1234

Usefulness of OSCE (Objective Structured Clinical Examination) for Occupational Therapy Education-Based on OSCE, Intramural Lesson and Clinical Training-

TAKAJI SUZUKI[2], HIROKAZU NISHIKATA[1], TSUNETO HURUTA[1], YAOKO KUROSAWA[1], TAKAMASA MIZUNO[1]
[1]*Bunkyo Gakuin University, Saitama Pref., Japan,* [2]*International University of Health and Welfare, Japan, Japan*

Purpose

This study aims to measure clinical skills using OSCE and clarify the relationship of the OSCE score (OSCE-S) with the results of the intramural lesson and the clinical training.

Methods

The methods adopted in this study are described below.

1. Thirty-eight third-grade OT students who had completed clinical training were used as subjects.

2. Three stations were established to evaluate three domains: mental disorder, physical disorder, and developmental disability.

3. Basic skills were adopted as a common evaluation items to the three domains, and the clinical skills of information collection, interview technique, and observation/ interpretation were adopted for each domain.

Analyses

For each subject's relationship between the OSCE-S and the scores of final examinations of the first-third grades and the relationship between the OSCE-S and the scores of clinical training (SOCT) , correlation and multiple regression analyses were performed, using the OSCE-S as the dependent variable. The scores of general knowledge, basic medicine, occupationology, assessment methodology, therapeutics, observation practice, and assessment practice were used as independent variables.

Results

The following results were obtained:

1. Correlation was observed between the OSCE-S and the scores of basic medicine, occupationology, assessment methodology, and therapeutics ($r = 0.22$-0.34).

2. Correlation was observed between the SOCT and the scores of basic skills (SOBS) ($r = 0.47$, $p < 0.05$), the OSCE-S ($r = 0.34$, $p < 0.05$), and the subtotal OSCE-S ($r = 0.34$, $p < 0.05$) at the observation/interpretation station.

3. Correlation was observed between the SOCT and the SOBS at all the stations ($r = 0.22$-0.75). Except the physical disorder domain, correlation was also observed between the OSCE-S and the SOCT and the total OSCE-S at the observation/interpretation station ($r = 0.32$-0.77).

4. In the multiple regression analyses, the effect of clinical training ($\beta = 0.40$, $p = 0.02$) on the total OSCE-S was observed ($r = 0.43$, $p > 0.05$).

Conclusion

This study suggested that OSCE could measure comprehensive clinical skills in both intramural lessons and clinical training. In the future, we will verify the usefulness of advanced OSCE to measure clinical skills.