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Co-designing the learning experience: seeking student pharmacists' opinions of and recommendations for patient and carer involvement in active teaching in the undergraduate curriculum.

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Co-designing the learning experience – The planning phase

Seeking student opinions of and recommendations for patient and carer involvement in active teaching in the undergraduate curriculum

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INTRODUCTION

There is an imperative for a collaborative, partnership working approach throughout Higher Education.

Across the University, various courses have embedded the concept of “**active teaching**” within their curricula – defined as a *patient share[ing] his or her experience with students within a faculty-directed curriculum*.¹

This pedagogic approach of authentic teaching is supported by UK Higher Educational Bodies (e.g. Advance HE) and links teaching to future practice allowing students to remember more by viewing the learning as significant and relevant.

Looking forward, staff would like to have more diversity and inclusivity amongst volunteer patients and carers to support decolonisation of the curriculum and make the learning a more authentic reflection of patients likely to be met in practice.

This will support the development of a workforce that is likely to be more willing to embrace diversity.



AIMS

- To collect information about active teaching across all University courses
- To explore the opinion of course leaders and module co-ordinators about the diversity and inclusivity of patients and carers where active teaching is used as a pedagogic approach
- To explore student pharmacist perceptions of the diversity of patients and carers currently involved in active teaching and to seek student recommendations on diverse patient populations they would like to interact with as part of their learning experience

METHOD –

To collect information about active teaching across all University courses

An online survey tool was developed and launched across relevant Schools within the University. This survey tool was sent to all relevant course leaders

Questions sought to explore whether active teaching was embedded within the curriculum and any initiatives to ensure diversity and inclusivity of patients and carers involved in the active teaching

RESULTS

Four Schools involved patients, carers and service users: Pharmacy and Life Sciences, Health Sciences, Nursing, Midwifery and Paramedic Practice and Social Sciences

Out of 15 respondents, 7 indicated that they had considered diversity and inclusivity

Types of patient and carer involvement described were:

- ☑ Face-to-face teaching with patients and carers sharing and discussing their experiences of living with a disease
- ☑ Pre-recorded patient interviews students can access in their own time
- ☑ Use of videos from charity websites
- ☑ Some course leaders referred to the fact that this form of teaching was prevalent prior to COVID-19 but has not yet been reintroduced following COVID

NEXT PHASES



To conduct interviews with course leaders and module co-ordinators where active teaching is embedded within undergraduate curricula

The background survey indicated a potential lack of understanding of the term “active teaching” so this will be explored further

Opinions of and recommendation on how diversity and inclusivity may be maximised in active teaching will also be explored

To conduct a focus group with undergraduate students in their later phases of study to seek opinions of and recommendations about patient and carer involvement and recommendations for a future direction relating to the diverse patient populations they would like to interact with

The focus group will seek to include students from the five courses identified in Phase 1 to allow for a richness of discussion

To eliminate power bias, a member of the student union will facilitate these groups

In this way, students will be able to influence and inform future planning of the curriculum delivery by voicing their perspectives and opinions.



REFERENCES

1. Towle A, Bainbridge L, Godolphin W, et al. Active patient involvement in the education of health professionals. *Med Educ.* 2010;44(1):64–74. <https://doi.org/10.1111/j.1365-2923.2009.03530.x>.