



A Study To Assess The Effectiveness Of Structured Evaluation Program On Knowledge Regarding OSPE (Objective Structured Practical Examination) Among B.Sc. Nursing III Semester Students In Selected Nursing Colleges At Lucknow, UP.

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ABSTRACT

Introduction: The OSPE is an approach of clinical competence in which the components of competencies are assisting in a plan or structured way with attention being paid to the objectivity of the examination. It is the method of assessment where a student's competence is tested objectively rather than subjectively and the areas tested are carefully planned by examiners. The Objective Structured Practical Examination (OSPE) is a crucial assessment method in nursing education designed to evaluate students' clinical skills and competencies in a structured and objective manner. However, the knowledge of nursing students regarding OSPE often remains limited due to insufficient exposure and training. **Objectives:** 1. To evaluate the effectiveness of Structured Evaluation Program on knowledge regarding OSPE among B.Sc. Nursing III Semester Students. 2. To find the association between level of knowledge scores (Pre-test) regarding OSPE with their selected demographic variables. **Materials and Methods:** A pre-experimental one-group pre-test and post-test design was used for the study. A total of 50 B.Sc. Nursing III semester students were selected by using convenient sampling technique. A structured educational program on OSPE was implemented, and students' knowledge levels were assessed before and after the program using a standardized knowledge questionnaire. This study was conducted in B.Sc. Nursing III Semester students at Bora Institute of Allied Health Sciences, Lucknow. **Results:** There was a significant improvement in the students' knowledge regarding OSPE following the structured evaluation program. This was evidenced by the increase in post-test scores compared to pre-test scores, with a mean difference of 6.06, as confirmed by the paired samples t-test ($t = 12.71, p < 0.001$). This indicates that the structured evaluation program effectively enhanced the students' understanding of OSPE. **Conclusion:** The structured evaluation program was effective in enhancing students' knowledge regarding OSPE. Gender differences in knowledge improvement suggest the need for gender-sensitive educational interventions to ensure equitable learning outcomes. The study highlights the importance of integrating structured evaluation programs into nursing curricula to address knowledge gaps in key assessment methods and enhance students' preparedness for clinical practice. Future research should focus on exploring the long-

term impact of such educational interventions and the underlying factors contributing to gender disparities in nursing education.

Keywords: OSPE, Effectiveness, Structured Evaluation Programme, Nursing College.

INTRODUCTION:

Background of the Study: Examinations are the vital and integral part of nursing field. The clinical performance is assessed by conducting a practical examination by using rating scales and observational checklist. Learning is still data being driven by the anticipation of assessment in the recent times medical education is undergoing extensive revision and the faculty is being trained in a variety of methods of assessment including many methodologies. Medical education has always had challenges with respect to assessment method subjectively and inters examiner variation and bias has been the high light of most examinations. There have been attempts to improve and increase the objectivity of written examination by the introduction of structured easy question and multiple choices question. These have however been a lack of objectivity during the practical examination. Assessment of students should be on student variability in the skill being tested. Objective structured practical examination [OSPE] is a new pattern of practical examination. In OSPE each component of clinical competence is tested uniformly and objectively for all the students who are taking up a practical examination at a given place. Incorporation of OSPE comprehensively asses the examiner for their cognitive, psychomotor and affective learning abilities. OSPE is a modification of OSCE for evaluating practical skills in the pre and Para clinical subjects. It has been felt that the traditional examination leads to overlooking of demonstration of individual competencies and the scoring system measures only the global performance of the examiners.

NEED FOR THE STUDY:

Studies have been shown that OSPE has been found to be the objective valid and reliable tool for assessment which also eliminates examiner fear. OSPE examination consists of requisite number of stations. Each station is designed to test a component of experimental competencies at procedure station; students are given tasks to perform on sample and instrument only. At all such stations there are observers with agreed back lists to mark the student's performance. At other stations called 'Response stations' students write the answers of the objective type question or interpret data or records their findings of the previous procedure stations.

STATEMENT OF THE PROBLEM

A Study to assess the effectiveness of Structured Evaluation Program on knowledge regarding OSPE among B.Sc. Nursing III Semester Students in selected Nursing colleges at Lucknow, UP.

OBJECTIVES OF THE STUDY

1. To evaluate the effectiveness of Structured Evaluation Program on knowledge regarding OSPE among B.Sc. Nursing III Semester Students.
2. To find the association between level of knowledge scores (Pre-test) regarding OSPE with their selected demographic variables.

RESEARCH METHODOLOGY

Research Approach:

A quantitative approach was adopted to determine the research study.

