



Utilizing the OSCE Assessment as an Additional Curriculum Management Tool at LECOM School of Dental Medicine



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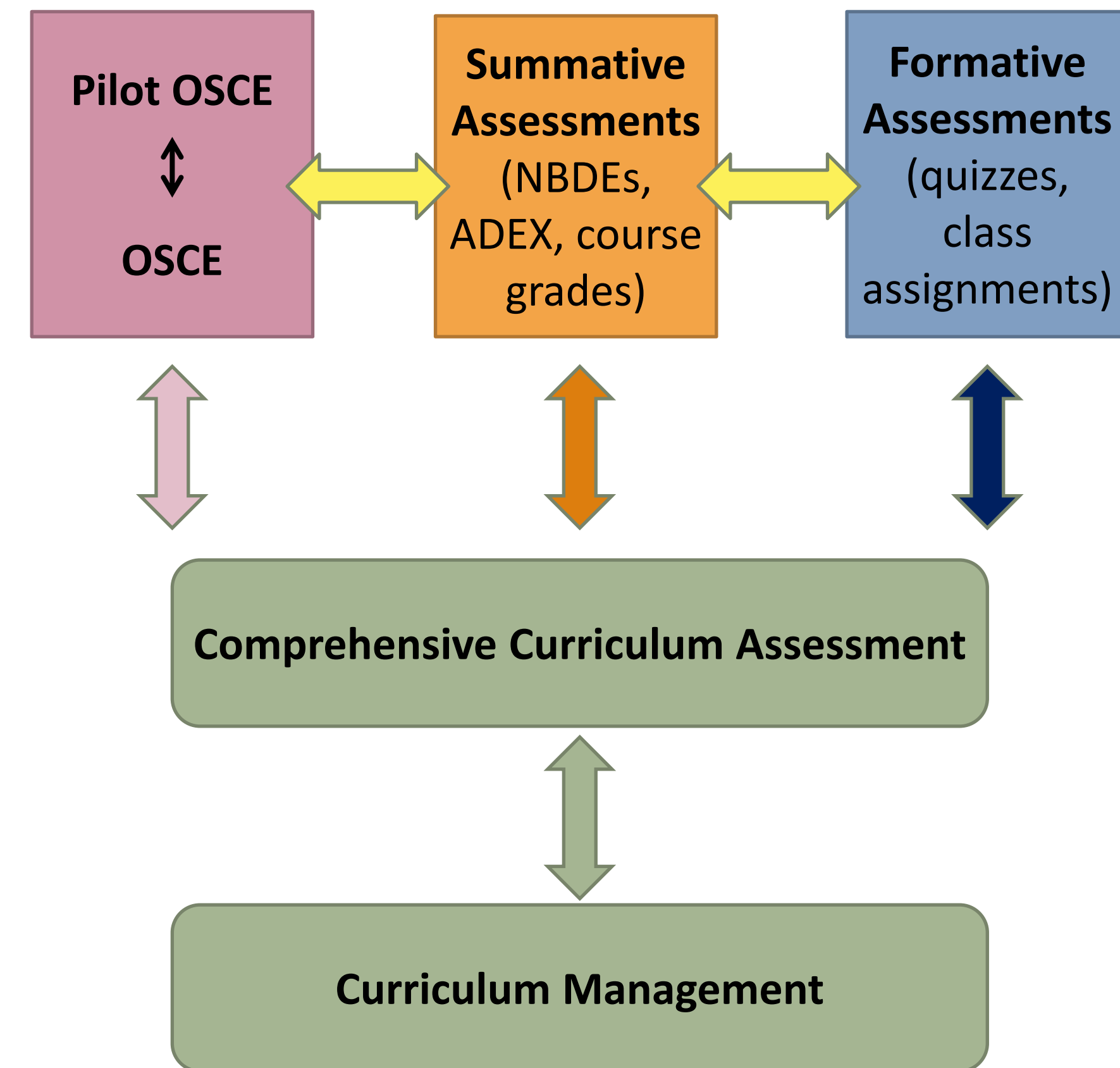
BACKGROUND

LECOM-SDM began incorporating the OSCE into its curriculum as a pilot project in March 2016. However, the OSCE is not designed by the SDM solely for student performance assessment but as an additional tool in the curriculum review and revision process.

