Structured oral examination(SOE) -an assessment tool for medical students



Introduction of SOE in University of Dhaka

- In January 2005 University of Dhaka first introduced Structured Oral Examination(SOE) in Professional examination of MBBS students
- Before that Viva voce exam was in traditional method

The oral examination or viva has advantage over Written examination

- ➢ Face-to-face discussion
- ≻Allows assessment of
- Intellectual abilities
- Professional attitude
- Communication skill
- Appearance
- Confidence



Face to face discussion

Professional attitude Appearance Confidence



Face to face discussion



Face to face discussion

Intelectual abilities



Traditional Oral Examination (TOE)

- ➢Subjective
- ► Non-structured
- Biased (impartial judgement may not be possible)
- ≻Intimidating
- ≻ May not cover the syllabus
- ➢ Fails to assess the cognitive and problem solving skills properly



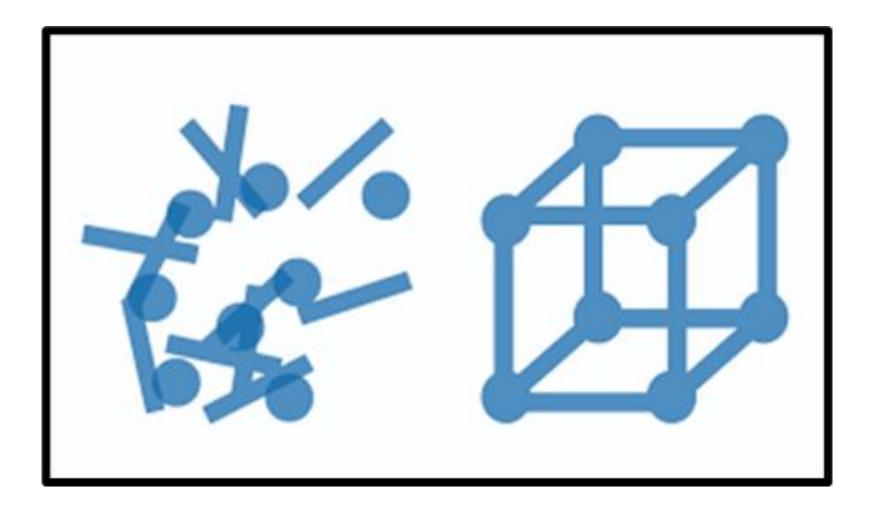
Objective

- Unbiased
- Impartial
- "Unmovable"
 opinion. Like an
 "object"

vs. Subjective

- The opposite of objective
- "Subject" to your own personal opinion or bias

Structured Vs Unstructured



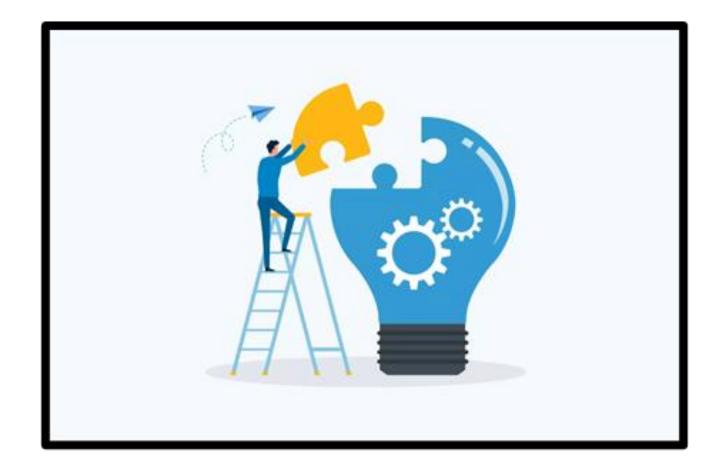
Biased



Intimidating



Fails to assess problem solving



Structured oral exam



Essentials of SOE

Planned construction of structured questions

> Prepared model answer in consultation with other examiner

>Ensuring non-threatening environment.

