



**QUALITATIVE INSIGHTS FROM OBJECTIVE
STRUCTURED CLINICAL EXAMINATION (OSCE) DOCUMENTS:
EXPERIENCES OF LEVEL II NURSING STUDENTS A.Y. 2022-2023**

**Neil Jefferson Diaz¹,
Ariane Andrea F. Herrera¹,
Ranz Einjelvick C. Gante¹,
Joseph Gregory S. Noriega¹,
Kharylle M. Ortiz¹,
Jenella Mae O. Sumalpong¹,
Natalie Samantha N. Telan¹,
Chriscia Glecela Dalagunan¹,
Shella L. Paragua²ⁱ**

Registered Nurse,
FEU-NRMF Medical Center,
Quezon City, Philippines

Abstract:

The Objective Structured Clinical Examination (OSCE) is a standardized evaluation tool used to evaluate and hire medical professionals in their respective fields by evaluating their clinical competence through the use of medical scenarios, which gauge their knowledge and skills in a clinical simulation. The institution under the study conducted this examination and obtained feedback from the level two nursing students who underwent the examination through critique papers submitted to their respective clinical instructors. The research utilized a Qualitative Document Analysis in Thematic Format as a research design. It analyzed the assessments of the level two nursing students and provided insights into the strengths and weaknesses of OSCE as an evaluation tool. The researchers have gathered that OSCE was perceived by the students as a fair and objective evaluation tool that evaluates clinical competence alongside the student's knowledge in the nursing field as well as OSCE's collaborative implications on the different medical fields were also included as this tool may prove to be useful in training different programs to work together inside a clinical simulation proving it to be a viable clinical evaluation tool to be consistently used inside institution.

Keywords: OSCE, objective structured clinical examination, document analysis, qualitative

ⁱ Correspondence: email shellaparagua@yahoo.com

1. Introduction

The Objective Structured Clinical Evaluation (OSCE) evaluates students' clinical performance as well as clinical reasoning. It leans on assessing the "shows how" on Miller's pyramid in performing different clinical skills based on the case scenario given per station. The perspective of students towards OSCE varies from one student to another, depending on their experiences. Some challenges that may incur a variation among the students' perceptions are the confidence and/or stress level before the examination, the general preparedness of the student, and the theoretical knowledge regarding the procedure to be conducted, as well as other environmental factors. Knowing this variability of students' perception of the clinical examination, the researchers aim to analyze the OSCE papers of level two nursing students.

Through the analysis of the students' critiques, the factors affecting the development of practical and clinical skills can be determined, resulting in an understanding of their clinical competence. Since students are not re-assessed thoroughly using the feedback gathered from the yearly critiques of the students, the institution is not familiar with the impact on the overall students' perceived performance. Through the thorough assessment and study of the students' feedback, the researchers were able to identify the strengths and weaknesses in the implementation of OSCE. Moreover, OSCE is yet to be implemented in other programs, which may provide a more reliable evaluation tool in order to assess students' clinical competence.

The academe aims to produce nursing students into graduates who could work in their respective fields with competency and skills honed in their tertiary education. In practicing the clinical abilities of students, ideal scenarios are often practiced when return demonstrations are performed. This is because return demonstrations are staged and prepared for, wherein a series of steps are enumerated and acted by the students in front of a clinical instructor. While these forms of student evaluation are effective in educating and enhancing the student's theoretical and practical knowledge, students are still not sufficient in reinforcing their clinical competence and their ability to adapt to different scenarios present in an actual clinical scenario as students learn better based on actual clinical experience through observation or actual demonstration of skills on a real patient (Amoo & Enyan, 2022). OSCE's deliverance of a clinical examination uses a hands-on method that can resemble real-world situations as a learning mode prior to exposure.

The students who have experienced the assessment tool as a learning event have been provided with another opportunity to acquire feedback that could help further develop the required competencies, resulting in a significant improvement in the student's education. Considering its effectiveness and significance in aiding educators to assess the student's clinical competence, it is being continuously utilized globally as an objective assessment tool. In the systematic review conducted by Smrekar *et al.* (2017), it has been mentioned that the application of OSCE in nursing education has provided a multitude of benefits and is supported by studies from different parts of the world, such

as those in Spain, Italy, the United States, the United Kingdom, and Ireland respectively. The institution's level two nursing students used the assessment tool prior to the semester's completion to determine whether or not the students had retained the skills developed in the theoretical and clinical settings. A series of methodologically designed situations is presented to students to examine and carry out a particular procedure or scenario. The student's capacity to think critically is assessed by determining the introduction of the situation at hand. This is followed by the actual performance of the necessary procedure that measures the students' competency in that particular procedure. The researchers aimed to analyze the entries of level two nursing students who underwent OSCE on their critique papers about how they demonstrated their clinical and practical skills. For some students, OSCE may be an effective way to demonstrate their clinical and practical skills, but for others, it may be challenging to express their abilities during the examination. The researchers were interested in analyzing the nursing students' critique papers because of the considerable variety of each student's experiences, as well as in comprehending their critique at a greater depth.

