

ID213 | SWOT ANALYSIS OF OSC(P)E IMPLEMENTATION: ENHANCING PRACTICAL SKILLS IN PHARMACY EDUCATION

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Introduction: Assessment of practical skills in higher education pharmacy teaching is crucial for preparing students for comprehensive practice. This study evaluates the implementation of an Objective Structured Clinical/Practical Examination – OSC(P)E – for 4th-year students in the Integrated Master's in Pharmaceutical Sciences at Egas Moniz School of Health & Science.

Methods: Thirty-four students from five curricular units participated in an OSC(P)E with 12 manned stations assessing clinical and non-clinical skills. Grades were obtained by borderline regression. Pre-exam scenarios were validated by experts, and actors were trained for consistency. A post-exam questionnaire assessed student perception and satisfaction; a SWOT analysis of the results was performed.

Results: The main SWOT analysis results follow. Strengths – OSC(P)E: S1. Effectively tested a wide range of skills, with 76.5% of students acknowledging its breadth; S2. Provided valuable hands-on experience, helping students identify communication weaknesses (50%); S3. Pinpointed knowledge gaps (47%); S4. Proved to be a pioneering method in Portugal for measuring practical skills in Pharmaceutical Sciences. Weaknesses – W1. Students (41.2%) felt they lacked adequate information about the exam beforehand; W2. Half of the students considered the time allocated to each station insufficient; W3. A significant 82.4% of students reported feeling worried and stressed during the exam. Opportunities – O1. Students (35.3%) felt OSC(P)E offered more learning opportunities compared to other exams; O2. The exam provided valuable feedback, helping students improve practical skills and knowledge. Threats – T1. Stress and anxiety experienced by students could potentially impact their performance and overall learning experience; T2. Ensuring consistency and adequate preparation for both students and actors can be challenging.

Conclusions: Despite the stress and anxiety associated with the OSC(P)E, it was recognized as a valuable method for assessing practical skills in Pharmaceutical Sciences. This innovative approach marks a significant step forward in pharmacy education in Europe.