

DEBATE

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Objective Structured Clinical Examinations (OSCEs), psychiatry and the Clinical assessment of Skills and Competencies (CASC) Same Evidence, Different Judgement

Steven Manwaha

Abstract

Background: The Objective Structured Clinical Examination (OSCE), originally developed in the 1970's, has been hailed as the "gold standard" of clinical assessments for medical students and is used within medical schools throughout the world. The Clinical assessment of Skills and Competencies (CASC) is an OSCE used as a clinical examination gateway, granting access to becoming a senior Psychiatrist in the UK.

Discussion: Van der Vleuten's utility model is used to examine the CASC from the viewpoint of a senior psychiatrist. Reliability may be equivalent to more traditional examinations. Whilst the CASC is likely to have content validity, other forms of validity are untested and authenticity is poor. Educational impact has the potential to change facets of psychiatric professionalism and influence future patient care. There are doubts about acceptability from candidates and more senior psychiatrists.

Summary: Whilst OSCEs may be the best choice for medical student examinations, their use in post graduate psychiatric examination in the UK is subject to challenge on the grounds of validity, authenticity and educational impact.

Background

The Objective Structured Clinical Examination (OSCE), originally developed in the 1970's, has been hailed as the "gold standard" of clinical assessments for medical students [1] and is used within medical schools throughout the world [2]. In terms of Miller's triangle [3] describing a framework for clinical assessment, OSCEs aim to examine skills and ability at the "shows how" level, with an expectation that this might reflect performance in day to day real life clinical situations.

OSCEs developed in response to the difficulties identified with traditional long case clinical examinations. There was very often a lack of transparency about the objectives of the assessment and the competencies required to succeed. Also, no clear marking system resulted in variability between assessors and individual

examiners were not always consistent over time [4]. This subjectivity, the potential for examiner bias [5], and the use of small numbers of real cases was also linked to perceived unfairness.

Thus the charge was that long cases lacked reliability and validity and were unfair to those assessed. In his seminal paper on OSCEs, Harden [6] outlined an alternative, espousing its objectivity, its reliability and the controlled standardized testing of multiple competencies, thereby eliminating non-candidate variance in results.

This debate paper aims to critically appraise the use of OSCEs as a method of assessment in the membership examination of the Royal College of Psychiatrists UK (MRCPsych), although the arguments are likely to apply to other postgraduate psychiatric examinations. The OSCE in the MRCPsych is called the Clinical Assessment of Skills and Competencies (CASC) and it seeks to measure psychiatric competence. The framework of Van der Vleuten's utility model [7] is used to examine the

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Mastering the objective structured clinical examination and clinical skills assessment Jo- Ann Reteguiz, 2002

Mastering the OSCE, Objective Structured Clinical Examination and CSA, Clinical Skills Assessment Jo-Ann Reteguiz, Beverly Cornel-Avendano, 2001 This volume presents more than 60 simulated cases in the core areas of medicine to assess students interpersonal and physical diagnosis skills for the OSCE and CSA examinations A Step By Step Guide To Mastering The OSCE - Medical Student , Mastering the OSCE, Objective Structural Clinical Examination and CSA, Clinical Skills Assessment Jo-Ann Reteguiz, Beverly Cornel-Avenidaño, 2002 **Essential Guide To Developing,**

Implementing, And Evaluating Objective Structured Clinical Examination, An (Osce) Hamza Mohammad Abdulghani, Gominda Ponnampereuma, Zubair Amin, 2014-10-27 The aim of this book is to provide a comprehensive and practical guide for developing and implementing an Objective Structured Clinical Examination OSCE for the medical educators health sciences educators tutors faculty clinicians OSCE planners who are involved in clinical teaching and assessment of students trainees and residents The book starts with the essential theoretical foundation before progressing to the practical implementation steps It contains a good balance of medical education research and practical tips to provide readers an easy to digest yet comprehensive guide for the implementation of OSCE as an appropriate assessment tool

