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Exploring current provision of interprofessional education during experiential learning placements for student pharmacists in Scotland.

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2023

The file associated with this output contains the slide presentation given at the conference and the abstract, published in a special issue of Pharmacy Education, which have been incorporated into a single file on this repository.

CONFERENCE ABSTRACTS

Pharmacy Education Conference 2023

Manchester, United Kingdom

Oral presentations

Exploring current provision of interprofessional education during experiential learning placements for student pharmacists in Scotland

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Keywords: Experiential learning, Interprofessional education, Interprofessional learning, Pharmacy education

Background: Global strategies identify interprofessional education (IPE) as an integral part of transformative policies aimed at developing the health and social care workforce's capacity to strengthen integrated health systems (World Health Organization, 2016). This has led to health and social care regulatory bodies calling for the inclusion of IPE in undergraduate curricula.

Aim: To explore structures and processes needed to support planned and unplanned IPE during experiential learning (EL) placements for student pharmacists in Scotland.

Method: Online semi-structured focus groups or dyadic interviews were conducted with six EL facilitators, four practice educators and two academic staff. Recordings were transcribed verbatim, and a content analysis approach was used to identify themes. The development of data collection tools and data analysis was guided by the Biggs 3P Model (Biggs, 1993) and the 3P Model of Learning to Collaborate (Freeth & Reeves, 2004). Ethical approval was granted (5292)

by the School of Pharmacy and Life Sciences Ethics Review Committee at Robert Gordon University.

Results: "Current /PE delivery and context", "Factors affecting /PE delivery and student pharmacist learning", and "Re-thinking current /PE provision" were the three themes identified. Stakeholder views have provided valuable insights into presage, process and product factors relating to the current provision of IPE during EL placements for student pharmacists, highlighting what works well and what challenges - cultural, logistical and regulatory - need to be addressed to ensure high-quality IPE. Research findings highlight the need for future developments to focus on a continuum of learning and a more coordinated approach between the universities and placement providers and between interprofessional health and social care teams.

Discussion: This study has provided a better understanding of current IPE provisions and the changes needed; findings will guide the further development of IPE initiatives to ensure future plans are conducive to supporting effective planned and unplanned interprofessional learning.

References

Biggs, J. B. (1993). From theory to practice: A cognitive systems approach. *higher education research and development*, **12**(1), 73-85.

Freeth, D., & Reeves, S. (2004). Learning to work together: Using the presage, process, product (3P) model to highlight decisions and possibilities. *Journal of Interprofessional Care*, **18**(1), 43-56.

World Health Organization. (2016). *Global strategy on human resources for health: Workforce 2030*. Retrieved April 9, 2023, from <https://www.who.int/publications/i/item/9789241511131>

EXPLORING CURRENT PROVISION OF INTERPROFESSIONAL EDUCATION DURING EXPERIENTIAL LEARNING PLACEMENTS FOR STUDENT PHARMACISTS IN SCOTLAND

Research Team: Clare Depasquale, Dr Amy Arnold, Prof Scott Cunningham, Dr Ailsa Power, Prof Anne Boyter, Dr Sabrina Anne Jacob, Prof Jane Portlock, Dr Brian Addison