Careful selection of examiner

► Instruction to the examiner

Equal time to each candidate using stop watch

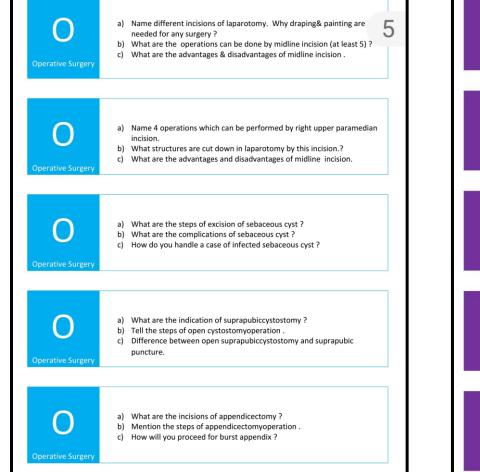
Recording of the questions & the answers

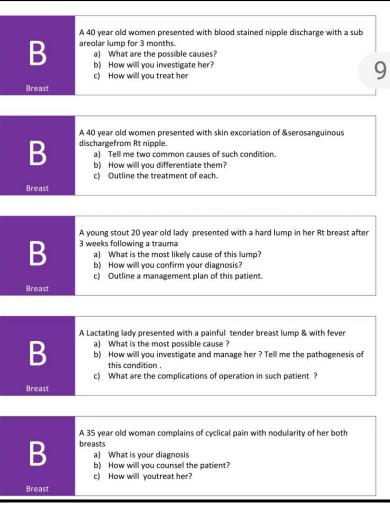
Standardized Rating scale

Operative surgery

Breast

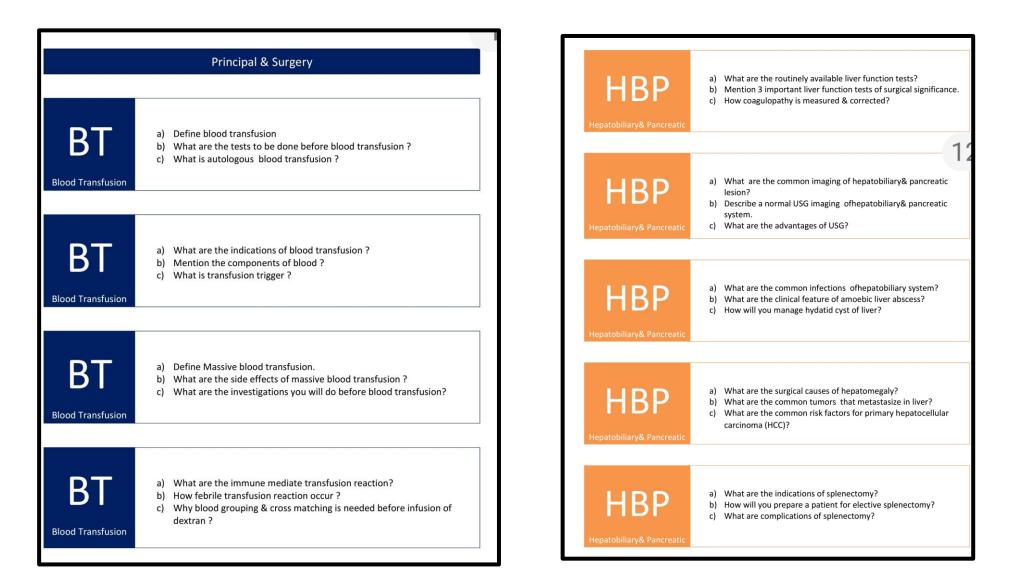
Planned construction of structured questions





Blood Transfusion

Hepatobiliary



Planned preparation of questions with consultation



Ensure non-threatening environment during exam



Good selection of examiner



Equal time to each candidate using stop watch



Recording the question and answers



Steps of Oral examination

- Phrase question clearly.
- Allow sec.....
- Encourage student to respond.
- Acknowledge correct answer.
- Ask lower to higher cognitive order questions.

