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They wanted to know what it was like through my eyes: patients' and carers' views and experiences of active involvement in the delivery and design of an undergraduate pharmacy curriculum.

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“They wanted to know what it was like through my eyes”

Patients’ and carers’ views and experiences of active involvement in the delivery and design of an undergraduate pharmacy curriculum

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INTRODUCTION

The increased emphasis on patient centred care requires greater involvement of patients and carers in health-related undergraduate courses. (General Pharmaceutical Council, 2022)

This authentic teaching links teaching to future practice allowing students to remember more by viewing the learning as significant and relevant. (Lockman K Thomas and Hill, 2019)

AIM

To explore patients’ and carers’ views and experiences of their active involvement in the delivery and perceptions of potential future involvement in the design of the pharmacy curriculum.

METHOD

- Face-to-face semi-structured interviews were carried out with patients and carers who were actively involved in the delivery of the pharmacy course with all invited to participate (n=8).
- Interviews were audio-recorded and transcribed verbatim following participant written consent.
- The interview schedule was developed based on the research aim, an extensive literature review and peer discussion before piloting.
- Data were analysed thematically using the framework approach.

RESULTS

- Seven out of eight patients and carers involved in the module, agreed to be interviewed; one was not available
- Overall, patients and carers were very positive about their involvement in curriculum delivery, citing aspects such as supporting students to be more reflexive when in practice, enriching student’s learning through real-life examples and encouraging more holistic patient care.
- Aspects such as lack of time, lack of session structure and large student classes were cited as challenges and areas for improvement.
- Patients and carers were not confident with involvement in curriculum design.

“I am hoping to help pharmacy students so that [they] get their degree and then move on to be a pharmacist and understand how they may need to help people who have got the kind of illnesses that I have had so they can understand and recognise and help them.” (Patient)

“The problem was there were about 40 maybe 50 [students] so it was difficult, it would have been probably easier, better not necessarily for me but for them, if I was in a smaller group, so that they can then maybe ask more questions.” (Patient)

“I think we get a feeling, a bit of hope and a little bit of satisfaction, knowing that you, the younger generation, that are going to be involved with these people are going to be having far more knowledge much earlier on than lots of people will ever have.” (Carer)



Two of our star patients ready to present to the pharmacy undergraduate students

CONCLUSION

- The involvement of patients and carers in delivery of teaching through sharing of their experiences living with a specific disease has now been embedded in the curriculum.
- Ways of broadening patient and carer involvement and engagement are being explored such as having an increased pool to ensure sustainability and reaching out to the community to recruit a more diverse patient and carer population.
- This research indicates that patients and carers need to be encouraged to participate in curriculum design.

REFERENCES

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Lockman K, Thomas D, Hill LH. (2019) Adult Learning Theories in Pharmacy Education. In: Thomas D, ed. Clinical Pharmacy Education, Practice and Research. (pp289-297). Elsevier