



**THE ANTI-TOBACCO FACTOR IN MAKING  
OBJECTIVE CLINICAL  
EVALUATION AMONG HEALTHCARE  
PROVIDERS: A META-ANALYSIS**

Danielle Higgins, SPT, Meghan Kimball, SPT, Devanshi Shah, SPT, Raven  
Thomas, SPT, and Anthony F. Carusotto, PT, DPT, EdD, CLT, WCC



OBJEC I E

- By

# BACKG O ND

- 

1-4

- 

1-2

-

## BACKGROUND

- Students often experience a loss of control during OSCEs, frequently leading to increased anxiety.<sup>4</sup>
- OSCEs require an increased amount of preparation compared to other forms of evaluation, such as traditional written examinations.<sup>5</sup>
- Students' perceptions of fairness are an important aspect of OSCEs.<sup>6</sup>

- OSCEs may be anxiogenic, for healthcare students, thus

P PO E

- The purpose of this systematic review is to explore the most commonly reported anxiogenic factors associated with completing OSCEs, through the perceived lived experiences of healthcare students.

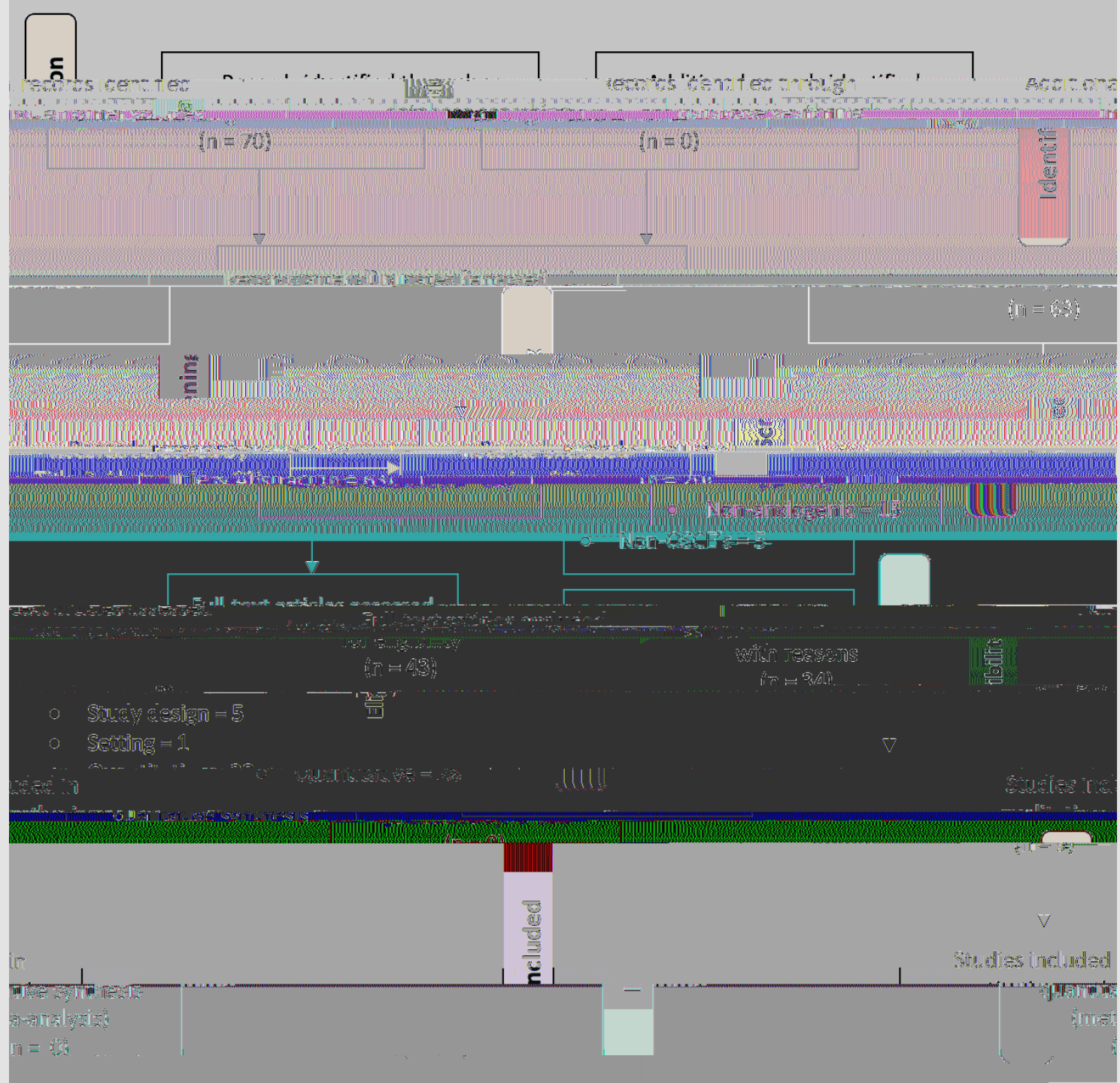
- Qualitative research seeks a deeper understanding of the studies being examined. It usually focuses on the “why” instead of the “what” in research.<sup>10</sup>
- It is used to gain a more in-depth understanding of human behavior, motivations,