Questions should be asked clearly and loudly



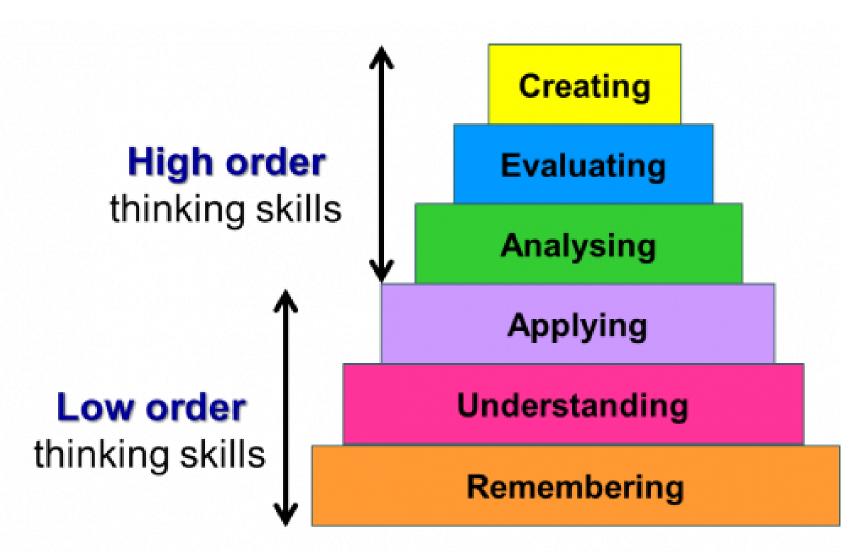
Encourage students to respond



Acknowledge correct answer



Questions



If still fails to answer Shift to the next question

Student often cannot understand the question.

- \succ Is the question clear to you?
- > Do you want me to rephrase the question?
- >Which part you did not understand?
- ≻ls it too difficult?
- Studies have shown that even modest increase of wait time, the correctness improves.
- ≻Allow time If still fails to answer
- Shift to the next question

Avoid

►Interruption

➢ Provide answer

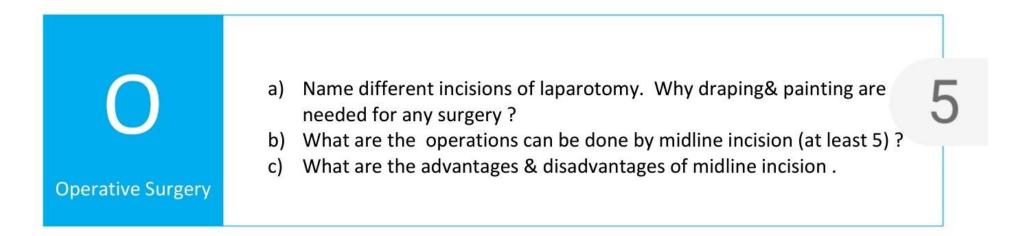
➤Criticize



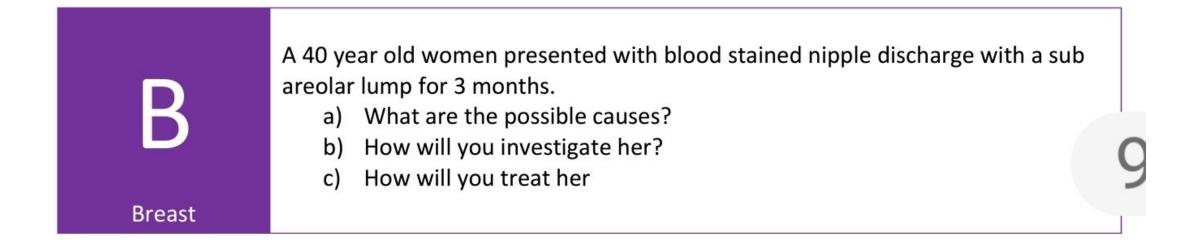
Types of Questions

- ► Recall based-50-60%
- ►Interpretative -20%
- ➤Analytical
- ➢ problem solving questions-10-20%
- May vary subject to subject

