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Pharmacy students' opinion about the Objective Structured Clinical Examination (OSCE) in Poland

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INTRODUCTION

Nowadays, a big challenge in pharmacy teaching is not only to provide graduates with a portion of knowledge but to provide them with tools to acquire this knowledge throughout their future professional life. In addition to the acquired knowledge, an important issue is acquiring the appropriate practical skills that will allow them to provide pharmaceutical services in a pharmacy in the right way of life in the future. Objective Structured Clinical Examination (OSCE) is a tool that checks practical skills. In the last decade, OSCE is widely implemented in pharmacy curricula worldwide. Our team developed OSCE as a final exam in Pharmaceutical Care course for 5th year pharmacy students.

AIM/S

The purpose of our study was to compare the opinion of pharmacy students with the results of the exam. The aim of our study is also to evaluate and analyse students' suggestions to improve the quality of future OSCE exams and improve the teaching method for the Pharmaceutical Care course.

METHOD

We used the self-administered structured questionnaire to obtain opinions about the exam. The respondents were students, who took their OSCE exam for the first time. The questionnaire was administered to a student just after he/she finished the exam. All students were informed that the survey is anonymous and voluntary, and he/she has the right to refuse participation.

RESULTS

Almost 95% of students admitted that information about the organizational aspect of the exam and instructions at individual stations were understandable. Most students indicated the stations 5 (identification of DRP) as the one on which they will get the worse grade and about half of respondents indicated the same station as the most stressful. As a less stressful most students indicated the station 1 (patient interview), the same station they indicated as a station where they expect to receive the best grade. The analysis of OSCE results showed that the best average grade (>73%) was observed at station 3 (education about medicine), which less than half of respondents indicated as the one, where they expect the best grade. The worse results (average grade <60%) were observed at station 5 as it was predicted by students.

CONCLUSION

Students were positive about the organization of the OSCE and found it quite well simulating the real professional situation. The actual and projected by students' results of the exam were only partly consistent, which may indicate that students are not able to self-assess the level of competencies and compare it with the expectations of their future employer.

Tab 1. Pharmacy students' evaluation of the attributes of the OSCE

Questionnaire statement	Agree/Strongly agree responses 2018-2019 N=108	
	N	%
Positive about the OSCE before it	60	55,5
The OSCE meet expectations	84	78.0
Information about the organisation and conduct of the exam were understandable	95	88.0
Information about the organisation and conduct of the exam were sufficient	84	93.0
Instructions on stations were clear and understandable	96	89.0
Stations with simulated patient gave the feeling of real situations in pharmacy	80	74.0
The program of the PCc allow to prepare to the OSCE adequately	64	59.0
Exam helped to assess skills better	72	66.0
The OSCE helped to recognize issues for further study	32	30.0
The OSCE is better than the traditional form of assessment (ex. written exam)	81	75.0
The OSCE was stressful	74	68.0

Tab 2. The average percentage of points obtained by students at individual stations.

Station	Mean %	SD
Station 1 – Pharmaceutical interview	72,03	11,65
Station 2 – Advice for self-medication	65,93	11,13
Station 3 – Education about medicines	73,71	11,91
Station 4 – Medical device education	65,11	11,16
Station 5 – Identification of drug-related problems	59,37	16,53
Station 6 – Solving of drug-related problems	69,30	19,67

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