



Symposium on Educational Excellence 2023

Iterative approach for engaging students in longitudinal self-assessment of program competencies

Lisa Marriott, PhD; Ruby Mitchell, BA; Kevin McLemore, PhD

OHSU-PSU School of Public Health, Portland, OR., United States

Keywords

Assessment of learning, Educational research methods and models

Abstract

The purpose of the workshop is to share question construction protocols for the creation of virtual objective structured clinical examinations (OSCE) as a means of evaluation and guidance regarding clinical judgment and critical thinking skills.

The activities will focus on how to progress from subject area goals, learning objectives, clinical scenarios, question structure, templates, response weighting, scoring, and interpretation.

OSCE examinations are well established in healthcare education. Virtual OSCE examinations have become more prominent since the COVID-19 pandemic. The Joint Commission on Dental Examinations has established a licensure OSCE, the DLOSCE, that is well documented and validated. The national DLOSCE launched in June 2020. Carsten, Paredes, and Jones have presented at the SEE conference for the previous two years regarding a virtual OSCE as a robust assessment.

Participants will be guided to build OSCE question(s). They will be given examples, narratives, and personal mentoring in the process. They will leave with an additional assessment tool.

A virtual OSCE is designed to be objective and should be subject to reduced bias.