Recall based questions



Problem solving



Interpretative

A 30Year old alcoholic man presented with sudden severe upper abdominal pain, retching and mild fever for 4 hour. Plain X-ray abdomen shows features of paralytic ileus but no free gas. Laboratory findings show Serum amylase- 1000 IU/L Serum Lipase- 150 IU/L TLC- 15000/ml³

1. What is your most probable diagnosis?

2. Mention 3 important causes of this condition.

3. Write 2 imaging studies essential to establish the diagnosis.

4. Write 2 scoring systems to predict the severity of the disease.

5. Write 2 local & 2 systemic complications of this condition.

Scoring out of 10

>Outstanding = 9 \succ Excellent = 8 \succ Good = 7 >Satisfactory = 6 \geq Bare fail = 5 >Not adequate = 4 >Unsatisfactory = 3 Poor = 2➤Dangerous = 1



TOE vs SOE

- A comparative study of traditional oral
- examination (TOE) and structured oral examination, found that the SOE is
- ➤more effective,
- ➢skillful technique
- Superior than TOE in assessing student's competency and cognitive ability.



Traditional versus Structural Viva Voce, a Better Tool of Oral Assessment in Biochemistry: An Educational Interventional Study

Preeti Gupta¹

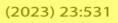
.No.	Student's perception	Frequency in percentage		
		strongly agreed	agreed	
1.	Experienced stress during traditional viva	500/	18%	
	voce.	78%		
2.	Experienced stress during Structured viva	260/	2%	
	voce.	26%		
3.	Traditional viva voce was comprehensive &	10/	8%	
	covers all topics	4%		
4.	Structural viva voce was comprehensive &		3%	
	covers all topics	83%		
5.	Structural viva voce is a convenient method	400/	50/	
	compared to traditional viva voce.	48%	5%	
6.	The structural viva voce pattern of		201	
	examination was uniform.	79% ×	3%	
7.	Examiner mainly focused on one topic of	C 40/	18%	
	his/her interest during traditional viva voce.	64%		

	viva voce.		
11.	Structural viva voce is a beneficial tool for	93%	
	scoring marks in an oral examination.		
12.	Overall satisfaction in traditional viva voce.	22%	
13.	Overall satisfaction in structural viva voce.	92%	
14.	Structural viva voce is a satisfactory and	90%	
	helpful initiative.		

Table 1. Comparison of marks obtained in the structured viva voce and traditional viva voce							
Oral examination	No. of students	Mean of marks obtained out of 20	Standard deviation	value	pValue		
Structured viva voce	146	13.0411	1.830307		<0.00001		
Fraditional viva voce	146	11.03425	2.305658	- 8.2372	<0.00001		

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Abuzied and Nabag *BMC Medical Education* https://doi.org/10.1186/s12909-023-04524-6



