

Introduction and Background

Assessment

- Action of assessing someone or something
- Drives learning
- Two main types – Formative and Summative
- No ideal single test that can adequately assess all aspects of clinical competence.

Objective Structured Clinical Examination

- Assessment tools: Evolved from the traditional clinical examination (TCE) to Objective Structured Clinical Examination, (OSCE) and even more recently, work-based placed assessments (WBPA).
- OSCE operates at the level of “Shows How” on the Miller’s pyramid (Miller, 1990) (Figure 1).
- A high-stakes “gold” standard assessment of clinical competence for health professionals which has not been as widely adopted in LEDCs.
- The benefits of the OSCE are not in doubt however it presents several challenges and its implementation particularly tricky in LEDCs due to its late start and relative inexperience.

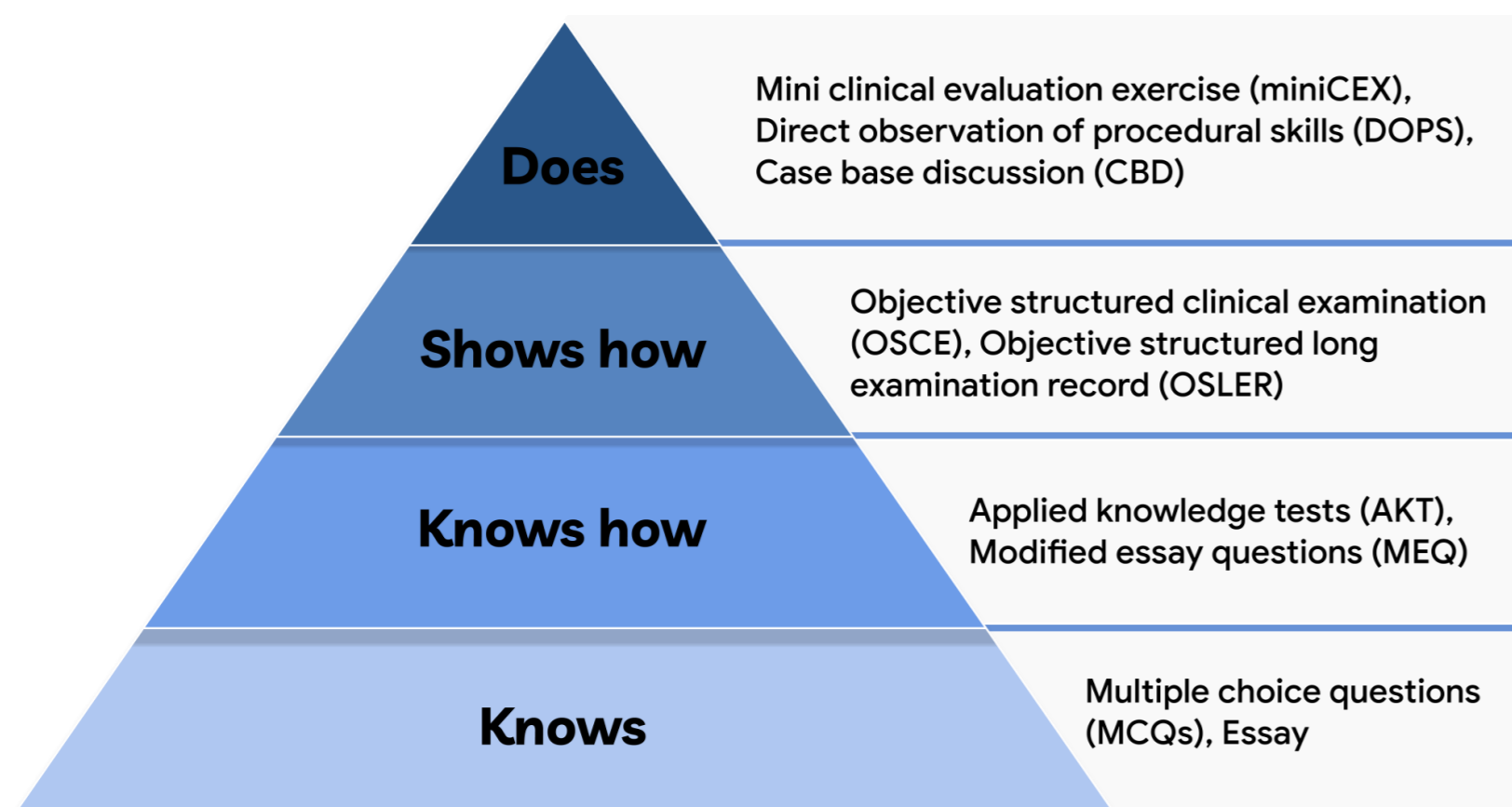


Figure 1. Miller's Pyramid: a framework for assessing clinical competence

Justification

- OSCE was introduced to medical students at University of Port Harcourt in 2015 and to post graduate trainees at West African College of Surgeons in 2017
- Since the introduction, there has been no documented evaluation to refine its processes. This is the first.
- Provide valuable evidence to guide improvements in the OSCE thus making it more effective and adaptive to our situation
- Contribute to the limited literature on students' and examiners' perceptions of OSCE in West Africa using phenomenology



Medical Students OSCE: December, 2023

References

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- Braun V. & Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77 – 101.
- Kalu, M. E. (2019). Using Emphasis- Purposeful Sampling- Phenomenon of Interest – Context (EPPIC) Framework to Reflect on Two Qualitative Research Designs and Questions: A Reflective Process. *The Qualitative Report*, 24(10), 2525 – 2535
- Miller, G.E. (1990). The Assessment of Clinical Skills / Competence / Performance. *Academic Medicine*, 65(9), S63 – S67.

