

Differences between students and professors in difficulty, stress and performance in a nursing Objective Structured Clinical Examination (OSCE)

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Abstract

The aim of the present research was to analyze those elements could influence on the learning process of the students, and the evaluation process of professors, during the development of clinical practices. For that, we analyze differences on the perception of difficulty, stress, and academic performance between students and teachers in a nursing Objective Structured Clinical Examination (OSCE). We analyze the different perceptions in 41 s-year nursing degree students (20.1 ± 2.3 years; 29 females and 12 males) and 21 nursing degree professors (39.1 ± 4.2 years) of the different scenarios that compose the OSCE, that were: BP+EKG, venipuncture, CPR, nutritional assessment, respiratory assessment, mobilization, and interprofessional scenario. After the statistical analysis we found that professors presented higher difficulty perceptions of venopunction, cardio-pulmonary resuscitation (CPR), and nutritional evaluation, as well as higher academic performance perception on all scenarios except nutritional evaluation than students. Students showed higher stress perceptions on venopunction, respiratory evaluation, mobility and interprofessional scenarios, as well as higher academic perception on nutritional evaluation than teachers. Professors presented higher difficulty and academic performance perceptions than students, and stress perception varies depending on the OSCE station between professors and students.

Keywords

OSCE, Perceptions, Nursing, Students, Professors