Research Design:

A Pre-experimental one-group pre-test and post-test design was used for the study.

Setting of the Study:

The setting of the study is Bora Institute of Allied Health Sciences, Lucknow.

Target Population:

The target population for this present study includes the B.Sc. Nursing students.

Accessible Population:

The accessible population for the present study includes B.Sc. Nursing III Semester students studying in Bora Institute of Allied Health Sciences, Lucknow.

Sample Size:

The sample size of the present study is 50 B.Sc. Nursing III Semester students.

Sampling Technique:

Non probability convenience sampling technique was adopted for this study.

Inclusion criteria:

B.Sc. Nursing III Semester Students who are;

- Available at the time of data collection.
- Willing to participate in the study
- Studying in Bora Institute of Allied Health Sciences, Lucknow.

Exclusion criteria:

B.Sc. Nursing III Semester Students who are;

- Who are sick or on leave

Variables of the Study:

Demographic variables: Demographic variables like age, gender, educational qualification, and language.

Independent variables: Structured Evaluation Programme regarding Objectives Structured Practical Examination (OSPE).

Dependent variables: Knowledge of B.Sc. Nursing III Semester Students.

Description of the Tool:

Part-A: Demographic variables include age, gender and educational qualification.

Part-B: Structured questionnaire on knowledge on Objectives Structured Practical Examination (OSPE).

DATA ANALYSIS

Knowledge of students regarding OSPE before and after the structured educational program:

A paired samples t-test was conducted to compare the knowledge of students regarding OSPE before and after the structured educational program.

| Observation | N | Mean | Standard Deviation | t value | p value |
|-------------|----|-------|--------------------|---------|---------|
| Pre-test | 50 | 8.90 | 2.341 | 12.71 | 0.000 |
| Post-test | 50 | 14.96 | 2.515 | | |

The t-test results indicate a significant improvement in post-test scores compared to pre-test scores, with a mean difference of 6.06 ($t = 12.71$, $p < 0.001$). This indicates that the structured educational program was effective in increasing the students' knowledge regarding OSPE.

MAJOR FINDINGS OF THE STUDY

The data analysis presented several key findings related to the knowledge of B.Sc. Nursing III semester students regarding OSPE and the impact of the structured educational program. These findings are summarized as follows:

1. Effectiveness of the Structured Evaluation Program: There was a significant improvement in the students' knowledge regarding OSPE following the structured evaluation program. This was evidenced by the increase in post-test scores compared to pre-test scores, with a mean difference of 6.06, as confirmed by the paired samples t-test ($t = 12.71$, $p < 0.001$). This indicates that the structured evaluation program effectively enhanced the students' understanding of OSPE.

2. Significant Association between Gender and Knowledge Scores: The chi square test results revealed a significant association between gender and posttest knowledge scores ($\chi^2 = 18.980$, $p = 0.041$). Female students demonstrated better post-test knowledge scores than their male counterparts, with more females scoring in the "good" range (16-20) compared to males.

LIMITATIONS OF THE STUDY

While the findings of this study provide valuable insights into the effectiveness of a structured educational program on knowledge regarding OSPE, there are some limitations that should be acknowledged.

1. The study was conducted with a relatively small sample size ($n=50$), which may limit the generalizability of the findings. Future research could include a larger sample to validate the results and explore the impact of demographic variables in greater detail.
2. The study was conducted at a single institution (B.I.A.H.S. Lucknow), which may limit the applicability of the findings to other educational settings. Future studies could be conducted across multiple institutions to provide a more comprehensive understanding of the effectiveness.

RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the findings of this study, several recommendations for future research can be made:

1. Further research is needed to explore the factors contributing to gender differences in knowledge acquisition and performance in nursing education. This could include qualitative studies to gain a deeper understanding of the experiences and challenges faced by male and female students in nursing programs.
2. While this study demonstrated the immediate effectiveness of the structured educational program, future research could investigate the long-term impact of such interventions on students' performance in clinical settings and practical examinations.

CONCLUSION:

The structured evaluation program was effective in enhancing students' knowledge regarding OSPE. Gender differences in knowledge improvement suggest the need for gender-sensitive educational interventions to ensure equitable learning outcomes. The study highlights the importance of integrating structured evaluation programs into nursing curricula to address knowledge gaps in key assessment methods and enhance students' preparedness for clinical practice. Future research should focus on exploring the long-term impact of such educational interventions and the underlying factors contributing to gender disparities in nursing education. Hence, more effort must be taken to motivate the students to develop the positive attitude towards learning and to improve their knowledge level regarding OSPE.

CONFLICTS OF INTEREST:

There are no conflicts of Interest.

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