Passing Your Advanced Nursing OSCE Helen Ward, Julian Barratt, Navreet Paul, 2021-07-28 This book aims to provide an easily accessible quick reference guide for advanced nursing students preparing to undertake practical examinations to assess advanced clinical practice competence and students preparing for practical examinations in non medical prescribing assessment These examinations are commonly known as objective structured clinical examinations OSCEs The book is a preparation and revision tool designed to be read in conjunction with any recommended core clinical textbooks however along with giving students step by step instructions on performing well in OSCE scenarios it also gives guidance to academic staff on preparing to teach and mark OSCEs This book uses a case study approach to OSCEs in a coherent consistent and easily understandable style Both authors are clinical academic nurse practitioners who regularly work in clinical practice in conjunction with teaching advanced nurse practitioner and non medical prescribing students *Mastering the OSCE* Essam Abdelhakim, 2025-04 The Objective Structured Clinical Examination OSCE is a critical assessment for medical students evaluating their clinical communication and practical skills in a real world setting Mastering the OSCE is a comprehensive and practical guide designed to help students prepare effectively build confidence and excel in their OSCE exams This book is structured into seven key sections covering everything from history taking and physical examinations to clinical procedures data interpretation communication skills and professional conduct It includes Understanding the OSCE Format Insights into OSCE structure scoring criteria and common pitfalls Essential Skills for OSCE Success Covers history taking techniques clinical reasoning and decision making Physical Examination Stations A system based approach to cardiovascular

respiratory abdominal neurological and musculoskeletal exams Clinical Procedures and Emergency Skills Step by step guidance on venepuncture catheterization life support and airway management Data Interpretation and Diagnosis Teaches ECG reading blood test interpretation and radiological assessment Communication Professionalism Includes breaking bad news informed consent and interprofessional communication Mock OSCE Exams High Yield Cases Features 50 practice cases with model answers and examiner tips The book also highlights common mistakes time management strategies and exam day preparation techniques ensuring students approach their OSCE with confidence and competence With a clear structured and student friendly approach Mastering the OSCE serves as an essential companion for medical students aiming to pass their OSCE with distinction

Objective Structured Clinical Examinations Sondra Zabar, Elizabeth Kachur, Kathleen Hanley, Colleen Gillespie, Adina Kalet, 2025-07-25 Objective Structured Clinical Examinations OSCEs or other Standardized Patient Participant SP exercises are an important methodology for teaching and assessment in health professions education across disciplines and the continuum of training The first edition of Objective Structured Clinical Examinations offered a systematic approach for educators to get involved in the process of creating OSCEs and similar SP exercises The second edition uses the same successful format to make the OSCE process easy and reproducible and adds novel material and innovative best practices for OSCEs in every context The first edition of this book was based on the editors 20 years of experience producing OSCEs without a clinical skills center in empty classrooms or walk in clinics on weekends working with well trained SPs and using carefully designed clinical scenarios In the 10 years since they have engaged in multidisciplinary and inter professional collaborations and expanded their approach to designing and implementing successful performance based assessment both inside and outside of high tech simulation centers The original chapters 1 Introduction 2 10 step approach 3 Remediation and 4 Unannounced Standardized Patients have been updated and charts tables and best practices throughout these chapters are elaborated and expanded on This second edition also features an updated Foreword by Ronald Harden and Preface by Mack Lipkin Adina Kalet and Sandy Zabar along with eight new chapters in collaboration with other educators and researchers covering topics such as analyzing OSCE notes for clinical reasoning OSCE data reporting and visualization scholarship and a research registry examples of performance based assessment in practice virtual OSCEs and telemedicine skills OSCEs for transitions OSCEs for teaching and SP programs This expanded edition will be useful to both novice and advanced educators and offers an important contribution to the health professions education literature

Master Dentistry E-Book Paul Coulthard, Philip Sloan, Elizabeth D. Theaker, Keith Horner, 2013-05-24 Master Dentistry is designed as a revision guide for dental students and presents the key elements of the curriculum in an easy to digest format Based on sound educational principles each volume in the series is fully illustrated throughout and is supported by extensive self assessment questions which allow the reader to assess their own knowledge of the topic and perfect their exam techniques This third edition has been fully updated throughout and addresses the oral and maxillofacial surgery radiology

