



Corrigendum

Corrigendum to “Evaluation of a collaborative testing approach to objective structured clinical examination (OSCE) in undergraduate nurse education: A survey study” [Nurse Educ. Pract. 35 (2019) 111–116]



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The authors regret that the abstract is missing in the article.

Abstract

Objective structured clinical examinations (OSCEs) are a well-established strategy used in the assessment of health professionals. However, OSCEs are expensive, resource intensive and associated with high levels of student anxiety. Collaborative testing has the potential to minimise anxiety, promote peer learning and reduce resource requirements. The aim of this survey study was to evaluate student satisfaction with a collaboratively tested OSCE introduced into a first year Bachelor of Nursing practice subject.

Surveys using Likert-type scales and open-ended questions were used to collect data from students enrolled on four campuses at an Australian University. Descriptive statistics were used to generate data from Likert-type scales and thematic analysis was used to generate

themes from qualitative data.

Of the 332 respondents, 93% responded positively to the OSCE design, 94% felt comfortable providing feedback to their partner and 89% believed the OSCE enabled mastery of clinical skills. Thematic analysis revealed collaborative testing reduced student anxiety, promoted peer-learning, and increased their sense of responsibility and motivation.

Combining OSCEs with a collaborative testing approach improves student performance and experience by reducing assessment-related anxiety, and encouraging peer learning. Further advantages include a significant reduction in the resource burden typically associated with OSCEs.

The authors would like to apologise for any inconvenience caused.

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