- Databases: PubMed, CINAHL, NCBI, and ProQuest Central
- Search terms: (Anxiety                      stress                      motivation  
psychological

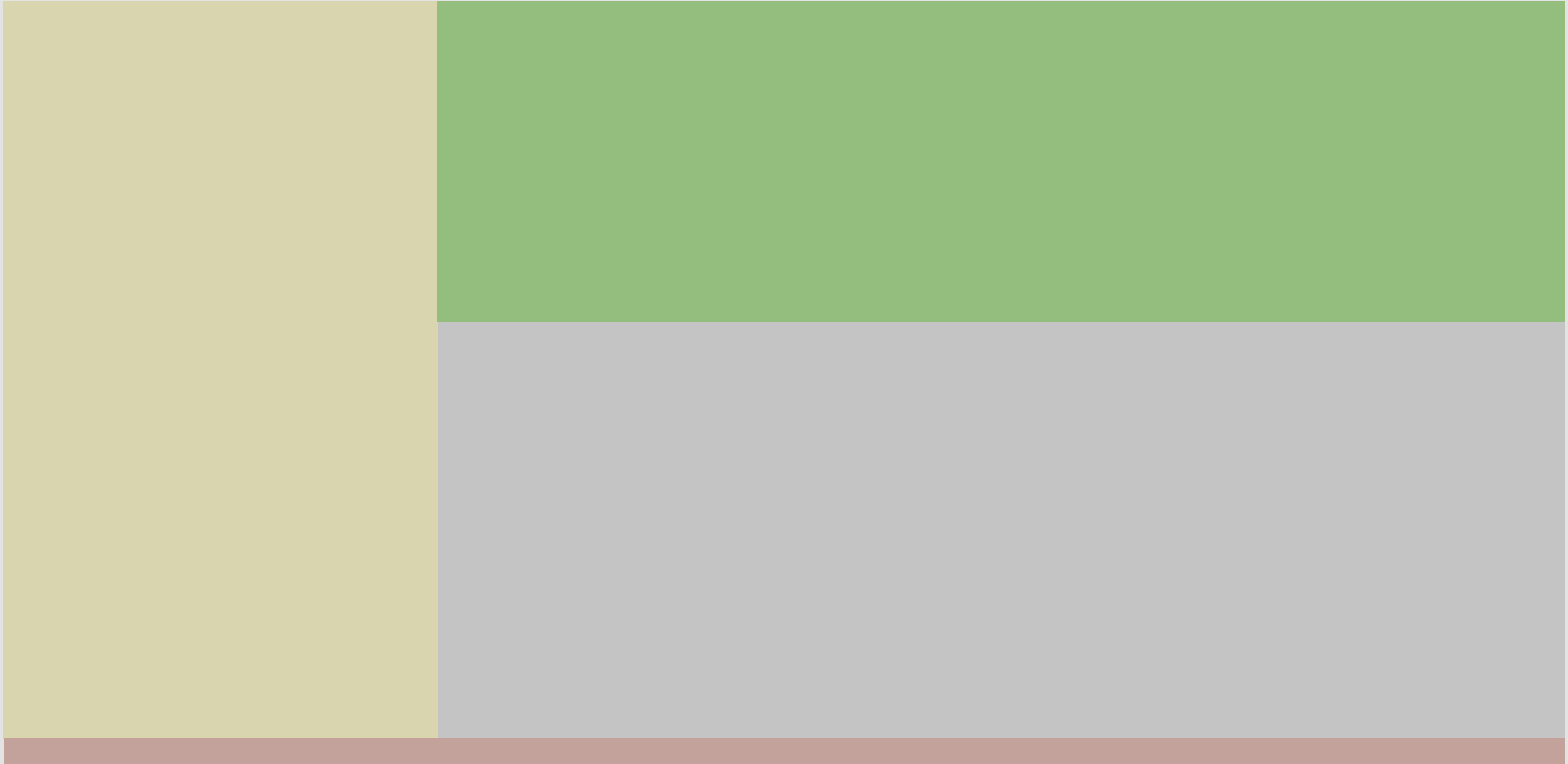


- Included:
  - Healthcare students (18+ years) taking OSCEs
  - Undergraduate studies or graduate studies
  - College or university setting
  - Primary