The analysis of the students' assessment towards OSCE led to exposing areas of improvement of the evaluation tool, such as learning about the challenges encountered by the students and emerging as a learning experience to further develop the nursing students' clinical competence in terms of their critical thinking, decision-making, and problem-solving in the clinical setting. These assessments of the nursing students have led to an improvement of the evaluation tool that is in line with the school of nursing's goal of providing competent nurses. The results of the study, which explored several emerging themes from the nursing students' critique papers, revealed their realizations, learnings, and improvements through their OSCE experience. The papers also highlighted the key features of OSCE as an effective tool in presenting realistic scenarios, which promote independence for nursing students. Alongside this is determining the clinical competency of the nursing students on how to assess and manage the situation at hand, and carry out the interventions necessary to be conducted. This has allowed the nursing students to apply their learned knowledge and take note of the importance of the evaluation tool in further broadening their capacity and improving their clinical skills. In addition, areas of improvement of OSCE as an evaluation tool were also revealed from the nursing students' perspective and experience, which could further improve the execution of OSCE in the institution, along with the nursing academe in general, which will further develop OSCE in the nursing academe.

2. Statement of the Problem

This qualitative study seeks to explore the nuanced assessments provided by level two nursing students during the Objective Structured Clinical Examination (OSCE) in the Academic Year 2022–2023, specifically focusing on their practical skills demonstration.

By delving into the students' perspectives and experiences, the research aims to uncover the intricate details of their critique papers.

- What are the assessments of level two (2) nursing students on Objective Structured Clinical Examination (OSCE) in Academic Year 2022–2023?

3. Literature Review

OSCE is conducted as well in order to prepare the student for the clinical setting, and it is important to note that there will be outcomes that should be beneficial and positive for the student. As per the students' perception of OSCE, several studies showed positive effects that helped them execute their duties before clinical rotations. In a study conducted by Lorica (2016), OSCE was thought to be exceptionally effective in assessing the clinical skills of eighty (80) nursing students from St. Paul University Philippines. The study found a significant difference between the effectiveness of OSCE when evaluated before and after the OSCE performance. The perception of OSCE by the year level of the participants was not affected. The regular implementation of OSCE in the nursing department gave the faculty a chance to enhance students' abilities prior to their real clinical exposure, which led to the students' perceived improvement in skill performance. A study conducted in Spain by Monsterrat Solà-Pola *et al.* (2020) showed similar studies wherein nursing undergraduates at the Catalan University in Spain received positive impacts on their learning curve, clinical competency, and effectiveness of the curriculum. It was also revealed that nursing students may be able to evaluate themselves because the OSCE reveals their weaknesses and strengths, which will help them improve in their careers.

As stated by Nagtalon (2016), the nursing students at Mariano Marcos State University in Ilocos Norte have acquired certain attributes that notably contribute to their competency in the clinical setting. This includes the ability to work under pressure, the capacity to maintain a professional attitude in the field, and the ability to communicate effectively and efficiently with clients and colleagues. A study by Balabad *et al.* (2015) on tracking the graduates of the Lorma Colleges Batch 2016–2021 revealed that the implementation of OSCE in nursing school is immensely helpful in assisting nursing students to gradually practice their chosen field. As proof of this claim, some of the responses of the graduates are quoted: passing the exam as a requirement to get a job was aided by the OSCE they took. Their confidence increases because of the encounter.

The knowledge and skills that the students learned from their clinical instructors, particularly with regard to using the OSCE, are quite beneficial. Their clinical instructor's advice is comprehensive enough to help them practice their profession effectively. A similar study by Lim *et al.* (2023) showed that Korean nursing students have demonstrated greater confidence in situational awareness than in any other subcategory in the four OSCE domains. Learners can effectively retain information owing to an OSCE-based curriculum. Using the OSCE after lectures and practicing fundamental nursing

skills, this study demonstrated improvements in nursing students' information retention before graduation.

Students' performance and perception of how their OSCE performance could be affected by their clinical instructors when viewed in a reflective manner. A qualitative study conducted by Vijayalkashmi *et al.* (2021) said that 65% of the students claimed that their performance on OSCE is influenced by so-called negative impulses or how the examiner views them while they perform. However, the other percentage of students also reported that positive feedback from their clinical instructors gave them confidence when performing their examinations. Another thing that was observed with the response of the students was that the environment, specifically the realism of the test, the patients that were involved, and the time given to them caused several issues which caused negative effects on how the students perceived their performance, explicitly stating that these issues have hindered their capability to think critically during the simulation alongside the feelings of discomfort given by their simulated patients.

4. Material and Methods

The researchers utilized a qualitative descriptive study to analyze the assessments of the level two nursing students (A.Y. 2022–2023) about the Objective Structured Clinical Examination (OSCE). The research utilized a Qualitative Document Analysis in Thematic Format. This research design focuses on analyzing the written data on documents which were made prior to the research, which serves as the main source of data for the researchers, including the gathering and organizing of themes for the qualitative aspect of the research.

The research instrument used in this study is a critique paper. The critique paper involves a central question from the level two coordinator, stating, *“In 200 words, write a critique about OSCE as an evaluation tool of the clinical skills in relation to problem-solving, decision making and critical thinking of simulated problems given.”* In addition, the researchers made a guide questionnaire through the use of the researchers' six (6) critique papers in a pilot study; (1) How did the students utilize the learned knowledge to reach a solution in a given situation? (2) How did the students rule out alternatives to perform the best action? (3) What are the learnings and generalizations of the students about the given scenarios on OSCE? The formulated question served as a guide for the researchers in order to analyze the assessment of the level two nursing students. Within the pilot study, the researchers also identified the three (3) pre-determined themes, namely Prioritization, Application, and Realization. Since the questions were made to fit the objectives of the study, it undergoes validity and reliability testing. It was validated by three (3) experts: a psychometrician, and two qualitative research experts. While the researchers conducted a pilot study in order to check the reliability of the guide questions formulated.

