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# Developing, piloting and evaluating a Medicines Safety School Programme to be delivered by student pharmacists.

TONNA, A.P., ARNOLD, A., BROWN, A. and DEPASQUALE, C.

2023



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## Developing, piloting and evaluating a Medicines Safety School Programme to be delivered by student pharmacists

Antonella Pia Tonna [<https://orcid.org/0000-0002-2659-6901>], Amy Arnold [<https://orcid.org/0000-0002-3641-434X>], Aly Brown, Clare Depasquale [<https://orcid.org/0000-0002-6466-5744>]

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

Correspondence: a.tonna@rgu.ac.uk



### DEVELOPMENT OF PROGRAMME

Development of programme through collaboration between PALS and staff at an independent primary school in Aberdeen. Programme aligned to “Curriculum for Excellence.”

Running of pilot project within same school where member of academic staff facilitated hands on workshops with 72 P4 (7-8 year old) school pupils

Development of programme for delivery by student pharmacists including a familiarisation pre-placement workshop for student pharmacists

Student pharmacists out to schools in groups of 5-6 where 1.5 hour workshops run; accompanied by responsible pharmacist (usually an academic staff member)

### EVALUATION 1 72 SCHOOL PUPILS IN PILOT

Evaluation of school children learning through a pre-/post-workshop survey assessing knowledge

Determining how programme influenced school children learning and conducted at pilot stage

Results showed increased understanding – for example more school children identified the fact that a kitchen spoon was not suitable for measuring out medicines

### EVALUATION 2 TEACHERS INVOLVED IN PILOT

Post workshop evaluation administered to teachers

Also conducted at pilot stage  
Overall very positively received

“it is such a positive collaboration with a hugely valuable learning experience ... which you tailor so carefully towards age and stage.”

### EVALUATION 3 PHARMACY STUDENTS DELIVERY PROGRAMME

Exploring how programme received by student pharmacists

Planned for 2020 cohort ... disrupted by COVID! Only 77 students managed the placement – invited to participate in a survey with closed and open ended questions

“[It] was well organised...I really enjoyed this placement” and “I really enjoyed the primary school placement and would appreciate more opportunities to interact with children”.

“Our allocated time was after lunch and before the end of the school day which meant the children would have been more hyperactive and there was a rush to wrap up before the end of the day”.

#### REFERENCES

Aburahma, M.H., and Mohamed, H.M. (2017). Peer teaching as an educational tool in pharmacy schools; fruitful or futile. *Currents in Pharmacy Teaching & Learning*, 9(6), 1170-1179.  
Depasquale C, Brown A, Arnold A, Drummond N, Tonna A. (2021) Developing, piloting and evaluating a Medicines Safety School Programme to be delivered by student pharmacists. *Currents in Pharmacy Teaching and Learning*. *Currents in Pharmacy Teaching & Learning*, 13(10), 1319-1323.

### INTRODUCTION

With the transition of healthcare to a more person-centred approach, various pedagogical approaches, including peer education, have been identified to improve student pharmacists’ communication skills.

Defined as “sharing of information, attitude or behaviour by people who are not professionally trained educators, but who’s goal is to educate...” peer education benefits both educators and learners (Aburahma and Mohamed 2017).

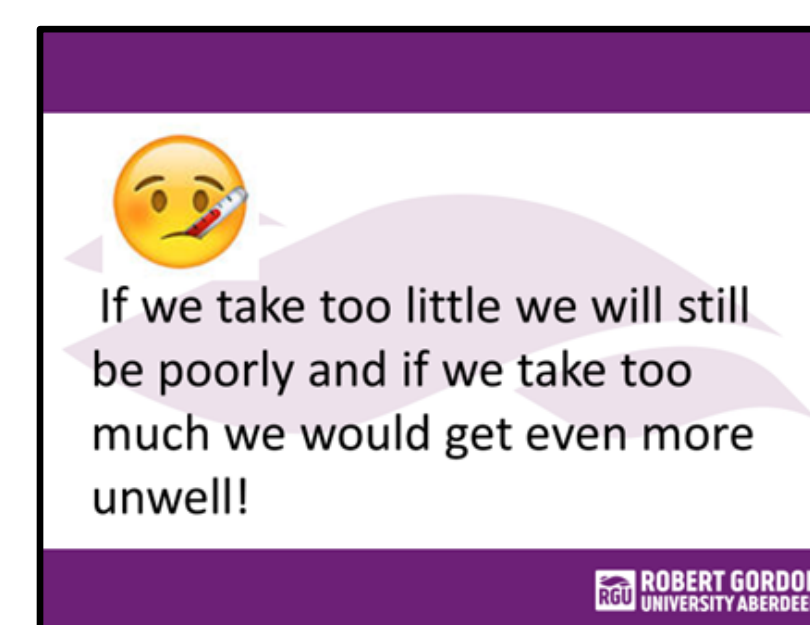
To widen and enhance the educational experiences of student pharmacists, an opportunity was identified to develop an innovative role-emerging placement (Depasquale et al. 2021).