# PRISMA

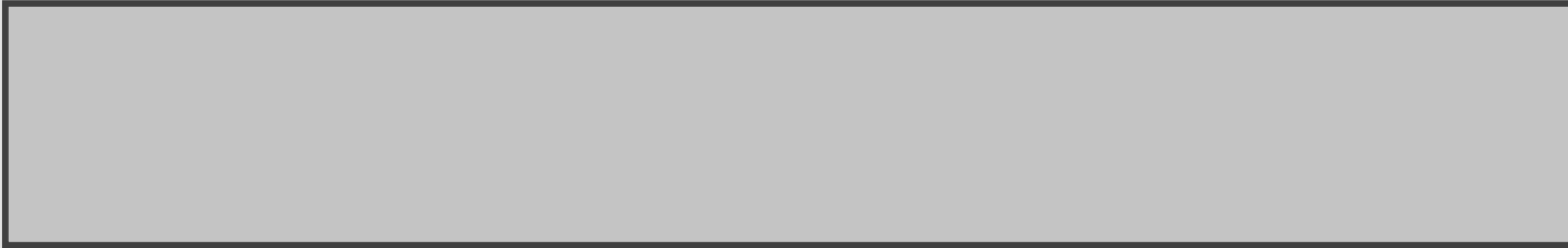


**J**      **B**      **I**      **(JBI)**





- Sample sizes ranged from 20 to 730 participants (



- Qualitative methods utilized to evaluate anxiogenic factors included interview questions and surveys using open



- As a result from the extraction of themes, based on saturation within qualitative data, the key anxiogenic factors identified to taking OSCEs in healthcare students included:
  - Environment of assessment
  - Lack of preparedness

# LIMI A ION

- L

,

.



- Future research should focus on the use of standardized interview protocols or questionnaires to assist with mitigation of the negative effects of anxiety on students' mental health and overall wellbeing.
- Future research should also aim to evaluate the effects of video exemplars and collaborative testing and studying on student anxiety



## CLINICAL EVALUANCE

- The results from this study provide helpful feedback on key anxiogenic factors for healthcare students undergoing OSCE assessments.
- The information provided may assist healthcare programs in modifying or adapting to student needs with emphasis on the OSCE testing environment, as this was the most commonly identified anxiogenic theme.

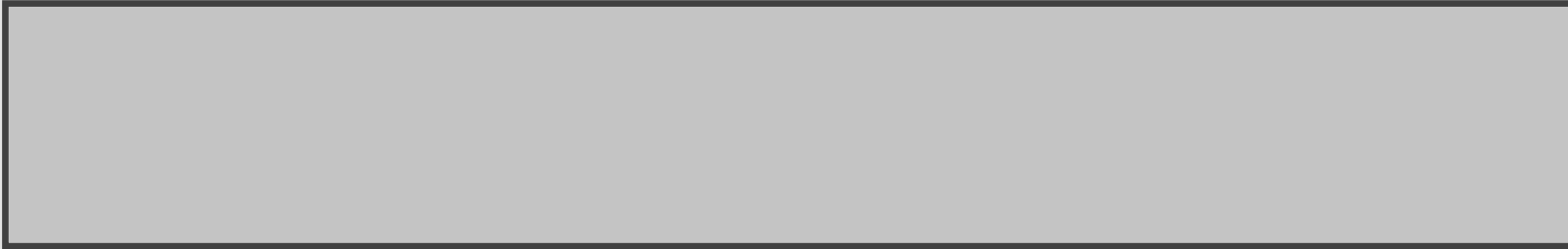
## CLINICAL EXCELLENCE

- Suggestions to decrease anxiogenic factors in OSCE format include:
  - Uploaded videos for students to study
  - Collaborative study and test design

## ACKNO LEDGEMEN

- D .A F.C
- D .R M.H
- I O H ,MS
- P T D  
U S





- 6. Duncumb M, Cleland J. Student perceptions of a sequential objective structured clinical examination. *J Clin Pharm Ther*. 2019;49(3):245-249. doi:10.4997/JRCPE.2019.315.
- 7. Taylor D, Quick S. Students' perceptions of a near-peer objective structured clinical examination (OSCE) in medical imaging. *Med Educ*. 2020;26(1):42-48. doi:10.1016/j.radi.2019.06.00.
- 8. Saunders A, Say R, Visentin D, et al. Evaluation of a collaborative testing approach to objective structured clinical examination (OSCE) in undergraduate nurse education: A survey study. *Int J Nurs Pract*. 2019;45:102504. doi:10.1016/j.npr.2019.102504.
- 9. Brighton R, Mackay M, Brown RA, et al. Introduction of undergraduate nursing students to an objective structured clinical examination. *Nurse Pract*. 2017;56(4):231-234. doi:10.3928/01484834-20170323-08.
- 10. Ahmad S, Wasim S, Irfan S,



QUESTIONS?