The sample size of the study is fifty-six (56), which is within the range of the suggested fifty (50) sample size by Deakin University (2022) in their guide about

qualitative study design. The researchers took the total number of students who are enrolled in NCM 109, better known as Care of Mother and Child at Risk or with Problems (Acute and Chronic), specifically in the areas of the Obstetrics with skills on Labor and Delivery as well as Neonatal Intensive Care Unit with skills on Essential Intrapartum Neonatal Care, and then saturated it to the number of students who had their duty at the institution specifically those who had their clinical rotation at the Obstetrics ward (OB) and the Neonatal Intensive Care Unit (NICU) in the institution; that is due to the fact that the OSCE is centered around the skills that were taught at the institution. This saturation of participants led to fifty-six (56) documents. For the sampling technique, the researchers used the homogenous sampling technique as this sampling technique selects the participant who shares the same traits.

For the data-gathering procedure, O'Leary's eight (8) Phases of Document Analysis, which outlined the proper methodology of obtaining, securing, and validating of documents to be used in the research; the researchers condensed the eight (8) phases into six (6) phases. One (1) and eight (8) are inappropriate due to the documents to be analyzed being specific writings by the students in the year 2023. Also, there are no other sources of data deemed to be reliable during the time of conducting the research, as the students involved have taken the OSCE six (6) months prior to the data gathering of the research and will be subjected to use recall. The researchers formally submitted a request for approval to the Dean of the School of Nursing. After receiving consent, they sought authorization from the institution's Data Privacy Officer (DPO) to access the relevant documents of the level two nursing students from the A.Y. 2022–2023. Following the approvals, a formal request was drafted and sent to the level two coordinator in order to acquire the critique papers evaluating the Objective Structured Clinical Examination (OSCE). Subsequently, the Data Privacy Officer (DPO) facilitated the dissemination of the informed consent form through an email blast to the designated level two nursing students, the authors of the critique papers. For the data analysis, the gathered critique papers from the level two nursing students of the academic year 2022–2023 were used in this study. All data that was collected has been kept by the Principal Investigator for utmost confidentiality. On the other hand, the researchers used qualitative document thematic analysis through its completion and used transcription to double-check the recorded data and analyze the papers from the students.

Themes and categories were developed from the critique papers through two cycles of data analysis to remove any biases that may emerge from the researchers. The first cycle included the initial assessment of the co-investigator implementing the inclusion and exclusion criteria set by the researchers, as well as the anonymization of information from the students who submitted the paper. Secondly, the researchers had their first round of data analysis by highlighting significant statements in the critique papers, which were then analyzed by the researchers, noting significant phrases and words from the statements, providing the initial themes and codes. From these initial codes and themes, the researchers then shuffled the different critique papers with other

members who then analyzed the data for the second cycle in order to provide the accuracy and credibility of the data gathered, their meanings, and their appropriateness to the predetermined themes, along with the emergent theme. The Institutional Ethics Review Committee (IERC) has, in general, evaluated and authorized the research. The committee's responsibility is to ensure that research participants are kept safe.

The fifty-six (56) samples of the study, whose papers did not meet the criteria for exclusion as per the exclusion criteria; and succeeded in the inclusion criteria, were selected with the criteria being that they are from the population of level two A.Y. 2022–2023 students enrolled in the Bachelor of Science in Nursing program of the institution, enrolled in the course subject NCM 109, underwent the Objective Structured Clinical Examination (OSCE) and submitted a critique paper in the second semester of A.Y. 2022–2023.

As the OSCE revolved around the skills that were shown in the Obstetrics (OB) and Neonatal Intensive Care Unit (NICU) areas, students who had their clinical rotation in the Delivery Room (DR) and Pediatrics Ward were excluded. In addition, critique papers that have less than one hundred (100) words are excluded from the research due to the possible lack of comprehensive data to be analyzed. This has been decided to further saturate the data that the researchers received from the critique papers gathered.

5. Results and Discussion

Table 1: Summary of Theme and Categories

Themes	Categories
Application	<ul style="list-style-type: none"> ● Learned Knowledge <ul style="list-style-type: none"> ○ Theoretical Knowledge ○ Practical Knowledge ● Clinical Competence
Prioritization	<ul style="list-style-type: none"> ● Cognitive Abilities <ul style="list-style-type: none"> ○ Critical Thinking ○ Decision Making ○ Problem Solving ● Time Management
Realization	<ul style="list-style-type: none"> ● Importance <ul style="list-style-type: none"> ○ Evaluation Tool ● Awareness ● Enhancement <ul style="list-style-type: none"> ○ Benefits ○ Perceived Improvements
Personal Struggles	<ul style="list-style-type: none"> ● Challenges <ul style="list-style-type: none"> ○ Time Consuming ○ Limited Setting ○ Worries

The level two nursing students had written their critique towards OSCE as an evaluation tool, as well as their personal experiences and realizations, which coincided with the three (3) predetermined themes and led to the emergence of one (1) theme. The three (3) themes have been pre-determined from the pilot study from the descriptive statements derived from the critique papers of the researchers, and an additional theme emerged from the analysis of all the selected submitted critique papers of level two nursing students. The first theme, Application, elaborated on how the level two nursing students performed the specific scenario given at each station in the OSCE based on their skills, knowledge, and familiarity. The second theme, Prioritization, described how the level two nursing students ruled out alternatives to perform the best action in a given scenario. The third theme, Realization, identified the learnings and generalizations of the nursing students on the overall experiences of OSCE. The fourth theme, Personal Struggles, showcased the existing concerns of the level two nursing students based on their experiences of OSCE.