RESEARCH



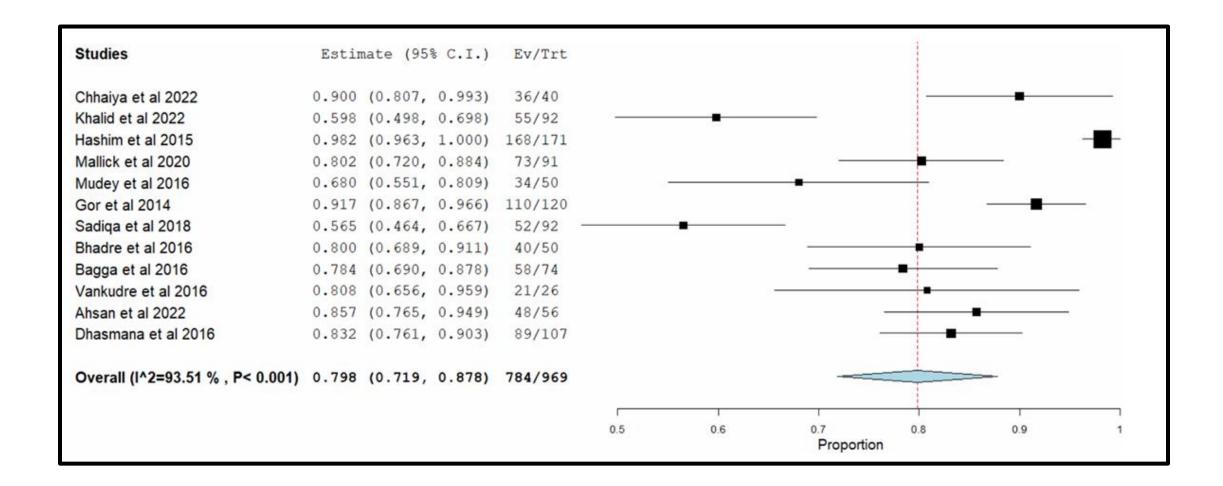
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Structured viva validity, reliability, and acceptability as an assessment tool in health professions education: a systematic review and meta-analysis

Abdelhamid Ibrahim Hassan Abuzied^{1*} and Wisal Omer Mohamed Nabag²

was low $\alpha = 0.50$ for the traditional viva. In the meta-analysis, structured viva was found to be acceptable by overall acceptability of (79.8%, P < 0.001) out of all learners who participated in structured viva as examinees at different levels in health professions education using the available numeric data of 12 studies. The heterogeneity of the data was high (I^2 = 93.506, P < 0.001) thus the analysis was done using the binary random-effects model.

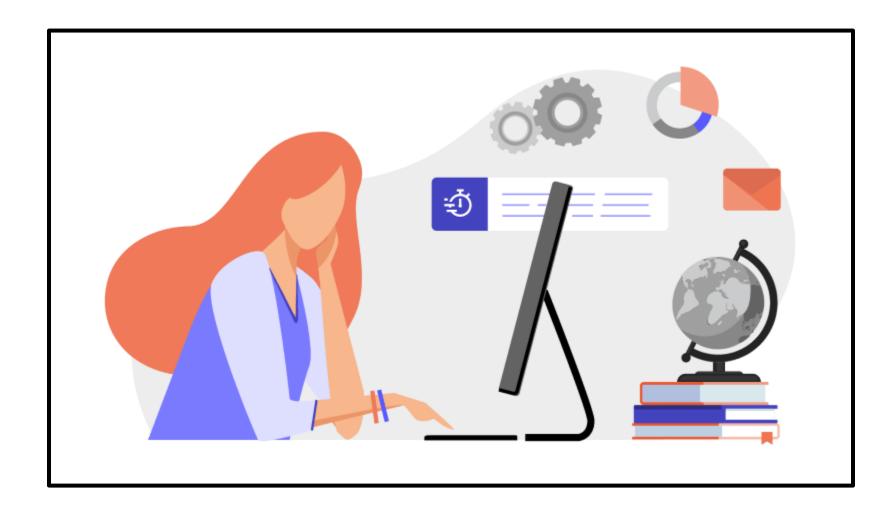
Forrest pool analysis



How to improve?

- ➤Continuous studies
- Determine the reason(s)its suitability in our medical curriculum
- ► Redesigning the SOE as an assessment tool
- ➢ For faculty development

Continuous study



Redesign



Making Socialisation at the Core of Institutional Culture Recruitment in academic institutions Preparation For A Fruitful Career In Education

IMPLEMENTING FACULTY DEVELOPMENT

Meeting The Needs Of Society



Supporting Academic Vitality



Instituting Accountability & Professionalization In the Teaching Practice.