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The Master Adaptive Learner William Cutrer, Martin Pusic, Larry D Gruppen, Maya M. Hammoud, Sally A. Santen, 2019-09-29 Tomorrow's best physicians will be those who continually learn adjust and innovate as new information and best practices evolve reflecting adaptive expertise in response to practice challenges As the first volume in the American Medical Association's MedEd Innovation Series The Master Adaptive Learner is an instructor focused guide covering models for how to train and teach future clinicians who need to develop these adaptive skills and utilize them throughout their careers Explains and clarifies the concept of a Master Adaptive Learner a metacognitive approach to learning based on self regulation that fosters the success and use of adaptive expertise in practice Contains both theoretical and practical material for instructors and administrators including guidance on how to implement a Master Adaptive Learner approach in today's institutions Gives instructors the tools needed to empower students to become efficient and successful adaptive learners Helps medical faculty and instructors address gaps in physician training and prepare new doctors to practice effectively in 21st century healthcare systems One of the American Medical Association Change MedEd initiatives and innovations written and edited by members of the ACE Accelerating Change in Medical Education Consortium a unique innovative collaborative that allows for the sharing and dissemination of groundbreaking ideas and projects

Master Dentistry Volume 1 E-Book Paul Coulthard, Philip Sloan, Elizabeth D. Theaker, Anita Sengupta, 2021-05-25 Now in its fourth edition this popular text provides a comprehensive overview of the oral and maxillofacial subjects in dentistry that students will need in order to pass their final exams This invaluable adjunct to exam preparation provides a practical synthesis of core information reflecting real life case scenarios Information is structured to enhance understanding and clinical decision making and a variety of self assessment methods prepare students for success Comprehensively updated the book covers a range of essential topics in the field of contemporary oral and maxillofacial subjects including surgical flap design state of the art surgical techniques zygomatic implants molecular

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assessment material provided in the form of MCQs EMQs case histories short notes data interpretation viva questions and picture questions all of which integrate knowledge from across different chapters and focus the reader on decisions they will take in a given clinical situation *The Definitive Guide to the OSCE* Ronald M. Harden,Pat Lilley,Madalena Patricio,2015-06-15 The new book is the definitive text on the Objective Structured Clinical Examination OSCE providing an easily accessible account of the breadth and depth of experience gained worldwide from its use in a wide range of contexts and in different phases of education The lessons learned from these diverse experiences are included throughout the text Used globally in all phases of education in the different healthcare professions the OSCE was first described by the lead author Harden in 1975 and it is now the gold standard for performance assessment The new book is the definitive text on the Objective Structured Clinical Examination OSCE providing an easily accessible account of the breadth and depth of experience gained worldwide from its use in a wide range of contexts and in different phases of education The lessons learned from these diverse experiences are included throughout the text Used globally in all phases of education in the different healthcare professions the OSCE was first described by the lead author Harden in 1975 and it is now the gold standard for performance assessment *Artificial Intelligence in Education* Alexandra I. Cristea,Erin Walker,Yu Lu,Olga C. Santos,Seiji Isotani,2025-08-18 This six volume set LNAI 15877 15882 constitutes the refereed proceedings of the 26th International Conference on Artificial Intelligence in Education AIED 2025 held in Palermo Italy during July 22 26 2025 The 130 full papers and 129 short papers presented in this book were carefully reviewed and selected from 711 submissions The conference program comprises seven thematic tracks Track 1 AIED Architectures and Tools Track 2 Machine Learning and Generative AI Emphasising datadriven Track 3 Learning Teaching and Pedagogy Track 4 Human Centred Design and Design Based Research Track 5 Teaching AI Track 6 Ethics Equity and AIED in Society Track 7 Theoretical Aspects of AIED and AI Based Modelling for Education [The Objective Structured Clinical Examination](#) ,2001 **The ASCRS Manual of Colon and Rectal Surgery** David E. Beck,Steven D. Wexner,Tracy L. Hull,Patricia L. Roberts,Theodore J. Saclarides,Anthony J. Senagore,Michael J. Stamos,Scott R. Steele,2014-01-02 The ASCRS Manual of Colon and Rectal Surgery Second Edition is designed to provide a rapid access pocket reference for residents fellows private clinicians and allied health professionals caring for patients with colorectal surgical diseases The Manual abstracted from the ASCRS Textbook of Colon and Rectal Surgery Second Edition is intended to impart succinct clinically relevant information for daily patient care The chapters take an evidence based approach and many provide ASCRS practice parameters The contents are presented consistently with concise overviews of the most clinically relevant topics The disease chapters discuss etiology anatomic considerations patient evaluation lab results imaging diagnosis and treatment The surgical chapters address these same issues in addition to discussion of minimally invasive versus open techniques possible complications and perioperative care The Manual also includes anatomical and technique drawings operative photos and algorithms Concise yet comprehensive The ASCRS Manual

