



Virtual 2020

EAFP EUROPEAN ASSOCIATION OF FACULTIES OF PHARMACY

# ASSESSMENT OF COMPETENCIES ACQUIRED BY PHARMACY STUDENTS USING OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE)

Balaguer-Fernández, M.A. Calatayud-Pascual, L. Moreno, A. López-Castellano, V. Rodilla

Department of Pharmacy, Faculty of Health Sciences, Universidad CEU-Cardenal Herrera, C/Santiago Ramón y Cajal, s/n., 46115, Alfara del Patriarca, Valencia, Spain:

email: vrodilla@uchceu.es

## INTRODUCTION

Acquisition of competencies in pharmacy education is of great importance if we are to train good pharmaceutical practitioners. Because of its reliability and validity, OSCE has become the standard for evaluation of clinical skills in pharmacy students in many countries<sup>1</sup>

## AIM/S

We describe the application of OSCE for assessing several key competencies among pharmacy students in the last two academic years (2017-19).

Acknowledgments (if applicable)

## METHOD

A five-station validated OSCE was implemented. The competencies tested in these OSCE included *inter alia* student knowledge, patient counselling and communication (communication skills) and acquisition and implementation of technical/clinical skills.

## RESULTS

During the two academic years 2017-19 assessed, 72 students were evaluated using five OSCE stations/year. Altogether 13.5% of competencies assessed were communication skills, technical/clinical skills corresponded to 35% whereas the remaining 51.5% assessed knowledge acquisition. A survey among participating students showed a high level of satisfaction (4.95/6). Students felt OSCE was adequately structured and assessed the clinical/communication skills needed for a professional pharmacist

Figure 1. A photograph taken during the OSCE sessions in 2018. The student being assessed is demonstrating her skills and knowledge to measure blood pressure on a fake-patient. Seated in the background is the evaluator of this OSCE station.



## CONCLUSION

OSCE is an important tool for assessment of clinical competence and complements traditional examinations. Furthermore, it allows verification of clinical and technical abilities as well as communication skills among future pharmacists, which otherwise are extremely difficult to assess<sup>2</sup>

## REFERENCES

1. Shirwaikar A. Objective structured clinical examination (OSCE) in pharmacy education - a trend. *Pharmacy Practice*, 2015; 13(4):627.
2. Harden RM, Gleeson FA. Assessment of clinical competence using an objective structured clinical examination (OSCE) *Med Educ*. 1979; 13(1):41-54.