Table 2: Application Theme and Categories

Themes	Categories
Application	<ul style="list-style-type: none"> ● Learned Knowledge <ul style="list-style-type: none"> ○ Theoretical Knowledge ○ Practical Knowledge ● Clinical Competence

5.1 Application of Student's Learned Knowledge and Clinical Competence in OSCE

In terms of the application of the learned knowledge, the students were able to exhibit both practical and theoretical knowledge gained through return demonstrations, lectures, and hospital duties. The students verbalized in different statements that remembering these lessons gained from lectures and experience also aided in the execution of the tasks at hand inside the stations of the OSCE. This means that the learned knowledge of the student nurses serves as their foundation to perform the specific skills needed in the OSCE scenarios they have encountered. This, in turn, reflects the level of their clinical competence or how they confidently integrated their learned knowledge, skills, judgments, and values through various clinical scenarios. While a majority of the students stated that under pressure, they tend to forget what they need to do, they simply recall the experiences from actual hospital duties and return demonstrations, giving them the right ideas on how to perform the tasks at hand.

Table 3: Prioritization Theme and Categories

Themes	Categories
Prioritization	<ul style="list-style-type: none"> ● Cognitive Abilities <ul style="list-style-type: none"> ○ Critical Thinking ○ Decision Making ○ Problem Solving ● Time Management

5.2 Prioritization of Tasks Through the Use of Cognitive Abilities and Time Management

In the context of the prioritization of tasks through the use of cognitive abilities and time management, OSCE is found to be a tool that tests and measures the students' ability to prioritize solutions and activities under time pressure. The findings on the "cognitive abilities" theme show that OSCE practices and evaluates students' cognitive abilities, such as critical thinking, decision-making, and problem-solving, which are its sub-themes. Due to the students' redundant assessment of their claims in their essays, specifically in regard to this theme, it has been established that the OSCE is a means to test, apply, and enhance these cognitive abilities that can be used in their future or in real-life situations.

In the critical thinking sub-theme, based on the students' essays, the OSCE helps evaluate their ability to analyze information quickly, prioritize actions, and make immediate clinical decisions. On the other hand, the findings on the decision-making sub-theme state that since OSCE scenarios mimic real-life situations, it gives the students a chance to independently choose the most appropriate action to take from a variety of possibilities in the given scenarios. On the problem-solving sub-theme, based on the data collected, it states that OSCE is a means to employ problem-solving skills to evaluate which steps are appropriate to carry out to successfully meet specific patient needs.

Lastly, on the time management theme, the level two nursing students regard the OSCE as an assessment of their time management abilities. Some find the system limiting, but the majority feel that it benefits in the development of an important skill, which is the capacity to prioritize activities under pressure.

Table 4: Realization Themes and Categories

Themes	Categories
Realization	<ul style="list-style-type: none"> ● Importance <ul style="list-style-type: none"> ○ Evaluation Tool ● Awareness ● Enhancement <ul style="list-style-type: none"> ○ Benefits ○ Perceived Improvements

5.3 Realization of Students in terms of the Importance of OSCE, Awareness of its Implications in their Future Career, and Enhancement of Skill and Knowledge in the Clinical Setting

It is found that students did ponder upon the importance of OSCE both as a learning experience and as an evaluation tool. It must be noted that the more reflective and subjective statements were gathered with the "Importance" category due to the fact that students actually correlate it with what might happen in future clinical scenarios, and that they view it as a learning experience rather than judging OSCE as a mere examination.

In terms of the “Importance – Evaluation Tool” category, the students’ statements lean more towards an objective point of view in reviewing OSCE. This is evidenced by the statements mainly being composed in a manner that states that OSCE is an important standardized means of assessment for clinical knowledge and competence. The former statement best describes the majority of the content in this category.

The findings belonging to the “Awareness” category could also be grouped into two main thoughts: the first would be about skill issues, and the second would be about the nature of OSCE as an examination. Starting with the nature of OSCE as an examination, students clearly stated that OSCE is a simulation and is not an actual clinical experience. With this, they know that they are being evaluated by actual professionals and that their every move is meticulously being monitored. They are also aware that this is different from regular return demonstrations, mainly due to the fact that the OSCE’s scenarios are not given beforehand, and the students are only made aware of the scenarios once inside the stations. However, they are also aware that OSCE could be used as a reference for the different experiences that they could have in the future, without the risk of mishandling the situation due to it being a simulation. Secondly, the awareness of the students also encompasses their clear lack of knowledge or skill while performing the tasks in the OSCE. The many statements in this category talk about what they could have done better and how they could have overcome some of the challenges that they faced through the use of various skills that they could have implemented while doing the OSCE.

The “Enhancement” category also has a handful of statements that vary in thought as this category is divided into two sub-categories, namely “Benefits” and “Perceived Improvements”. The benefits sub-category revolves around the thought of OSCE being an instrumental experience in the future career of the students who participated in this examination. The students stated that this examination could prove to be beneficial, specifically in improving the students’ abilities, their nurse-patient interactions, and their ability to operate in clinical environments. As for the “Perceived Improvements” sub-category, the students’ statements revolved around the improvement of fundamental nursing skills and traits and the aforementioned cognitive skills. Some notable skills and traits include: communication skills, confidence, critical thinking, problem-solving, decision-making, time management, and more.

