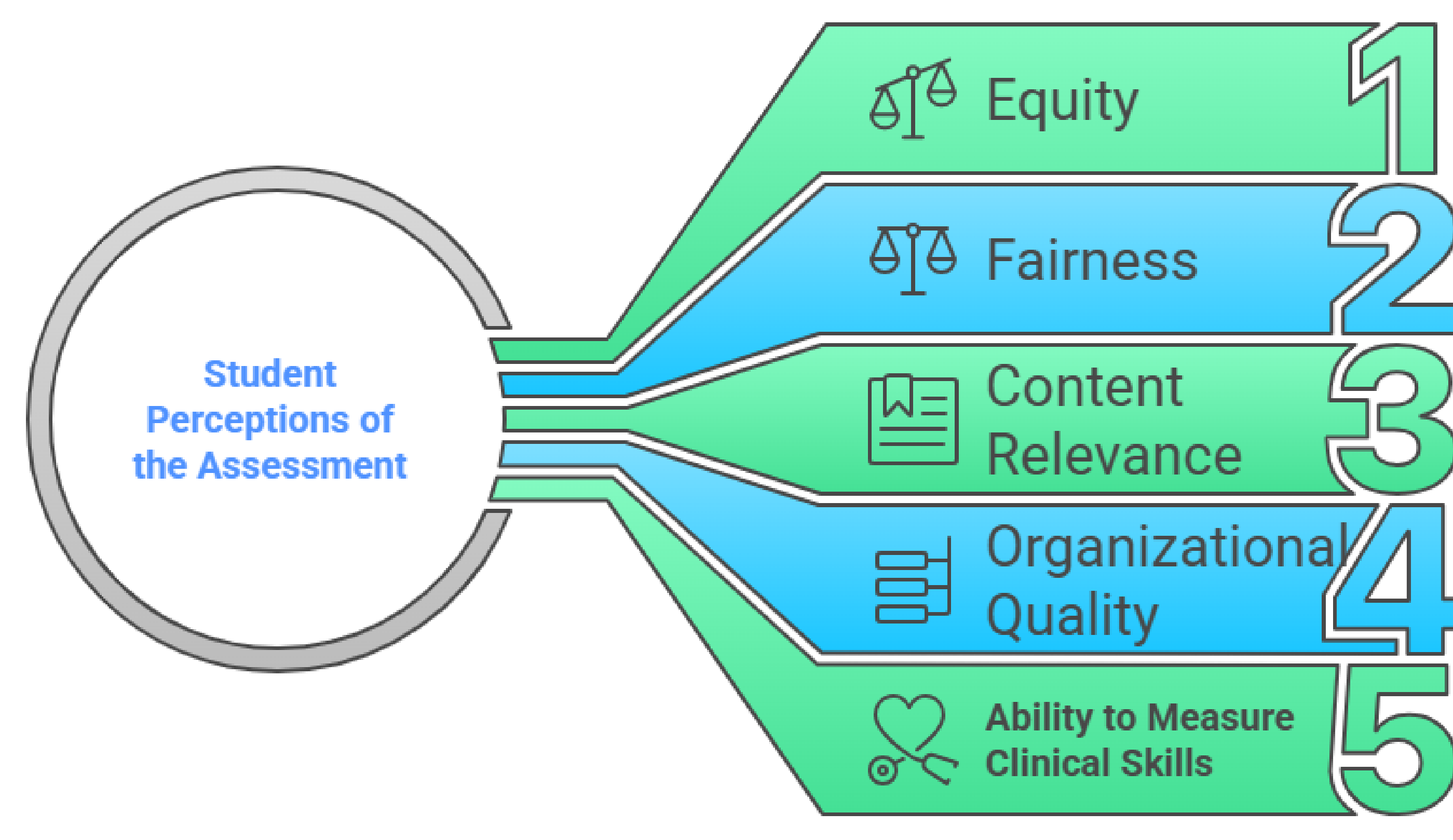



INTRODUCTION

The Objective Structured Clinical Examination (OSCE) is widely used for assessing clinical competencies among students in health-related professions [1]. Nevertheless, when it was introduced for the first time in a course unit at the undergraduate level, understanding students' perceptions concerning the new assessment method may prove a valuable insight towards a systematic implementation. The questionnaire developed by Pierre et al (2004) [2, 3], encompasses different OSCE aspects and has already been translated and validated in several non-English speaking countries [4, 5]. It reports on:



