BACKGROUND

The Objective Structured Clinical Examination (OSCE) is the common method to assess the clinical skills competence in undergraduate medical school in Indonesia. This study have shown evidence of validity and reliability. So far, reliability assessment of OSCE using Generalizability Theory (G-Theory) is not common in Indonesia. The aims of this study were to analyze the OSCE reliability in the end of the fourth year on medical students using G-Theory to improve the clinical competence assessment in our school for quality improvement.

METHODS

An observational cross-sectional study was conducted at Islamic Malang University (UNISMA) Faculty of Medicine in Indonesia. An OSCE with 79 fourth-year medical students in UNISMA medical school was conducted in the fourth year as a summative end of career final examination. There were 12 exam version in 12 station. The exam were conducted for 7 days, with 2 session per day (morning and afternoon). Students were assessed in two exam/stations for the first day until the seventh day except in fourth day and sixth day only one exam/station. Each exam/station represent one topic competention. The length of the station were 15 minutes. EduG was used to run G-Theory analysis.

RESULTS

The reliability of the OSCE is G= 0.45. From the G table shows that the source of error was the interaction between the students and station. There is no source of error resulted from 'days' facet. From the school record shows that all the examiner has been trained and being rater more than once. There were no first-timer rater.

CONCLUSION

The reliability of this OSCE is consider low. One of the most possible source of error is poor design of the rubrics. Using GT to analyze shows us that this method is able to pin-point the source of error. Therefore, the improvement of the assessment quality in the future could be done in better oriented.

REFERENCES