



Introduction Of 'OSPE Assessment Tool' In The First Terminal Test Of Forensic Medicine And Toxicology Of 2nd Professional BHMS

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Abstract- OSPE model was not widely accepted by faculties but now is being applied for the **first time** in terminal test of FMT in various colleges. This study is aimed to assess its effect on **teaching assessment process** as a tool for improving learning. The study conducted during the first terminal test of FMT. Self-reporting is done from participating teachers as a feedback. Most of the participants (**80%**) rated it as an **innovative, convenient** and the **most practical**. OSPE model is adaptable and easy to administer and provides improvements in learning situations and input process. But is it not a brief model as a traditional practical examination.

Keywords: Objective structured practical examination, FMT, Assessment tool.

Abbreviations- LO- learning outcomes, CO- course outcomes, **OSPE-** objective structured practical examination.

1. **Introduction** - OSPE stands for Objective structured Practical Examination for evaluating practical skills in pre and para clinical subjects. It is a new pattern of practical examination. Since 2022, it is introduced in CBDC. OSPE was not widely accepted by faculties but now is being applied for the first time in terminal test of FMT in various colleges. It is considered to be medical education and **assessment tool**. The uniform objective test for all the students. It can be used for formative and summative evaluation. Numerous methods are available but this is adaptable to evaluate learning

outcomes of FMT course along with Miller's 'Knows How' domain and psychomotor domain of Bloom.

2. Literature Review

2.1 **Adaptability**- because of some deficiencies in routine examination like Variability, Ignorance of abilities, test of the product and not the process etc.

2.2 **Limitations**- It is not a job of single person. It requires extensive planning and preparation.

2.3 **Basic Rules**-

- Format remains the same for pre and para clinical subjects.
- Procedure-question-rest stations.
- **Same time for each student.** By rotating the students around a number of stations. !! Not SPOTTING!!
- Best tested using written formats
- Observer with checklist prepared in advance is required.
- All 3 domains should be assessed.
- Topic should be with objectives of professional skills.
- Assessment of competencies, LO, CO, skills is necessary.

2.4 **Characteristics v/s Advantages**

- **Uniformity**- same skills
- **Practical**- real life situations
- **Focused on** course outcomes
- **Objective**- minimises subjectivity (**checklist**)
- **Structured**- same task in the same time frame.

2.5 **Examples of an OSPE- TT 1 Practical (25 Marks) - Case scenario of COPD.** Skills to be assessed are Certificate and consent writing, awareness of duties, study of x-ray etc. e.g. CO No. 7. Develop skills in **medical documentation**. Mr. Ramanath is diagnosed as COPD due to city smoke exposure.

Station 1 – Prepare a Sickness certificate of above case. (10M)

Station 2- Rest station

Station 3 – Take informed consent for admission (5M)

Station 4 – Duties of MO about **city smoke poisoning**. (5M)

Station 5- Rest station

Station 6 – X-ray – identify age and its MLI in above case (5M)

2.6 **Blue Print and Resources. (To do list)**

Table No. 1 Blue Print

Tested Competencies	Certificate writing	Consent Writing	Duties in Poisoning	X-Ray study
Medico-legal Awareness	Sickness certificate	Informed	City Smoke	Age estimation

Table No. 2 Resources.

Stations	Description	Basic	Additional
Station 1	Certificate writing	Case Scenario	Question slip
Station 2	Consent	Case Scenario	Question slip
Station 3	Poison	Specimen	Table/Chair
Station 4	X- Ray	X Ray	Viewing Box

2.7 Sample Check list

Table No. 3 Checklist

Observation Points	Yes 0.5 M	No- 0M
Observe the article without touching		
Handle with care		
Restoration		

3. Methods-

3.1 Objectives

Aim- To study the effectiveness of OSPE in the subject of FMT to assess its effect on teaching assessment process as a tool for improving learning.

Objectives-

- To assess practical skills in a structured and objective manner.
- To assess minimal competencies in a uniform manner.
- To provide feedback on performance
- Reasoning and ability to perform under stress,

3.2 Study Design - A survey with feedback.

- **Setting-** Conducted in 1st Terminal Test of 2nd BHMS FMT.
- **Intervention-** 90 minutes practical examination.

3.3 Selection Criteria – FMT Teachers of 15 colleges participated.

3.4 Assessment Criteria – on the basis of feedback. Teachers were asked to give feedback on the basis of following criteria.

- Time required
- Pre-planning
- Effect on teaching process
- Evaluation

4. **Result and Discussion** – Out of 30 faculties of FMT from the various colleges shared feedback about first terminal test. 5(16.67%) teachers reported as a time consuming while 25 (83.33%) teachers finished exam in a proper time. All teachers accepted that pre planning is required for OSPE. According to 20 (66.67%) faculties, this is a better evaluation tool and 10 (33.33%) faculties rated as a poor evaluation tool. 80% (24) faculties are ready to make changes their teaching methodology. 13% denied to answer. And 2 (7%) faculties did not like this assessment tool.

5. **Conclusion** - (80%) rated it as an **innovative, convenient** and the **most practical**. OSPE model is adaptable and easy to administer and provides improvements in learning situations and input process. But is it not a brief model as a traditional practical examination

6. References

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