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Pharmacy students' views and experiences regarding an online video-recorded objective structured clinical examination

Kieran Dalton¹, Kate Scannell¹, Aisling Kerr^{1,2}¹ School of Pharmacy, University College Cork, Cork, Ireland. ² School of Pharmacy and Life Sciences, Robert Gordon University, Aberdeen, United Kingdom.

BACKGROUND AND OBJECTIVE

- Objective structured clinical examinations (OSCEs) are considered gold standard in the assessment of pharmacy students' clinical skills.
- The COVID-19 pandemic, however, necessitated for minimising in-person interactions and thus more innovative OSCE delivery approaches.
- The objective of this study was to provide pharmacy students the opportunity to participate in an online video-recorded OSCE with pharmacist feedback, and thereafter assess their views and experiences regarding this initiative and reviewing the recording.

DESIGN

- All 3rd year pharmacy students in University College Cork ($n=68$) were invited to participate in a formative OSCE station online via Microsoft[®] Teams in April 2021 (video-recorded via Panopto[®]), comprising 1 minute of reading time and 5 minutes of interaction time, followed by an individualised feedback session with a pharmacist facilitator.
- Participants were sent 2 surveys: the first on the OSCE day and the second after receiving the recording 7 days later.
- Closed-ended questions were analysed using Microsoft[®] Excel and free text comments underwent content analysis.



RESULTS

- 23 students participated (34% of class total), with 20 respondents to the first survey and 15 respondents to the second.
- 94% enjoyed this online video-recorded OSCE experience.
- What students found most difficult: *"thinking on the spot"*, clinical knowledge deficiencies, time management, and the OSCE format.

Online and recorded nature of the OSCE

- 75% agreed that knowing they were being recorded had no significant impact on their performance.

"There was no indication on the screen saying that the call was being recorded so I was not distracted during the OSCE" [Student 9]

- 50% agreed that conducting the OSCE online (rather than in person) had no significant impact either; however, 25% found it difficult to get a personal connection with the simulated patient.

Reviewing the video recording

- All students were satisfied with the quality of pharmacist facilitator feedback; however, 79% agreed that reviewing the recording had a significantly greater impact on them compared to receiving the facilitator feedback alone.
- Whilst some found it uncomfortable to watch the recording, it allowed increased awareness of their body language.
- 93% agreed that i) reviewing their video performance increased self-awareness for skills development, and ii) they would review the video to help prepare for future OSCEs.

"I was able to for the first time critically review my non-verbal skills, which is of utmost importance and has been of great benefit to me... I think the video recordings are a very good idea and would love to see it further implemented where possible" [Student 18]

CONCLUSION

- This is the first study to assess pharmacy students' views of a formative online video-recorded OSCE with individualised feedback.
- Pharmacy students felt that participating in a formative OSCE online was enjoyable and beneficial, and emphasised the added value of providing a video recording after the OSCE to heighten awareness of their non-verbal communication and areas for improvement.
- Future studies with larger sample sizes should explore how student characteristics impact on their views with such video-recorded OSCEs.