

TONNA, A.P. and JEBARA, T. 2022. *It was a big learning experience because they were real patients: an exploration of pre-registration pharmacist trainee views and perceptions of the involvement of patients and carers sharing their experiences as part of undergraduate training*. Presented at the 2022 RGU annual learning and teaching conference (RGU LTC 2022): enhancing for impact, 21 October 2022, Aberdeen, UK.

It was a big learning experience because they were real patients: an exploration of pre-registration pharmacist trainee views and perceptions of the involvement of patients and carers sharing their experiences as part of undergraduate training.

TONNA, A.P. and JEBARA, T.

2022

The CC BY-NC-ND licence applies only to original materials created by the author(s). Third-party materials used for illustrative purposes are not covered by this licence and permission should be sought from the original copyright holder for any reuse of such materials.

“It was a big learning experience because they were real patients”

An exploration of pre-registration pharmacist trainee views and perceptions of the involvement of patients and carers sharing their experiences as part of undergraduate teaching

Antonella Pia Tonna [<https://orcid.org/0000-0002-2659-6901>], Tesnime Jebara [<https://orcid.org/0000-0002-6848-8845>],

School of Pharmacy and Life Science, Robert Gordon University, Aberdeen, Scotland

Correspondence: a.tonna@rgu.ac.uk



INTRODUCTION

There is an increasing policy and practice imperative for involving 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 et al, 2019)

The School of Pharmacy and Life Sciences at the Robert Gordon University, Scotland has reviewed teaching of undergraduate students to involve patients and carers in a 4th year module.

METHOD

Semi-structured telephone interviews were conducted with recent graduates who had provided their contact details prior to completing their studies and consented to participate.

The interview schedule was developed based on the research aim, an extensive literature review and peer discussion, then piloted to ensure its credibility and validity.

Questions focused on exploring the knowledge and skills that patients and carers helped to facilitate and the limitations of this form of teaching.

Interviews were recorded and transcribed verbatim.

Data were analysed thematically using the framework approach.

AIM

To explore pre-registration pharmacy trainee views and perceptions of the involvement of patients and carers sharing their experiences as part of the MPharm curriculum

RESULTS

Thirteen participants were interviewed who all had experience of active teaching.

Three key themes emerged: a need for increased active learning, the benefits of active learning, and limitations and recommendations for further development.

Many highlighted the need for more sessions in undergraduate teaching that incorporates active teaching.

They perceived this as a way to improve their learning by complementing the topics delivered using more traditional teaching methods.

This allowed them to better apply their knowledge and skills thus better equipping them and providing them with more relevant information for practice.

Trainees also made recommendations for improvement including to standardise the sessions.

“They’re delivered from someone who really has lived what they’re talking [about] as opposed to having read it out of a book.” (Trainee 8, female, community pharmacy)

pharmacist



“I was able to communicate with patients, prove my communications skills, know how to work with patients and get on their level, make them understand.” (Trainee 5, female, community pharmacy)



“The difference is that I definitely remember more from patient interactions than lectures but it is still important to have both.” (Trainee 2, female, community pharmacy)

CONCLUSION

This study adds to the body of evidence in an area of pharmacy education where very limited research is available, but findings are similar to research with other healthcare professionals.

Pharmacy graduates positively viewed patients’ and carers’ active involvement within the pharmacy curriculum and highlighted many benefits such as consolidating learning.

REFERENCES

General Pharmaceutical Council. (2021) Standards for the initial education and training of pharmacists. Accessed 6 April 2022.

https://www.pharmacyregulation.org/sites/default/files/document/standards-for-the-initial-education-and-training-of-pharmacists-january-2021_0.pdf

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

