

### Purpose

•To obtain the overall perceptions of students, standardized patients, and faculty evaluators whom participated in the Performance-Based Assessment (PBA) program during the fall 2011 semester.

### Background

•Performance based assessments are becoming widely accepted as a means to develop highly competent and skilled healthcare professionals.

•A highly recognized form of PBA is the Objective Structured Clinical Examination (OSCE).

•An OSCE tests a student's ability to apply their knowledge with clinical patient interaction skills.

•The OSCE was the performance based assessment tool utilized by SIUE School of Pharmacy in order to comply with the Accreditation Council for Pharmacy Education (ACPE) guidelines for assessing and evaluating student learning.

### Methods

•Three separate surveys were created (students, standardized patients, evaluators). The survey was conducted directly following participation in the PBA.

•Surveys consisted of 8 Likert-type questions rating the overall process and preparedness of the participant, followed by open ended questions examining the strengths and weaknesses of the PBA process.

•The evaluator and standardized patient surveys contained no subject identifiers or demographic information.

•The student surveys included their names for remediation purposes only, and were only disclosed to the 2 Performance Based Assessment Subcommittee members responsible for student remediation.

•Every participant received a printed copy of the survey; participation was optional

•Surveys were collected in marked enclosed collection boxes

•The survey results were analyzed using descriptive statistics, noting common themes in open ended responses

### Results

Third Year Pharmacy Students (N=80)				
Survey Question	Strongly Disagree No (%)	Disagree No (%)	Agree No (%)	Strongly Agree No (%)
The informational sessions were helpful for understanding what would occur during the PBA	1 (1.25)	13 (16.3)	50 (62.5)	13 (16.3)
I was adequately informed about the objectives of the PBA	1 (1.25)	8 (10)	54 (67.5)	14 (17.5)
Prior to the assessment day, I had adequate opportunities to ask questions about the PBA	0 (0)	3 (3.8)	46 (57.5)	31 (38.8)
On the assessment day, sufficient instructions were provided for completing the PBA	0 (0)	2 (2.5)	46 (57.5)	31 (38.8)
The assessment rooms were adequate for the patient encounter	2 (2.5)	3 (3.8)	45 (56.3)	30 (37.5)
I felt that the curriculum prepared me for the content in the stations	0 (0)	9 (11.3)	47 (58.8)	19 (23.8)
I feel confident that I passed this assessment	2 (2.5)	27 (33.8)	39 (48.8)	6 (7.5)
I feel that the PBA was a beneficial educational experience	4 (5)	12 (15)	51 (63.8)	11 (13.8)

Standardized Patient (N=20)				
Survey Question	Strongly Disagree No (%)	Disagree No (%)	Agree No (%)	Strongly Agree No (%)
I received timely communication about the PBA program prior to the assessment	2 (10)	0 (0)	7 (35)	11 (55)
I received sufficient information about the objectives of the PBA program prior to the assessment	2 (10)	0 (0)	7 (35)	11 (55)
The informational packet and training session were helpful in my preparation as a Standardized Patient	2 (10)	0 (0)	3 (15)	15 (75)
I was adequately trained to serve as a Standardized Patient	2 (10)	0 (0)	4 (20)	14 (70)
The assessment rooms were adequate for the patient encounter	2 (10)	0 (0)	8 (40)	10 (50)
On the assessment day, the frequency and length of breaks was adequate	2 (10)	0 (0)	4 (20)	14 (70)
As a Standardized Patient, this experience with SIUE School of Pharmacy students was enjoyable	2 (10)	0 (0)	1 (5)	17 (85)
Overall, I feel the PBA was a beneficial experience	2 (10)	0 (0)	1 (5)	17 (85)

Faculty Evaluator (N=20)				
Survey Question	Strongly Disagree No (%)	Disagree No (%)	Agree No (%)	Strongly Agree No (%)
The amount of training was sufficient to prepare me for scoring a student's performance	0 (0)	0 (0)	6 (30)	14 (70)
During the time that I was an evaluator, all students encountered a standardized scenario	0 (0)	0 (0)	12 (60)	7 (35)
I felt confident in my scoring of a student's performance with the global assessment form	0 (0)	3 (15)	9 (45)	8 (40)
I felt confident in my scoring of a student's performance with the analytical checklist	0 (0)	0 (0)	10 (50)	10 (50)
The assessment rooms were adequate for the patient encounter	0 (0)	2 (10)	10 (50)	8 (40)
On the assessment day, the frequency and length of breaks was adequate	0 (0)	0 (0)	9 (45)	11 (55)
The assessment was well organized with ease of transitions between stations	0 (0)	0 (0)	6 (30)	13 (65)
Overall, I feel the PBA was a beneficial educational experience	0 (0)	0 (0)	6 (30)	14 (70)

Open Ended Questions				
<b>What do you think worked well with the PBA?</b>				
S, SP, E: Realistic scenarios; Use of standardized patients				
<b>What would you like to see done differently?</b>				
S: Have access to electronic resources, have more direct guidelines and grading rubrics SP: Provide feedback for students following the assessment E: More direction with global assessment scoring				
<b>How would you recommend future students prepare?</b>				
S, E: Perform more practice sessions; Become familiar with guidelines				
<b>S: Student; SP: Standardized Patient; E: Evaluator</b>				

### Conclusion

•The surveys were a valuable tool to provide insight on the strengths and weaknesses of the PBA program.

Prime areas for improvement include:

- Students: Provide additional practice sessions, well-defined objectives, and allow use of electronic references.
- Faculty Evaluators: Provide enhanced training on the global assessment form for evaluating student communication skills.