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AN OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) TO EVALUATE CLINICAL/COMMUNICATION SKILLS OF PHARMACY STUDENTS

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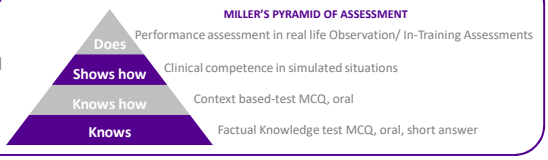
INTRODUCTION

- Pharmacy education has undergone changes as it involves skill acquisition and practice development. As supported by its reliability and validity, OSCE has become the standard for evaluation of clinical skills in pharmacy students worldwide.
- Miller described a conceptual 'pyramidal' model of the various facets of clinical skills.



OBJECTIVE

- To describe OSCE, their development and application for assessing competences, among fifth-year Pharmacy students of the Cardenal Herrera-CEU University.

METHODOLOGY

- The Cardenal Herrera-CEU University conducts its first OSCE in Pharmacy, with 5 individual assessments or "stations", for 30 students that concluded their training in 2018.
- The OSCE includes several stages: to prepare the stage/cases, simulation and evaluation.

DESIGN OF THE OSCE

- ***1. ANALYSIS OF OSCEs*** *of other Faculties of Pharmacy to determine the activities and resources that establish the development.*

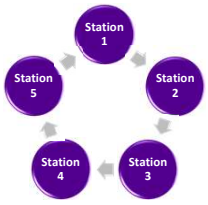
✓ Type of station
✓ Personal
✓ Matherials
✓ Test
✓ Evaluation of results

- ***2. DESIGN OF THE STATIONS/CASES***

1. TITLE OF THE STATION
2. EVALUATED COMPETENCES
3. COMPETENCE TYPE (COMPETENCE MAP)
4. DEVELOPMENT OF THE STATION
5. MATHERIAL
6. NAME OF THE TEACHER, SUBJECT AND COURSE

DEVELOPMENT OF THE OSCE

- Individual simulated cases provide information to students at the beginning of the simulation, complementary information only becomes known if student investigate. Candidates read the instructions then enter the station and proceed to perform the clinical task.



5 Minutes/Station

STATION 1. Toxicity produced by plants
STATION 2. Advice in the treatment of parasitosis
STATION 3. Measurement of blood pressure
STATION 4. Antibiotic dispensing
STATION 5. Dose calculation in pediatrics

EVALUATION OF THE OSCE

- Examiners observe the candidate carrying out the task and their performance is scored by using a predefined checklist.
- The competences tested (Table 1) include *inter alia* patient counselling and communication, identification and resolution of drug-related problems (DRPs), literature evaluation/drug information, provision and manual skills.

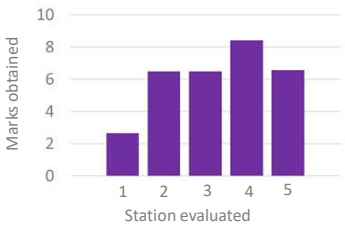
TABLE 1. COMPETENCE MAP FOR OSCE

COMPETENT COMPONENTS	EVALUATION PERCENTAGE (%)
Therapeutic management of the patient	30
Formulation and analysis laboratory	25
Prevention and health promotion	15
Pharmaceutical Planning and Management	10
Communication skills with the patient	10
Interprofessional relations	5
Sources of medication information	5
TOTAL	100

RESULTS

- Results indicate that OSCE was well structured and assessed clinical/communication needed for a professional pharmacist.
- The examination revealed that students were better in communicating with the patient and therapeutic management of the patient than in obtaining information.
- The average mark obtained in OSCE by the 30 students evaluated was 6,2/10.
- The station that results with the best rating was the station 4, antibiotic dispensing.

Results obtained in the different stations evaluated (from 0 to 10 points).



CONCLUSION

- The implementation of OSCE among fifth-year students is technically feasible and allowed evaluation of clinical competences and communication skills.
- The authors wish to acknowledge the significant contributions made by staff of the Faculty of Health Sciences (Teaching Innovation Project, PI01A-SV-17).

REFERENCES

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