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**ABSTRACT
BOOK**

PP007. The Impact of Student-designed Clinical Simulations in OSCE scenarios on the assessment score of Medicine Degree's Anaesthesia students and Podiatry Degree's Pharmacology students

Bellido Estevez I ^{1,2}, Blanco Reina E ^{1,2}, Bellido Estevez M ³, Barroso González A ^{1,3}, Guerrero Orriach JL ^{1,4}, Raigon Ponferrada A ^{1,4}, Gomez Luque A ^{1,4}

¹ University of Malaga, Malaga, España, ² IBIMA, Malaga, España, ³ Service of Anaesthesia, Recovery care and Medicine of Pain, Regional-Materno-Infantil University Hospital. Andalusia Health Service, Malaga, España, ⁴Service of Anaesthesia, Recovery care and Medicine of Pain, Virgen de la Victoria University Hospital. Andalusia Health Service, Malaga, España.

Introduction: Training based on Clinical Simulation (SC) in a Structured Objective Clinical Evaluation (OSCE) scenario is a strategy to improve the quality of learning of Medicine and Podiatry students, other Health Sciences disciplines, Residents and for the constant updating of knowledge of the professionals in health care. Involving students in the design of their own class tasks, explaining to them why they need to acquire their skills and how they can do it, could improve their learning and stimulate their desire to learn and participate.

Objective: Determine the impact of Student-Designed Clinical Simulations in OSCE scenarios on the learning and assessment score of Anaesthesia students from Medicine Degree and Pharmacology students from Podiatry Degree.

Method: Five-year study in which a cohort of medicine and podiatry undergraduate students from a single institution was recruited for undergraduate students were trained using SC-ECOEs that included: 1) Medical students: endotracheal intubation, assisted ventilation, peripherally inserted central catheter, and drug administration through various routes. 2) Podiatry students: locoregional anesthesia and cures with administration of topical drugs to the foot. Medicine and Podiatry students were involved in the design of clinical simulation scenarios for OSCE assessments. They collaborated with faculty members to develop realistic scenarios based on course objectives and clinical guidelines. These scenarios were then implemented in the OSCE assessments. The results obtained in the Student-Designed Clinical Simulations in OSCE scenarios were compared with data obtained from courses prior to the development of the study.

Results: 633 students were included, 78% female, 21±2.6 years old. The average time spent by the students in completing the designed and training in SC-OSCE was 10.2±3.6 h in Anaesthesia-Medicine and 10.5±2.5 h in Pharmacology-Podiatry student. The percentage of students who were satisfied with this form of learning was 89.5%. The group of SC-OSCE designed by students showed a greater number of correct answers to the evaluation questions compared to students which no collaborate in the clinical simulation in OSCE scenario design, +16.8% correct answers (P < 0.05). Even more students in the experimental group showed improvements in clinical reasoning, decision-making, communication skills and team work.

Conclusion: Incorporating student to the design of clinical simulations into OSCE scenarios positively impacts their assessment scores, promotes their active learning, and fosters the development of clinical and communication skills.

[1] Brentnall J. Evaluating the Clinical Reasoning of Student Health Professionals in Placement and Simulation Settings. *Int J Environ Res Public Health*. 2022;19(2):936.

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