Table 5: Personal Struggles Theme and Categories

Themes	Categories
Personal Struggles	<ul style="list-style-type: none"> ● Challenges <ul style="list-style-type: none"> ○ Time Consuming ○ Limited Setting ○ Worries

5.4 The Personal Struggles of Students During the Objective Structured Clinical Examination

In terms of the personal struggles of the students, the statements collectively highlighted the challenging nature of the Objective Structured Clinical Examination (OSCE). They mentioned their worries about the examination's high-stress levels, especially in terms of the time limits and the need for quick problem-solving skills. In addition, the students also discussed being overwhelmed by the amount of preparation needed, having trouble communicating with clients, and managing various situations. They also pointed out inconsistencies in the amount of time allocated for the preparation, the poor organization, and the unbalanced distribution of students and clinical instructors. Nonetheless, despite experiencing nervousness and uncertainty, the level two nursing students of A.Y. 2022–2023 recognize their improvements in terms of confidence and performance across the different stations.

6. Recommendations

After the completion of the in-depth analysis of the data obtained from the critique papers of the level two nursing students of A.Y. 2022–2023 on OSCE, the researchers came up with the following recommendations:

- 1) To the clinical instructors, it is essential to review the current parameters of the OSCE evaluation tool. This could involve reassessing the allotted time for each station and refining the given instructions and flow of the procedure to ensure an accurate measure of nursing students' competencies.
- 2) The possible inclusion of student nurse-client interactions is also deemed advantageous in considerably enhancing the nursing students' experience and communication skills. Taking into consideration that second-year nursing students still only have a limited experience and/or exposure in terms of interacting with clients, this can be noted to alleviate or relieve the personal struggles faced by the nursing students in their exposure to the clinical setting, that can lead to an overall greater performance in the field.
- 3) To the institution, the study revealed areas that have to be improved in order for OSCE to be more efficient and effective as an evaluation tool for nursing students. The researchers recommend the implementation of mock OSCE prior to the actual OSCE in order to deal with students' unfamiliarity.
- 4) The implementation of OSCE through the addition of clinical instructors and/or faculty members can also aid in further assessing the clinical competency of the nursing students by encompassing a wider range of aspects or situations that can occur in the clinical setting. This will greatly increase the nursing students' capacity to apply learned knowledge in the simulated clinical environment prior to execution in real clinical exposure.

- 5) OSCE can also be implemented in other year levels that have undergone clinical duties as a means to evaluate the students' clinical skills in other disciplines of the course. This is to further develop the nursing students' competencies in other areas of the course that are only tackled in the latter years.
- 6) To the institution, the study revealed that the students learned knowledge from various sources, such as theoretical and practicals, which are deemed advantageous in order to perform successfully in OSCE. This means that OSCE is a credible tool to assess the students' learning progress and skill development over time. The researchers recommend the implementation of OSCE in other health-allied programs of the institution that are not yet utilizing OSCE as a means to evaluate the students' learning and progress in terms of developing skills related to health care.
- 7) To the institution, the study revealed that OSCE is a useful tool to execute and evaluate the students' ability to prioritize and think critically under time constraints on the unknown scenarios given to them. These skills are one of the essential skills that a medical health provider should possess in order to optimize patient care delivery. It plays an important role in terms of interdisciplinary collaboration as it enables each member of the health care team to organize and deliver interventions promptly across their fields. In line with this, the researchers recommend implementing an overall OSCE across all clinical fields, practicing their interdisciplinary collaboration in a patient care scenario.
- 8) Future researchers may also opt to include students of other clinical fields, such as medicine, pharmacy, physical therapy, etc., that also make use of OSCE as an evaluation tool to explore the students' experiences and determine their competency. This is to provide a means to acquire a broader and more comprehensive understanding of the usage of the aforementioned assessment.
- 9) The study has the potential to be improved by future researchers by conducting an interview with the owners of the critique papers to supplement the information written on their papers and to ask follow-up questions if there is something to be clarified.
- 10) Given that the critiques and experiences of the level two nursing students on OSCE are somehow subjective, future researchers may expand the number of documents to be selected by also considering those level two nursing students who had their clinical duty in NICU and OB ward in other hospitals, so that the study will have further information which will give a more complete representation of data and more reliable.

7. Conclusion

The three themes that were predetermined from the researcher's pilot study were through the extensive document analysis of the nursing students' critique papers with

the inclusion of one emergent theme; these were (a) Application, (b) Prioritization, (c) Realization, and the emergent theme of (d) Personal Struggles followed by their corresponding categories that further emphasized the relevance of the claims of the aforementioned themes from the nursing students' experiences and perspectives towards OSCE. The results indicate that students' capacity to put into practice the acquired knowledge and clinical competence from various sources, such as return demonstration, lectures, and hospital duties, was evaluated by the OSCE in an efficient manner. Recalling prior experiences from hospital duties, return demonstration, and lectures, as stated by the level two students, aided them in performing tasks in different stations during the OSCE. It was a useful tool for evaluating and developing the level two students' ability to prioritize tasks and think critically under time constraints. The unknown types of situations challenged students to utilize critical thinking and time management skills to meet the patient's needs within the allotted time.

The significance of the OSCE as a tool for evaluation and for learning was acknowledged by the level two students. The students saw it as a means to be prepared to deal with hypothetical clinical situations in the future, as well as a standard procedure for evaluating their clinical skills. It was also shown that the students were aware of the limitations of the OSCE. The level two students recognized it to be a simulation as opposed to a real-world clinical experience. Despite that, the students still acknowledged its usefulness as a point of reference for similar circumstances in the future and as a means of figuring out where their abilities needed to be strengthened. The personal challenges that students faced during OSCE were revealed. These included feeling overburdened by the amount of preparation required, a lack of communication skills, and situation management. This provided an avenue for them to perceive these as areas of improvement and a way to build their confidence in the clinical setting.

