Introduction

Obstetrics and gynecology patients require a comprehensive approach, especially by the 6th year medical students. In the Faculty of Medicine, Prince of Songkla University, 6th year medical students rotate to the Obstetrics and Gynecology Department for a 3-week period. At the end of each rotation, the Modified Essay Question (MEQ) and the Objective Structured Clinical Examination (OSCE) are used to assess the knowledge and clinical skills of the students. OSCE consists of 5 sections (history taking, physical examination, laboratory interpretation, procedure competency, and communication skills).

Objective

To evaluate OSCE scores and passing rates on all 5 sections in 6th year medical students.

Methodology

At the end of each rotation, OSCE scores were used to evaluate the 6th year medical students in obstetrics and gynecology for 5 stations. The minimum passing scores were determined for each station by an experienced obstetrics and gynecology staff member. We analysed all the OSCE scores recorded between 2010 and 2012 and compared the 5 sections.

Data analysis

The statistical analysis was undertaken by the R program in which the mean and the passing rate of OSCE scores. The one-way ANOVA and Chi-square tests were considered for significance of differences as \( P < 0.05 \).

Results

OSCE scores of 433 6th year medical students at the end of training in the Obstetrics and Gynecology Department between 2010 and 2012 were analysed. The mean OSCE scores in history taking, physical examination, laboratory interpretation, procedure competency, and communication skills were 66.8, 71.7, 57.7, 71.7 and 56.7, respectively (Figure 1). The passing rates were 71.5%, 78.4%, 53.2%, 74.1% and 46.2%, respectively (Figure 2).

Discussion

Significantly, communication skills and laboratory interpretation had low mean and passing rate of OSCE scores.

Conclusion

We recommend providing 6th year medical students with more learning experiences in communication skills and laboratory interpretation.