OBJECTIVES

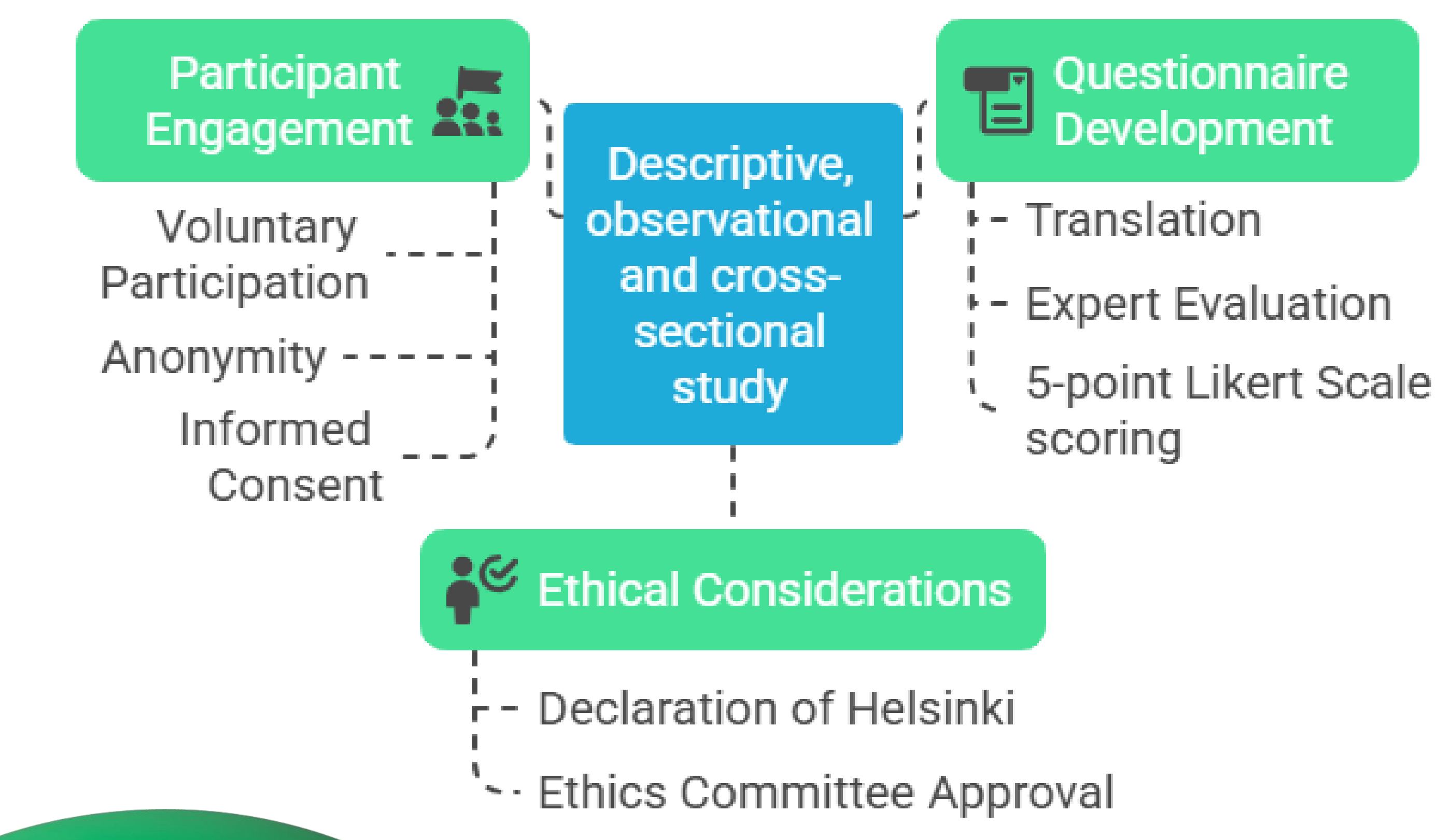


Verify whether students had difficulties in understanding the OSCE contents

PARTICIPANTS

Eighty-six second-year physiotherapy bachelor's degree students undertook an OSCE in the Clinical Education I course unit.