This study concludes that the Objective Structured Clinical Examination serves as a useful instrument for evaluating students' clinical skills, prioritization abilities, knowledge application, and cognitive capacity. It has several advantages with the four major themes, as stated in the summary findings. The application, prioritization, realization, and personal struggles contribute to the student's success. Overall, the OSCE was perceived positively and welcomed by the level two nursing students of the institution. It provides an opportunity for students to evaluate their strengths and weaknesses and pinpoint areas where they can do better in order to prepare for their future employment.

Acknowledgements

The researchers of this study owe their sincere gratitude to **Shella Paragua RN, PhD**, who, with exemplary guidance, allowed the researchers to attain the utmost success and greatly contributed to the completion of this research. The researchers would also like to express their appreciation to **Dr. Marvin Vicente, PhD, LPT, RPsy, Rpm**, who provided invaluable guidance, comments, and suggestions regarding the research paper. Their

patience and excellent supervision are greatly appreciated by the researchers, for it did not only help them in the success of the research but also contributed to helping this study become a future reference for any research that may be pursued in the future.

The researchers also appreciate the cooperation from the respondents, **the Bachelor of Science in Nursing Level II Students A.Y. 2022–2023 of the institution**, who played a crucial role in the success of the study. Without their cooperation, the researchers would not have gained the essential data to carry out the rest of the study.

We would also like to express our deepest gratitude towards our **families and friends** for their endless prayers, support, and sacrifices. This would not have been possible without the generous support and love they have given us throughout the course of this endeavor.

Lastly, the researchers would like to express their gratitude to **God Almighty** for His wisdom and spiritual guidance that enlightened the researchers in times of doubt and failure.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

The authors are a group of newly licensed nurses who were grouped together during their junior year through random circumstance. During this research, they made use of their collective strengths and worked on their weaknesses in and through the various steps to complete the manuscript. By the end of the research, they have found that random circumstances can bloom into a much-wanted outcome, which fostered friendship, trust, and courage through the unknown.

Shella Paragua, RN, PhD, is a dedicated nurse leader and a manager leading clinical teams and driving quality patient care in fast-paced healthcare environments. Known for her strong leadership, compassionate patient advocacy, and commitment to staff development. Dr. Paragua has played a pivotal role in improving patient outcomes and fostering a positive workplace culture. Currently serving at Healthway FEU-NRMF Medical Center as a Patient Safety and Quality Management Coordinator, where she plays a crucial role in maintaining compliance with healthcare regulations and ensuring quality patient care standards are met. She implements evidence-based practices, mentors emerging nurses, and collaborates across disciplines to enhance healthcare delivery. A passionate educator and speaker, she has presented on topics ranging from leadership in nursing, patient safety, and resilience in healthcare to innovations in care coordination. She is also a research faculty member of the School of Nursing of the said institution. Dr. Paragua remains committed to making a positive impact through her work, research, and leadership in the field, where she continues her mission to inspire and uplift others in and beyond the clinical setting.

References

- Al-Hashimi, K., Said, U. N., Khan, T. N., Al-Hashimi, K., Said, U. N., & Khan, T. N. (2023). Formative Objective Structured Clinical Examinations (OSCEs) as an Assessment Tool in UK Undergraduate Medical Education: A Review of Its Utility. *Cureus*, 15(5). <https://doi.org/10.7759/cureus.38519>
- Alkhateeb, N., Salih, A. M., Shabila, N., & Al-Dabbagh, A. (2022). Objective structured clinical examination: Challenges and opportunities from students' perspective. *PLoS One*, 17(9), e0274055. <https://doi.org/10.1371/journal.pone.0274055>
- Ataro, G. *et al.* (2020). Experience and Challenges of Objective Structured Clinical Examination (OSCE): Perspective of Students and Examiners in a Clinical Department of Ethiopian University. *Ethiopian Journal of Health Science*, 30(3), 417-426. <https://doi.org/10.4314%2Fejhs.v30i3.13>
- Azim Majumder, A., Kumar, A., Krishnamurthy, K., Ojeh, N., Adams, O. P., & Sa, B. (2019). An evaluative study of objective structured clinical examination (OSCE): students and examiners' perspectives. *Advances in Medical Education and Practice*, Volume 10, 387–397. <https://doi.org/10.2147/amep.s197275>
- Blazar, E., Krishnan, V., & Mody, S. (2022). *Miller's Pyramid*. Pressbooks. <https://books.macpfd.ca/etmp-vol4/chapter/chapter-6-millers-pyramid/>
- Bowen, G. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*. <http://dx.doi.org/10.3316/QRJ0902027>
- Cambridge Dictionary (n.d.). *Realization*. Cambridge Dictionary. <https://dictionary.cambridge.org/us/dictionary/english/realization>
- Carley, S. (2015). *Educational theories you must know*. *Miller's Pyramid*. St. Emlyn's. <https://www.stemlynsblog.org/better-learning/educational-theories-you-must-know-st-emlyns/educational-theories-you-must-know-millers-pyramid-st-emlyns/>
- Carreon-Marcos, R. (2018). Proposed Enhancement on Objective Structured Clinical Examination for Pre-Clinical Dental Students. *The Journal of Indian Prosthodontic Society*, 18(1). <https://doi.org/10.4103/0972-4052.244590>
- Chabot College (n.d.). *Essay Writing Critique*. Chabot College. <https://www.chabotcollege.edu/academics/learning-connection/wrac/essays/critique>
- Chen, S. H., Chen, S. C., Lai, Y. P., Chen, P. H., & Yeh, K. Y. (2021). The objective structured clinical examination as an assessment strategy for clinical competence in novice nursing practitioners in Taiwan. *BMC Nursing* 20. <https://doi.org/10.1186/s12912-021-00608-0>
- Dawadi, S. (2020). Thematic Analysis Approach: A Step-by-Step Guide for ELT Research Practitioners. *Journal of NELTA*, 25(1-2). <https://files.eric.ed.gov/fulltext/ED612353.pdf>