Using an OSCE-based testing format is time-consuming and labor-intensive, but this type of benchmark testing provides unique feedback regarding students' achievement of learning outcomes and isolates areas of weakness in the curriculum.

Besides being a valuable mechanism to assess the students' progress toward competency, the OSCE can be used in conjunction with other summative assessments such as the National Board Dental Examination and licensing exam results to identify the strength and weakness of the school's curriculum.

These evaluations will form the foundation to create a comprehensive curriculum assessment plan at LECOM-SDM.



LECOM-SDM OSCE Benchmark Tests

- NOT a graduation requirement (under review)
- **NOT** embedded into any course grade
 - ❖ Low stakes for students, low anxiety
- LECOM follows **PASS/FAIL** grading system
- **D1 Benchmark** is given at the end of D1 year
 - ❖ Transition from basic sciences into dental-focused education
- **D2 Benchmark** is given at the end of D2 year
 - ❖ Transition from pre-clinical to clinical education
- **DEVELOPMENT:** 1-hour per test, in multiple sessions due to scheduling, use standardized patients

CREATING THE COMPREHENSIVE CURRICULUM ASSESSEMENT PLAN

- LECOM School of Dental Medicine (SDM) develops a curriculum review and revision process:
 - ❖ Systemically collect, review, and use the information for the purpose of continually improving student learning and overall program effectiveness.
- As the result, the *Comprehensive Curriculum Assessment Plan (CCAP)* is in development to serve as the SDM's foundation system for academic assessment.

CURRENT CURRICULUM ASSESSMENT TOOLS AT LECOM-SDM

- National Board Dental Examinations
 - NBDE I Results
 - NBDE II Results
- Licensing exams
 - ADEX/CDCA
 - WREB
- Course grades
 - Midterm/final exams
 - Competency exams

OSCE ASSESSEMENT AS AN ADDITIONAL CURRICULUM MANAGEMENT TOOL

OSCE benchmark assessment results are used to evaluate curriculum contents and instructional effectiveness. The tables below show the blue print for designing OSCE stations.

	TOPIC	LECOM-SDM competency addressed	# of Stations	Level
D1 Benchmark Assessment	Dental Anatomy & Lesions	2	1	Knowledge
	Behavioral Sciences (patient-centered approach)	5	1	Knowledge
	Domestic Violence	5	1	Knowledge
	STDs and AIDS	5	1	Application
	Multicultural Environment	6	1	Application
	Ethics	10	1	Application
	Patient Assessment	14-a	1	Application
	Head & Neck	14-b	1	Application
	Health Promotion	14-d	1	Knowledge
	Dental Impressions	14-g	1	Knowledge

	TOPIC	LECOM-SDM competency addressed	# of Stations	Level
D2 Benchmark Assessment	Ethical Decision Making	10	1	Application
	Radiographic Interpretation	14-a	1	Application
	Informed Consent	14-a	1	Application
	Diagnosis	14-a	1	Knowledge
	Patient Assessment	14-a	1	Application
	Treatment Planning	14-a	1	Application
	Oral Pathology	14-k	1	Knowledge
	Health Promotion	14-d	1	Knowledge
	Local anesthesia; pain and anxiety control	14-e	1	Application
	Medical Emergencies	16	1	Application

DISCUSSION

SIGNIFICANCE: The objective structured clinical examination (OSCE) provides more in-depth feedback of students' learning than summative assessments alone. Hence, its use enhances curriculum assessment and contributes significantly as a curriculum management tool.

RESOURCES: LECOM-SDM's OSCEs will be developed by collaborative effort of all faculty members: pre-clinical (basic sciences and dental education disciplines) and clinical sciences course directors. Standardized patients are shared between the College of Medicine (COM) and SDM.

OUTCOME MEASUREMENT: By using the OSCE benchmark tests to monitor and revise the curriculum, we hope to see significant improvement in NBDE and licensing examination results.

REFERENCES

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3. Zartman et al. J. Dent. Edu. **2002**, 56(12), 1323

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