Medical Education

Assessing the perception of students, staff and house officers (as role player) regarding using OSCE exams as a tool of assessment and learning at the faculty of medicine, Suez Canal University, Egypt

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Background: Several Methods of assessment of performance are used in medical education. The Objective Structured Clinical Examination (OSCE) was developed to reduce bias in the assessment of clinical competence where various aspects of clinical competence are evaluated in a comprehensive, consistent, and structured manner with close attention to the objectivity of the process.

Aim: Our aim was to explore and analyze the perception of students and staff towards the modifications that has been adopted in the OSCE as an assessment and learning tool in the clinical years at the Faculty of Medicine, Suez Canal University (FOM-SCU) as well as the perception of both the staff and house officers regarding the using house officers as role models in OSCE stations.

Design: This study is mixed quantitative and qualitative study (a descriptive cross-sectional).

Methods: The study population included a convenient sample from: undergraduate students (years 4, 5 and 6) at the FOM-SCU. Instrumentations: Two different questionnaires were used to explore the students’ and examiners’ perception towards the modifications of the OSCE; also semi-structured interviews with the house officers were conducted. Statistical analysis Data analysis was conducted using Statistical Package for the Social Sciences (SPSS®) version 22 software and IBM SPSS Amos™ version 20. Data were presented as mean ± standard deviation (SD) of each parameter. Testing the psychometric properties of the questionnaire through Exploratory Factor analysis (EFA) was performed. EFA using Principal component analysis (PCA) with varimax rotation was carried out to identify the different factors. The number of factors that was extracted and used was based on: Kaiser’s criterion, Scree test criterion and the cumulative percent of variance extracted. Thematic analysis was conducted to identify the initial themes and subthemes. Analysis was checked and confirmed by the supervisors of the study.

Results: 88% of the students agreed that OSCE is a useful tool of assessment and 83% of the students agreed that the OSCE was a valuable practical and learning experience. Regarding the staff, 80.4% of them voted that faculty members require specific training to achieve more valid and reliable Results when using OSCE as an assessment tool, also 76.5% of them agree that using OSCE reduce the bias in clinical evaluation. The majority of house officers recommended developing a pool of trained standardized patients to help in ensuring the fairness and reliability in OSCE exams.

Conclusion: From our study population point of view, OSCE is valid and reliable tool in assessing students’ clinical performance despite the challenges of comprehensive planning and training with collaborative work from all stakeholders involved in its organization and implementation.

Correlation between concept maps and clinical reasoning for final year Medical Students at the faculty of medicine - Suez Canal University

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Background/Introduction: There is a resounding resemblance between concept maps and illness scripts described in the knowledge structure theory of clinical reasoning. Despite the growing interest in concept mapping, few pieces of research have been done on its relationship with clinical reasoning.

Aim: To examine the relationship between 6th year students’ (n = 55) ability to construct concept maps and their clinical reasoning skills, also to improve the understanding of concept maps’ use in medical education in the Faculty of Medicine, Suez Canal University.

Design: Analytical cross-sectional study.

Methods: A workshop was conducted in 2017 to instruct 6th year students on how to develop a concept map for a specific domain in the pediatric discipline. Then these developed concept maps were scored according to the Kassab and Hussain scoring system using four raters. A second session was held where the same 6th year students were examined with a Script Concordance Test (SCT) in pediatrics. Correlation analysis between concept maps’ scores and SCT scores was done.

Results: The Results showed a mean and SD of 14.76 ± 2.79 for the total score in concept map assessment for 6th year students (n = 55). In clinical reasoning evaluation, 6th year students recorded a mean score of 37.2 % (11.16 ± 3.55). There was a statistically significant correlation between mean total concept map assessment scores across all raters and the total scores in SCT for those 6th year students with a correlation coefficient of 0.51 (p-value < 0.05).

Discussion/Conclusions: There is a significant correlation between the 6th year medical students’ ability for developing concept map and their clinical reasoning skills. This is considered as a starting point for the application of concept maps as an assessment tool for evaluating clinical reasoning skills in clinical disciplines in health professions education.

Topic: Concept mapping, correlation, clinical reasoning, Script Concordance Test.

Effectiveness of online teaching for development of resident beliefs and understandings: a study on breaking bad news to patients

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Purpose: Testing the efficiency of online teaching in improving resident beliefs and understandings and self perception regarding breaking bad news to patients.

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