- Dalglis, S. L., Khalid, H., & McMahon, S. A. (2020). Document analysis in health policy research: the READ approach. *Health Policy and Planning*, 35(10), 1424-1431. <https://doi.org/10.1093/heapol/czaa064>
- Dania, I. A. (2020). Emotional intelligence and anxiety in facing the OSCE students medical faculty. *The European Proceedings of Social and Behavioural Sciences*. <https://doi.org/10.15405/epsbs.2020.03.03.4>
- Demirbaş-Nemli, B. (2022). According To the Opinions of Class Teachers Importance of Decision-Making Skills in Primary School. *Manisa Celal Bayar University Journal of the Faculty of Education*, 10(1), 44-52. <https://doi.org/10.52826/mcbuefd.1027704>
- Dimla, C. M. M., Garcia, M. P. S., Zotomayor, M. P. S., Reyes, A. L. T., Marbella, M. a. G., & Jerez-Bagain, C. P. (2019). The University of the East-Ramon Magsaysay Memorial Medical Centre Inc. medical students' perception of the objective structured examination in pharmacology as an assessment tool. *The Asia Pacific Scholar*, 4(2), 14-24. <https://doi.org/10.29060/taps.2019-4-2/oa2062>
- Díaz-Guio (2021). Online-synchronized clinical simulation: an efficient teaching-learning option for the COVID-19 pandemic time and beyond. *Advances in Simulation*, 6(1). <https://doi.org/10.1186/s41077-021-00183-z>
- Fekete, C., Segerer, W., Gemperli, A., & Brinkhof, M. (2015). Participation rates, response bias and response behaviors in the community survey of the Swiss Spinal Cord Injury Cohort Study (SwiSCI). *BMC Medical Research Methodology* 15, 80. <https://doi.org/10.1186/s12874-015-0076-0>.
- Fisseha, H., & Desalegn, H. (2021). Perception of Students and Examiners about Objective Structured Clinical Examination in a Teaching Hospital in Ethiopia. *Advances in Medical Education and Practice*, Volume 12, 1439-1448. <https://doi.org/10.2147/amep.s342582>
- Ha, E.-H., & Lim, E. (2023). The Effect of Objective Structured Clinical Examinations for Nursing Students. *PLoS ONE* 18(6), e0286787-e0286787. <https://doi.org/10.1371/journal.pone.0286787>
- Hayes, J. (2022). What is clinical simulation? LinkedIn. <https://www.linkedin.com/pulse/what-clinical-simulation-james-hayes/>
- Indeed Editorial Team (2022). What Is Reflective Analysis? (Uses, Stages and Tips). Indeed. <https://www.indeed.com/career-advice/career-development/reflective-analysis>
- Liu, G., Fei, S., Ge, W., Xu, J., Cha, Y., & Wang, X. (2019). Application of Objective Structured Clinical Examination (OSCE) in Intensive Care Curriculum. Proceedings of the 1st International Symposium on Education, Culture and Social Sciences (ECSS 2019). <https://doi.org/10.2991/ecss-19.2019.62>
- Lorica, J., Cabrera, L. D., Wagason, H. S., & Baloran, A.-I. (2016). Clinical Evaluation as an Assessment Tool by Nursing Students. Health Research and Development Information Network. <https://www.herdin.ph/index.php/herdin-home?view=research&cid=60264>

- Lumivero (2020). The Basics of Document Analysis. Lumivero.
<https://lumivero.com/resources/the-basics-of-document-analysis/>
- Malau-Aduli, B., Jones, K., Saad, S., & Richmond, C. (2022). Has the OSCE Met Its Final Demise? Rebalancing Clinical Assessment Approaches in the Peri-Pandemic World. *Frontiers in Medicine*.
<https://www.frontiersin.org/articles/10.3389/fmed.2022.825502>
- Melrose, S. (2022). The role of the clinical instructor. *Clinical Teaching in Canadian Nursing*. <https://pressbooks.pub/sherrimelrosepublications/chapter/the-role-of-the-clinical-instructor/>
- Merriam-Webster (n.d.). Assessment. Merriam-Webster.com dictionary.
<https://www.merriam-webster.com/dictionary/assessment>
- Merriam-Webster (n.d.). Challenge. Merriam-Webster.com dictionary.
<https://www.merriam-webster.com/dictionary/challenge>
- Merriam-Webster (n.d.). Critical Thinking. Merriam-Webster dictionary.
<https://www.merriam-webster.com/dictionary/critical%20thinking>
- Merriam-Webster (n.d.). Nurse. Merriam-Webster.com dictionary.
<https://www.merriam-webster.com/dictionary/nurse>
- Miranda, M., Paz, M., Petrina, M., Reyes, L. T., Angeles, Ma, & Jerez-Bagain, C. P. (2019). The University of the East-Ramon Magsaysay Memorial Medical Centre Inc. medical students' perception of the objective structured examination in pharmacology as an assessment tool. *The Asia Pacific Scholar*, 4(2), 14–24.
<https://doi.org/10.29060/taps.2019-4-2/oa2062>
- Nagtalon, F. V. (2016). Total Quality Management (TQM) Framework for the College of Health Sciences, Mariano Marcos State University. *Journal of International Scholars Conference – Allied Health*, 1(5), 88–89.
<https://jurnal.unai.edu/index.php/jiscah/article/view/370>
- Natarajan, J. (2020). Theoretical vs Practical Knowledge. LinkedIn.
<https://www.linkedin.com/pulse/theoretical-vs-practical-knowledge-jayakrishna-natarajan>
- Ngo Ndjama, J. (2020). Conceptual and Operational Definitions: When and How to Use Them? LinkedIn. <https://www.linkedin.com/posts/j-danielle-ngo-ndjama-ph-d-aa541b98>
- Obizoba, C. O. (2014). Exploration of Nursing Faculty Members' Lived Experiences of Objective Structured Clinical Examination (OSCE) in Undergraduate Nursing Education. Capella University ProQuest Dissertations Publishing, 3617154.
<https://www.proquest.com/docview/1527094402>
- O'Leary, Z. (2014). *The Essential Guide to Doing Research*. SAGE Publications, 2.
<https://www.academia.edu/38199444/>
- Pacifico, J., Villanueva, J. A., Heeneman, S., & van der Vleuten, C. (2020). How perceptions of residents toward assessment influence learning: A qualitative

