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Community Pharmacy - Clinical education

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IMPLEMENTATION OF OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) IN A MASTER'S PROGRAM IN PHARMACY: EVALUATION BY STUDENTS AND BY COMMUNITY PHARMACISTS

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Background and Objective: In recent years, pharmacy students' education has undergone significant changes, with a greater emphasis on learning clinical skills, inherent to the pharmacist profession and acquired through teaching activities like role play and during their internship. To improve the evaluation of those skills, we developed a new evaluation system that uses Objective Structured Clinical Examination (OSCE), considered as a good method for assessing clinical competencies. This assessment method was evaluated by students and community pharmacists in 2021 and 2022.

Design: The OSCE consisted of a series of five stations in which students demonstrated clinical skills to solve short clinical situations with a patient, simulated by a pharmacist. After 7 minutes, an examiner completed a standardized scoring system. The evaluation criteria included the students' scientific approach, but also their listening and communication skills, respect for the patient, sense of responsibility, and the quality of decision-making. The OSCE was evaluated by the students and community pharmacists, who participated in the 2021 and 2022 OSCE, using an anonymous questionnaire. Data were analysed with descriptive statistics using Excel® version 16.66.1.

Results: In 2021 and 2022, respectively, 45 and 84 students, and 18 and 21 pharmacists answered the evaluation questionnaire. In both years, most students felt that the OSCE assessment method was fair and objective, while their perception of its effectiveness improved significantly in 2022 compared to 2021. The community pharmacists also agreed on the overall positive metric qualities of the OSCE. Students found simulated patients moderately credible and clinical situations moderately realistic. According to feedback from both students and pharmacist, the "triage" stations were considered as moderately challenging, while the "validation" and "monitoring" stations were deemed more difficult to solve. In 2021, student satisfaction levels ranged from dissatisfied to good. In 2022, satisfaction levels improved significantly, ranging from satisfactory to excellent. However, regardless of the year, half of the students did not feel adequately prepared for the OSCE.

Conclusion: Most students and pharmacists found the OSCE to be a fair, objective, and effective assessment method. However, improvements are needed to improve the stations' credibility and feasibility. Additionally, students may benefit from better preparation for OSCE throughout their internship.

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Disclosure of Interest: None Declared