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Objective Structured Clinical/Practical Examination (OSC/PE) in Pharmaceutical Sciences Education – a pilot study

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Introduction

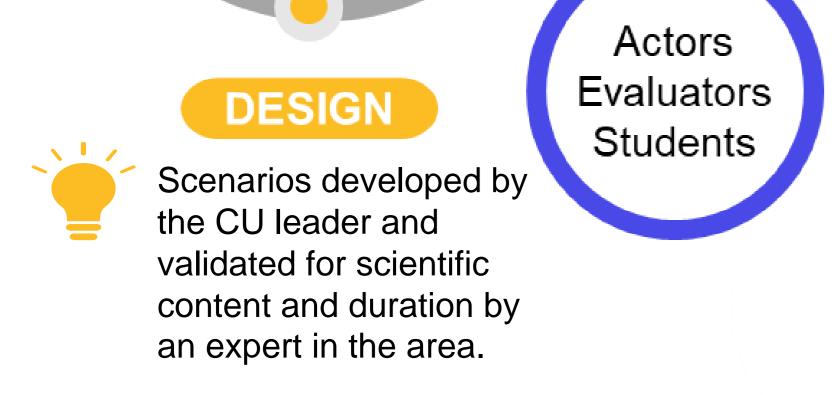
The assessment of practical skills in higher education pharmacy teaching is crucial to prepare students for a comprehensive pharmacy practice (1). This may be achieved through the application of an Objective Structured Clinical Examination (OSCE), extending the Clinical to Practical concept **OSC**(**P**)**E**. Such approach provides students with hands-on practice, offering valuable feedback, and preparing them for their future roles as competent pharmacists (2).

Aim



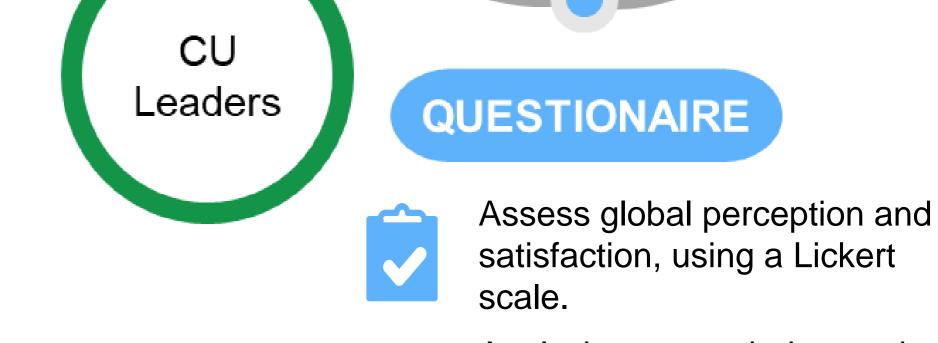
The present work aimed to assess the implementation of an OSC(P)E to the 4th year students of the integrated master in Pharmaceutical Sciences of Egas Moniz School of Health & Science.

Methods					
PRE- OSC(P)E		OSC(P)E	POST- OSC(P)E		
Curricular Unit (CU) Leader	Actors followed a written script to guarantee consistency A previous meeting was organized to prepare students for the exam.	 12 Manned stations 5 clinical 5 non clinical 2 for organization purposes 	GRADING Grades, obtained by borderline regression, weighed 20% in the practical component of the CU. No pass/fail grade established. GRADING		
		5' each			
		Students (n=34) organized in			



three groups; no electronic devices or contact between them was allowed.

Evaluation by filling a pre-* defined checklist (quantitative & qualitative scale)



Analysis was carried out using IBM SPSS statistics (v.29)

Figure 1. Representation of the full OSC(P)E set-up considered

Results

Students considered that the OSC(P)E:

Tested a wide range of skills

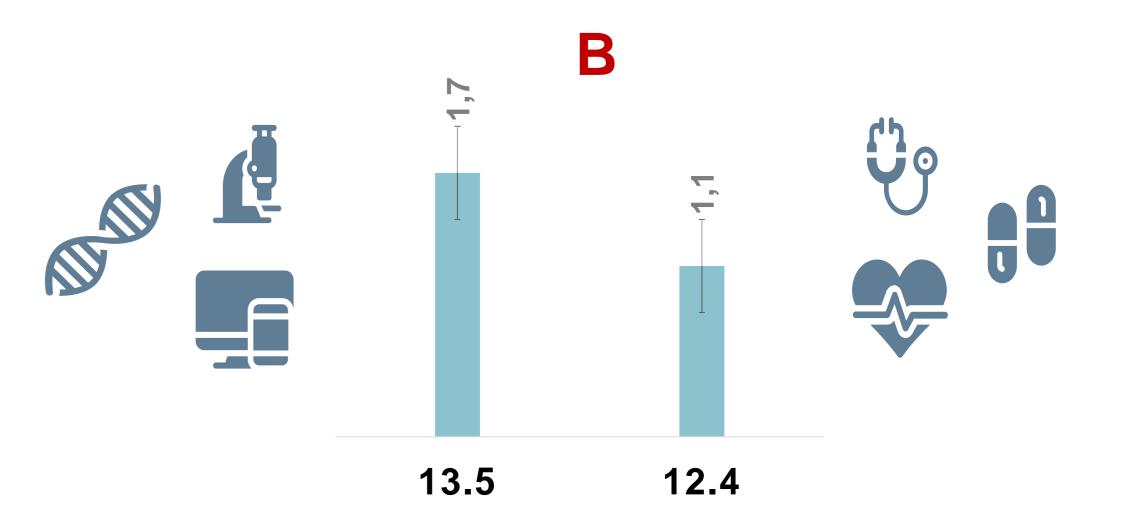
Tested a wide range of knowledge

Helped in identification of weaknesses in communication with patients Pinpointed knowledge gaps and tested the appropriate skills

Offered more learning opportunities than other type of exams

Time allocated to stations was insufficient

Previous information about the exam was insufficient



Felt worried and stressed					
% of students	0	20	40	60	80

A

Non-clinical skills Clinical skills

Bibliography search **Clinical Pharmacy** Pharmacotherapy Pharmacogenetics Drug Delivery

Figure 2. Students' perception of OSC(P)E (A) and average clinical and non-clinical grades (B)

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Conclusion

Toxicology

Although the exam was considered stressful and intimidating, the students recognized the value of this pioneer approach in Portugal to measure practical skills in Pharmaceutical Sciences.

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