Aim and Research Questions

Developed research questions from my Aim and Objectives using the **E**mphasis- **P**urposeful sampling- **P**henomenon of **i**nterest – **C**ontext (EPPIC) framework (Kalu, 2019).

Research Questions

1. In what ways do OBGYN medical students, postgraduate trainees and examiners understand and describe their experiences of the OSCE as conducted in UNIPORT and WACS.
2. What are the factors that affect the implementation of the OSCE?
3. How do medical students, postgraduate trainees and examiners perceive the OSCE exam versus the Traditional Clinical Examinations (TCE)?

Methodology

- Constructivist stance
- Descriptive (Hermeneutic) Phenomenological approach
- Semi-structured IDIs with year 5 medical students (4), postgraduate trainees (5) and examiners (8)
- One FGD each with medical students (5), postgraduate trainees (5) and examiners (6)
- Inductive thematic analysis and descriptive phenomenological analysis (Braun & Clarke, 2006; Ataro, 2020).
- Ethical considerations

Data Analysis

Inductive thematic analysis

1. Data familiarisation.
2. Initial code generation
3. Search for themes
4. Review themes
5. Define and name themes
6. Report writing

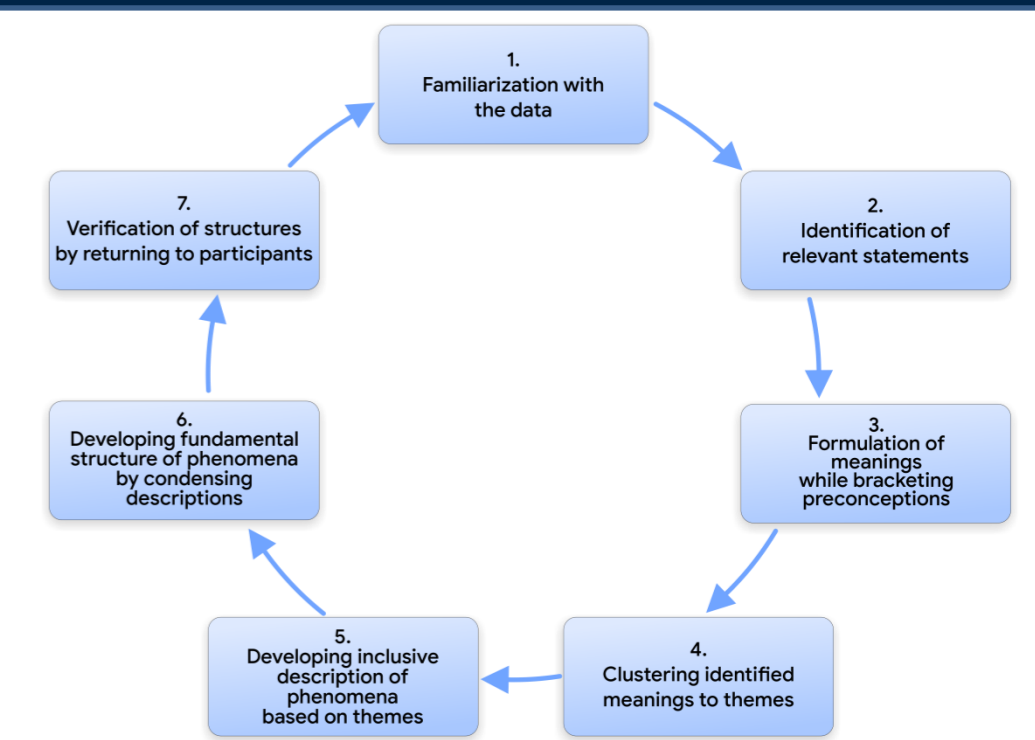


Figure 2. Collazzi's seven steps descriptive phenomenological analysis

Provisional Results

Theme: Challenges with organization

Sub-theme: Faulty equipment

“We were to couple the MVA. Apparently, the fellow before me spoil it. So, when I got there, I coupled it. I pulled, pulled it did not work. I asked the examiner for help, he was laughing.”
(FGS2)

“..some of the instruments that we use, when you get to the exam hall, you notice that they are not even functioning, probably one person has used it and didn't do it well and there should be spares ...”
(FGR3)

Sub theme: Unconducive exam setting

“In the ... hospital, sometimes you go and they don't have power... when the place is a bit dark, I tend not to see properly... so, I couldn't see the partograph... because there was poor lighting. So, before I could even understand anything, I heard the bell.”
(FGS1)

“So, the exam halls were not air conditioned so by the time you run from one to the other with the anxiety, you begin to sweat. As you are answering question, sweat is just dripping everywhere.”
(FGR2)