of Colon and Rectal Surgery Second Edition is very useful for physicians and researchers dealing with diseases of the colon and rectum *Education in Obstetrics and Gynecology* Fedde Scheele, Florian Recker, 2024-11-20 High quality education and training of medical professionals is crucial to a healthy society and to ensure the wellbeing of global populations Medical education should be inclusive collaborative and innovative in order to produce clinicians and healthcare professionals able to meet the challenges of a globalized and interconnected world Importantly healthcare professionals need to be up to date with the latest developments and techniques in the field while students embarking on their medical education require not just a robust and forward facing curriculum but also the self reflective and interpersonal skills so crucial to a resilient workforce This Research Topic welcomes manuscripts that cover the education of healthcare professionals in the Obstetrics and Gynecology field from undergraduate and postgraduate studies to continuing medical education post university

Developing Advanced Skills in Practice Teaching Anne Smith, Heather Bain, Kirsten Jack, 2008-11-28 This engaging book is written for Practice Teachers who need to educate and assess students at advanced level in the practice setting Including contributions from a range of healthcare workers it provides Guidance on how to create a dynamic and effective experience for the learner Support for the teacher including how to deal with failure and cope with challenging students Advice to help readers build their self awareness and reflect on their role With references to the latest professional guidelines as well as practical exercises resources and support material Developing Advanced Skills in Practice Teaching draws together disparate information into one comprehensive resource It explores the core issues surrounding education in health and social care practice settings and is essential reading for all those who want to operate in this arena at an advanced level

Principles of Assessment in Medical Education Tejinder Singh, Anshu, 2021-10-30 Chapter 1 Assessment The Basics Chapter 2 Assessment of Clinical Competence A Curtain Raiser Chapter 3 Assessment of Knowledge Free Response Type Questions Chapter 4 Assessment of Knowledge Selection Type Questions Chapter 5 Assessment of Knowledge Multiple Choice Questions Chapter 6 Question Paper Setting Chapter 7 The Long Case Chapter 8 Objective Structured Clinical Examination Chapter 9 Direct Observation based Assessment of Clinical Skills Chapter 10 Oral Examinations Chapter 11 Portfolios for Assessment Chapter 12 Assessment of Professionalism and Ethics Chapter 13 Workplace based Assessment Chapter 14 Competency based Assessment Chapter 15 Community based Assessment Chapter 16 Assessment for Learning Chapter 17 Assessment for Selection Chapter 18 Programmatic Assessment Chapter 19 Internal Assessment Basic Principles Chapter 20 The Quarter Model Chapter 21 Assessment in Online Settings Chapter 22 Item Analysis and Question Banking Chapter 23 Standard Setting Chapter 24 Educational Feedback to Students Chapter 25 Student Ratings of Teaching Effectiveness Chapter 26 Is Objectivity Synonymous with Reliability Chapter 27 Faculty Development for Better Assessment Chapter 28 Online Resources for Assessment Index

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