

HOW CAN OSCEs EVOLVE TO MEET THE NEEDS OF BOTH EDUCATORS AND LEARNERS?

INSIGHTS FROM MARKET RESEARCH CONDUCTED BY NBME

OSCEs ARE PREFERRED METHOD, HIGHLY VALUED AND EFFECTIVE

Though the USMLE® Step 2 Clinical Skills exam was discontinued, market research confirmed that not only do schools value Objective Structured Clinical Examinations (OSCEs), they believe them to be a highly effective assessment to help students master skills and identify areas for further development. Respondents agreed that OSCEs are a highly valued method to practice, develop and assess clinical reasoning skills³.

OSCE ENHANCEMENTS NEEDED FOR FORMATIVE ASSESSMENT OF CLINICAL REASONING SKILLS

Educators see opportunities to enhance their OSCE programs to provide more complex, in-depth formative feedback to learners. Providing more detailed feedback on the process of clinical reasoning can help learners and their coaches further develop that skill set.

SCHOOLS ARE COMMITTED AND LOOKING TO EVOLVE THEIR OSCE PROGRAMS

It's not a surprise that the majority of schools are committed to enhancing or increasing their OSCE programs. Educators are using OSCEs early and often throughout the learner journey to help identify skills gaps for further development. 50% of educators surveyed noted that they are already using informal collaborations to support enhancements to their programs¹.



FOUR OUT OF FIVE RESPONDENTS AGREE OSCEs ARE AN EFFECTIVE ASSESSMENT TYPE TO²:



Help **students master skills**



Help **identify areas where further study is required**



Measure how well learners **understand content**



IN FACT, AMONG STRUCTURED ASSESSMENTS, **75% CONSIDER OSCEs THE MOST EFFECTIVE WAY FOR MEDICAL STUDENTS TO PRACTICE, DEVELOP AND ASSESS CLINICAL REASONING SKILLS³**



SCHOOLS ARE RESPONDING AND OSCE PROGRAMS ARE EVOLVING¹



55% of schools expect to expand or increase use of OSCEs



50% are already tapping into informal collaborations to guide enhancements



Less than 25% expect to increase use of remote cases



DESPITE PLANS TO EXPAND, RESOURCES ARE LACKING

While most respondents agree on the need to expand and evolve OSCEs, funding and limited resources to analyze and visualize the data are cited as barriers. Also cited as a barrier is educators' time¹ – one of the most valuable resources for medical schools – which is spread between creating new assessments, developing nuanced patient cases, designing tools to elicit specific clinical reasoning information and providing more detailed learner feedback.



TOP 3 MOST APPEALING ENHANCEMENTS TO OSCEs¹

- 1 Provide **formative assessment and feedback** to help students identify clinical skills gaps for further development
- 2 Designing specific **clinical reasoning measurement tools** aligned with school objectives
- 3 Engaging students in **well-established tasks** to measure clinical reasoning



BUT EDUCATORS ARE IN A BIND - ENHANCEMENTS ARE CHALLENGING TO IMPLEMENT¹



46% report limited staff and faculty time



38% report limited funds



29% report limited resources to aggregate, analyze, and visualize data

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OSCEs are time, labor, and financially intensive — although they are so **vital to assessment of the students' skills** and **reinforcing the vital nature of history taking, physical exam and clinical reasoning** that they cannot be reduced or eliminated.”

Survey respondent, NBME OSCE Enhancement Market Research Survey

To learn more about NBME's approach to promoting and measuring clinical reasoning using school-based OSCEs, visit [nbme.org/creative-community](https://www.nbme.org/creative-community)

SOURCES

¹NBME OSCE Enhancement Market Research, Final Report 11/2021

²MarketVision, UME Content Needs Gaps Research, Final Report 4/2020

³MarketVision, Clinical Reasoning Opportunity Assessment, 2020

