Can an evaluation of students’ stress levels help us manage anxiety during OSCEs and other assessment modalities?

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Why do we care about researching stress levels?

What are we actually assessing and does it impact performance?
EEG & ERP

Heart Rate Variability

Plus, self reported fatigue and stress scores (questionnaire) & OSCE station performance
Input from audience......

• Students’ stress levels in OSCEs vs Written assessment
• What factors increase stress in different types of assessment?
• Does stress impact performance? If so, how?
• What is students’ perception of stress levels vs physiological data?
• Is intervention required? If so, how and what interventions are required? (Staff/Student partnership)
• How do we measure stress levels – HRV, EEG readings
• Differences in age, gender, nationality...
• Pilot – formative. Staff vs peer assessor. How many participants?
• Summative? Formative? Ethical considerations?