### AIM

To develop the content, pilot delivery and evaluate the effectiveness of an innovative Medicines Safety School Programme delivered by student pharmacists to primary school pupils.

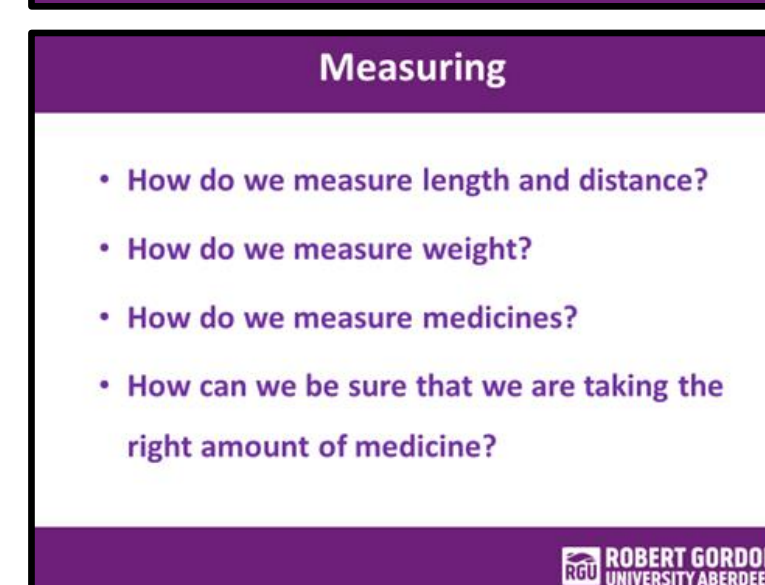
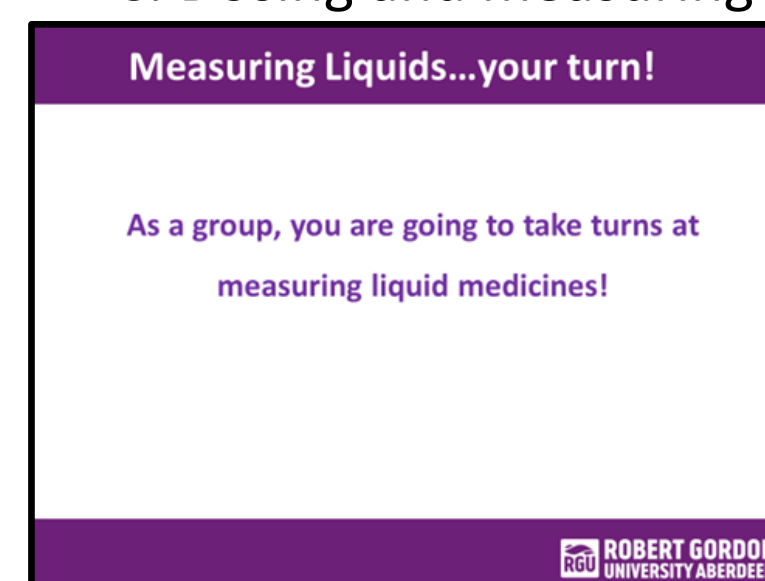
### CONTENT OF PROGRAMME FOLLOWING PILOTING

A. Brief powerpoint presentation to school children about medicines safety



B. Discussion of requirements and production of a medicines label

C. Dosing and measuring using different pharmaceutical devices



D. Certificates of excellence handed out to all school pupils

E. Distribution of after workshop activities to be completed in own time