important skill which helps the students to become good practitioners. Leading questions or target questions help in ruling out the differential diagnosis and ensure provisional diagnosis or clinical diagnosis basing on history vague and improper history taken by the students leads to difficulties and sometimes makes diagnosis impossible. Generally assessment of History taking is done by traditional method which is not observable and measurable. OSCE can be used as a tool to assess students for history taking skills.

Objectives

- 1) To assess the knowledge by traditional method in study population.
- 2) To analyze the effectiveness of OSCE.
- 3) To know the perception of the study group about the evaluation methods.

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Materials and methods

A batch of 108 second MBBS students were chosen for conducting this study. The study was conducted at Kamineni Academy of Medical sciences & Research Center, Hyderabad during their posting in general surgical ward. The students were given standardized patients. Evaluation was done by traditional method and OSCE. Feedback was taken from the students and faculty.

The study was conducted after obtaining institutional ethical committee clearance. Oral consent was taken from the students.

Traditional method of history taking and evaluation involved bed side patients with different cases with different findings. Students elicited history from the patients by asking different questions and they submitted their presentations in written form to the evaluators. Student's knowledge was graded into poor, average, good and excellent in traditional way by evaluators.

The same group of students was subjected to OSCE after sensitizing them with OSCE methodology.

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Formatted, structured questions were prepared for each station by the faculty. Twelve stations were identified including rest stations and kept with classical surgical

OPD cases. OSCE was evaluated by pre validated proforma. This includes 10 points in history taking. Based on their consolidated score segregated their knowledge into poor, average, good and excellent.

Table 1: Knowledge assessment sheet by OSCE

S.No	Skill Steps	Candidates number									
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1.	Introduction by the student to the patient										
2.	Patient privacy taken care or not										
3.	Details of the patient: name, age and sex										
4.	Occupation, Address										
5.	Chief complaints										
6.	History of present illness										
7.	Pressure effects										
8.	Past history										
9.	Personal history										
10.	Family history										
	Total										

Results:

A total of 108 students participated in the Traditional method of evaluation. 40 students (37.1%) performed average, 28 students (26%) performed good and 10 students (9.2%) performed excellently. Performance of 30(27.7%) students was poor.

Figure No.1

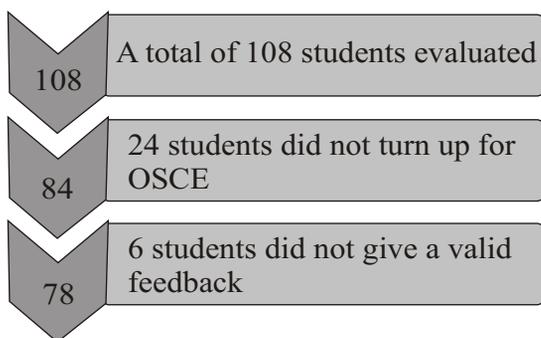
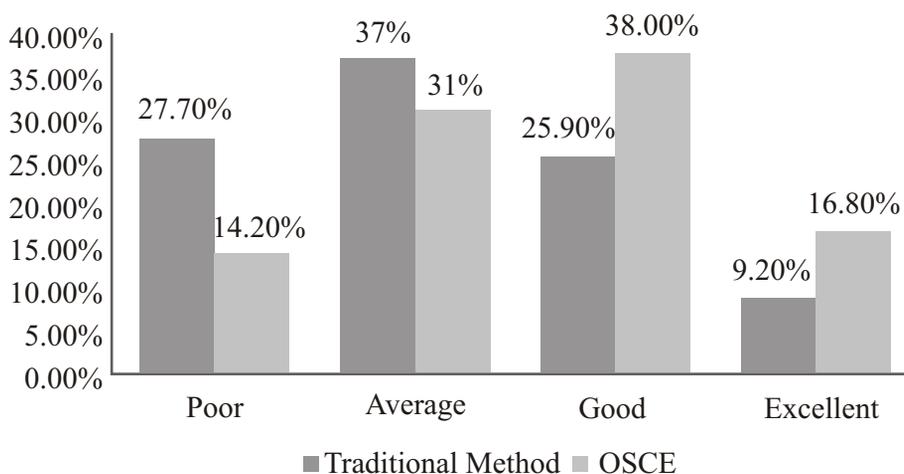


Table No-2: Assessment of Knowledge by traditional and OSCE method in study population

	Traditional		OSCE	
	Frequency	Percentage	Frequency	Percentage
Poor	30	27.7	12	14.2
Average	40	37	26	30.9
Good	28	25.9	32	38
Excellent	10	9.2	14	16.7
Total	108	100	84	100

Figure No-2: Comparison of Performance by Traditional and OSCE methods.



A total of 84 students/Study group participated in the OSCE. 26 students (30.9%) performed average, 32 students (38%) performed good and 14 students (16.7%) performed excellently. Performance of 12(14.2%) students was poor.

Evaluation with OSCE was better in comparison to Traditional method. This is statistically significant. (Chi square 8.754, df=3, p value= 0.03)

Discussion:

A feedback form was given to students who have attended both the evaluations. The feedback was quantified. 78 students gave valid feedback. 91% of

Them felt that OSCE is a better evaluation tool than Traditional method, 6% felt that both the types of evaluation are equally good and 3% of students felt traditional method is better over OSCE.

Conclusion:

To conclude OSCE is the better tool to improve the skills of the students about particular topic and it is a scientific method to evaluate their skills by the examiners. OSCE can be implemented for formative and summative assessment as it is a valid, reliable and objective based evaluation.

Table-3: Feedback Form
Put tick (/) in appropriate box

Sl. No.	Questions	Traditional	OSCE
1	Are you comfortable with the examination?		
2	Are you comfortable with the examiners?		
3	Was the think allotted method sufficient to complete the examination?		
4	Do you think this method will help you better to know your strengths and weakness?		
5	Do you think this method will help in enhancing your knowledge?		
6	Do you think uniformity achieved during assessment		

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