METHODS



ACKNOWLEDGMENTS

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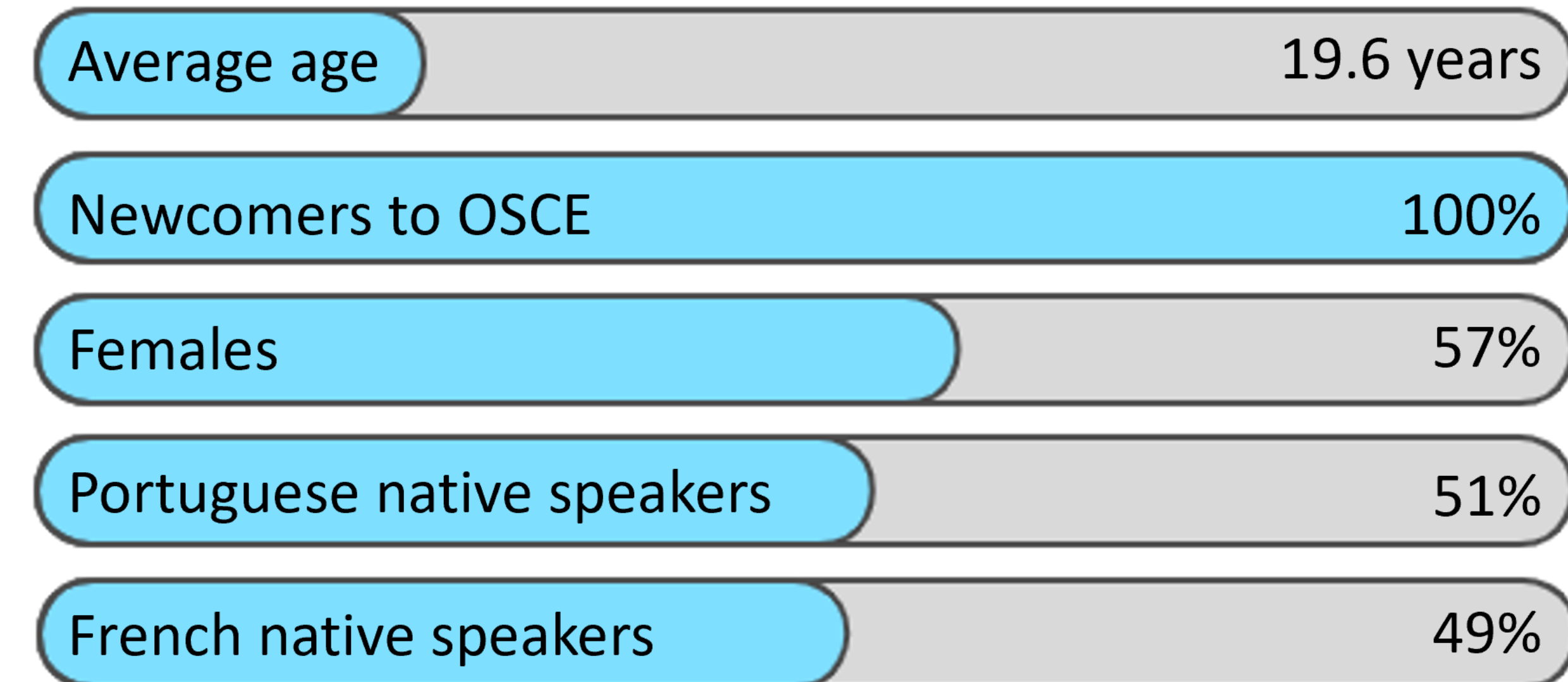
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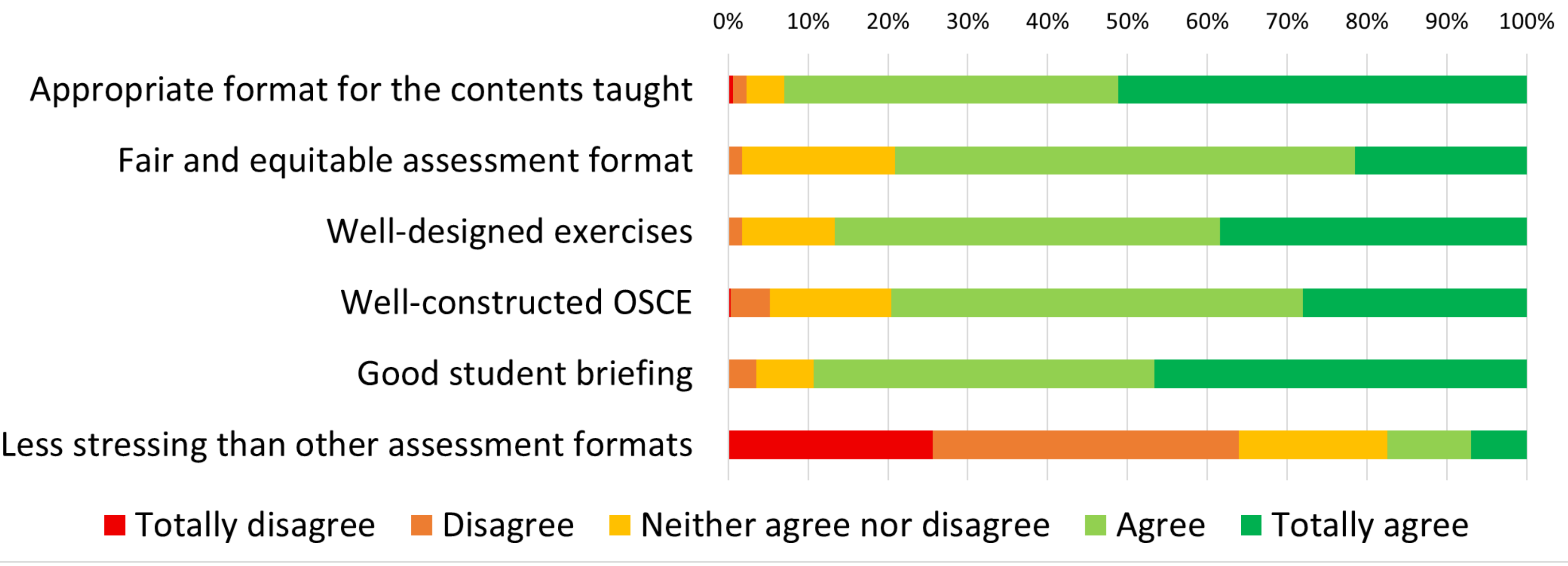
RESULTS

Demographic distribution of OSCE participants:



Students' overall OSCE perceptions:

Average students' perceptions of OSCE in the Clinical Education I course unit



Differences in Student Perceptions According to Native Language (Mann–Whitney U).

Portuguese vs. French Speakers		
Characteristic	Portuguese Speakers	French Speakers
Appropriate format for the contents taught	No difference	
Fair and equitable assessment format	No difference	
Well-designed exercises	No difference	
Well-constructed OSCE	No difference	
Good student briefing	Strongly Agree	Agree
Less stressing than other assessment formats	No difference	

CONCLUSION

- These perceptions were similar regardless of the students' native language, reflecting:
 - A positive response to the methodology
 - A clear understanding of the questionnaire
- The next stages of the questionnaire's validation will:
 - Allow for an evaluation of its potential for broader application
 - Assess its usefulness to others