

# Abstract Submission for ESCP 2015 Workshop

*Novel approaches in the (continuing) education of pharmacists*

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**What does a new, OSCE-based evaluation of fifth year pharmacy students add to a classical exam?**

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**Is this work original?:** Yes

**Please specify your abstract type:** Research abstract

**Background and Objective:** In Belgium, the degree of pharmacist is granted to students who have successfully completed a 5-year program of theoretical and practical courses, including a 6-month internship in a community pharmacy. So far, the evaluation of the competencies, achieved during this internship, is based on an evaluation by the supervisor at the pharmacy, and on an oral exam during which students discuss one prescription with a jury (two professors, one community pharmacist). Over the last years, questions have been raised both about the objectivity of the evaluation and about the degree to which the expected competencies were interpreted in the same way by all involved. Therefore, the aim of this project was to develop and test a concept for a new final exam for fifth year pharmacy students that enables an objective and correct evaluation of the achieved competencies, and to evaluate the added value of this type of exam.

**Setting and Method:** Based on international literature, a competency framework for community pharmacists was developed. These competencies were the basis for the development of cases and evaluation sheets that were pilot-tested in an OSCE (Objective Structured Clinical Examination)-type evaluation in June 2014. The OSCE consisted of three simulation pharmacies, where students had to counsel pseudo-patients. The OSCE was organized just after the classical oral exam. Scores of both evaluations were gathered and compared. Spearman-correlations were performed with SPSS.

**Main outcome measures:** Results on the different OSCE stations; correlations between scores on the different OSCE stations and with scores obtained from supervisor / during the classical oral exam.

**Results:** 122 students (82,4%) participated in both evaluations. The group of participants was not significantly different from the group of non-participants on results for different existing examinations ( $p = 0.50$ ). Individual scores on the different OSCE stations varied between 4/30 and 29/30. A significant correlation was observed between the scores obtained in the three different simulation pharmacies ( $p < 0,05$ ). No strong significant correlation was found between the scores on the classical exam and in the OSCE. No strong significant correlation was found between the scores in the OSCE and the scores given by the supervisor at the pharmacy.

**Conclusion:** The OSCE seems to evaluate other aspects than the classical exam, and is therefore considered complementary to other evaluations. An OSCE, consisting of five simulation pharmacies, with three pharmacies in which a patient has to be counseled, and two pharmacies where students have to engage in a more theoretical discussion with a colleague, is now implemented as the final exam of fifth year pharmacy students.

**Disclosure of Interest:** None Declared