- study. *The Asia Pacific Scholar*, 5(1), 46–53. <https://doi.org/10.29060/TAPS.2020-5-1/OA2080>
- Philippine Examiner. (2023). Local Government Units from Sorsogon Participate in Objective Structured Clinical Evaluation (OSCE) On Emergency Maternal Care and Management of High-Risk Pregnancy. *The Philippine Examiner*. <https://philexaminer.com/?p=28058>
- Raziani, Y., Nazari, A., & Raziani, S. (2022). Nursing students' experiences with the objective structured clinical examination (OSCE): A qualitative study. *International Journal of Africa Nursing Sciences*, 16, 100433. <https://doi.org/10.1016/j.ijans.2022.100433>
- Reed, J. (2020). How to Write a Good Critique Paper: 25 Killer Tips + Examples. Study Blog. <https://custom-writing.org/blog/how-to-write-a-critique>
- Richardson, S. (2023). Raising the Standard in Clinical Assessment Through the Objective Structured Clinical Examination. *Radiologic Technology*, 95(1), 37–42. <http://www.radiologictechnology.org/content/95/1/>
- Saleh, A., & Bista, K. (2017). Examining Factors Impacting Online Survey Response Rates in Educational Research: Perceptions of Graduate Students. *Journal of MultiDisciplinary Education*, 3(29). <https://eric.ed.gov/?id=ED596616>
- Sharma, R., & Jelly, P. (2017). OSCE vs. TEM: Different approaches to assess clinical skills of nursing students. *Iranian Journal of Nursing and Midwifery Research*, 22(1), 78. https://doi.org/10.4103/ijnmr.ijnmr_107_16
- Smrekar, M., Ficko, S. L., Hosnjak, A. M., & Ilic, B. (2017). Use of the Objective Structured Clinical Examination in Undergraduate Nursing Education. *Croatian Nursing Journal* 1(1), 91–102. <http://dx.doi.org/10.24141/2/1/1/8>
- Soroush, A., Andaieshgar, B., Vahdat, A., & Khatony, A. (2021). The characteristics of an effective clinical instructor from the perspective of nursing students: a qualitative descriptive study in Iran. *BMC Nursing*, 20(1). <https://doi.org/10.1186/s12912-021-00556-9>
- Tavakol, M., & Pinner, G. (2018). Enhancing Objective Structured Clinical Examinations through visualization of checklist scores and global rating scale. *International Journal of Medical Education*, 9, 132–136. <https://doi.org/10.5116/ijme.5ad4.509b>
- Tian, H., Zakeri, M. A., Soltanmoradi, Y., Rahimi, N., Rafsanjanipoor, S. M. H., Nouroozi, M., & Dehghan, M. (2023). Nurses' Clinical Competency and its Correlates: Before and During the COVID-19 Outbreak. *BMC Nursing*, 22(1). <https://doi.org/10.1186/s12912-023-01330-9>
- Thomas, L. (2020). Simple Random Sampling | Definition, Steps & Examples. Scribbr. <https://www.scribbr.com/methodology/simple-random-sampling/>
- Triad 3 (2016). An Introduction to Document Analysis. *Research Methodology in Education*. <https://lled500.trubox.ca/2016/244>
- Vijayalakshmi, S., Deiva, K., & Kathyayani, B.V. (2021). Objective Structured Clinical Examination (OSCE) on Antenatal Assessment among Nursing Students. *Asian*

- Journal of Nursing Education and Research* 11(3). <https://doi.org/10.52711/2349-2996.2021.00096>
- Villegas, F. (2022). Thematic Analysis: What it is and How to Do It. QuestionPro. <https://www.questionpro.com/blog/thematic-analysis/>
- Vocabulary.com. (n.d.). Worry. Vocabulary.com Dictionary. <https://www.vocabulary.com/dictionary/worry>
- Whitfield, C. (2018). Effective Time Management in the OSCE. Medcast. <https://medcast.com.au/blog/effective-time-management-in-the-osce>
- Zhao, Z., Mei, Y., Wang, X., et al. (2023). Meaning in life among nursing students: a latent profile analysis. *BMC Nursing*, 22(1), 264. <https://doi.org/10.1186/s12912-023-01425-3>

Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Alternative Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).