2018

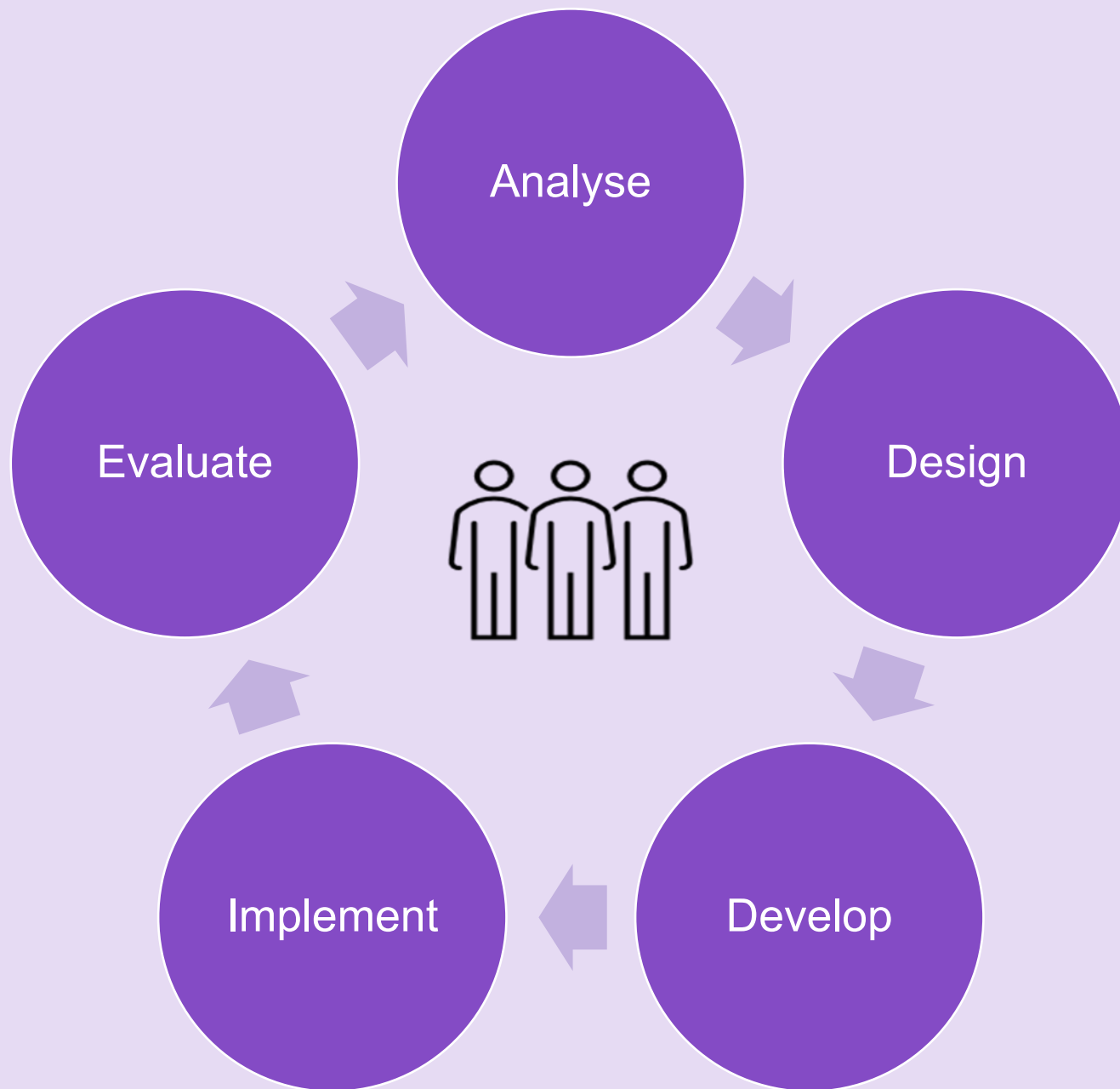
- The Scottish Government made available Pharmacy Additional Cost of Teaching (ACTp) funding.

2019

- Recommendations from a National Stakeholder Event included increased focus on the development of Interprofessional Education (IPE) initiatives in experiential learning (EL) placements.

2020

- An ACTp Evaluation Group was formed.
- Tasked with overseeing research into future EL developments.



ADDIE Model¹to find out

- what is happening
- what works well
- what challenges need to be addressed.

1. Allen, W.C. Overview and Evolution of the ADDIE Training System. Adv Dev Hum Resour. 2006; 8(4); 430-41

Aim

To explore structures and processes needed to support planned and unplanned IPE during EL placements for student pharmacists in Scotland.

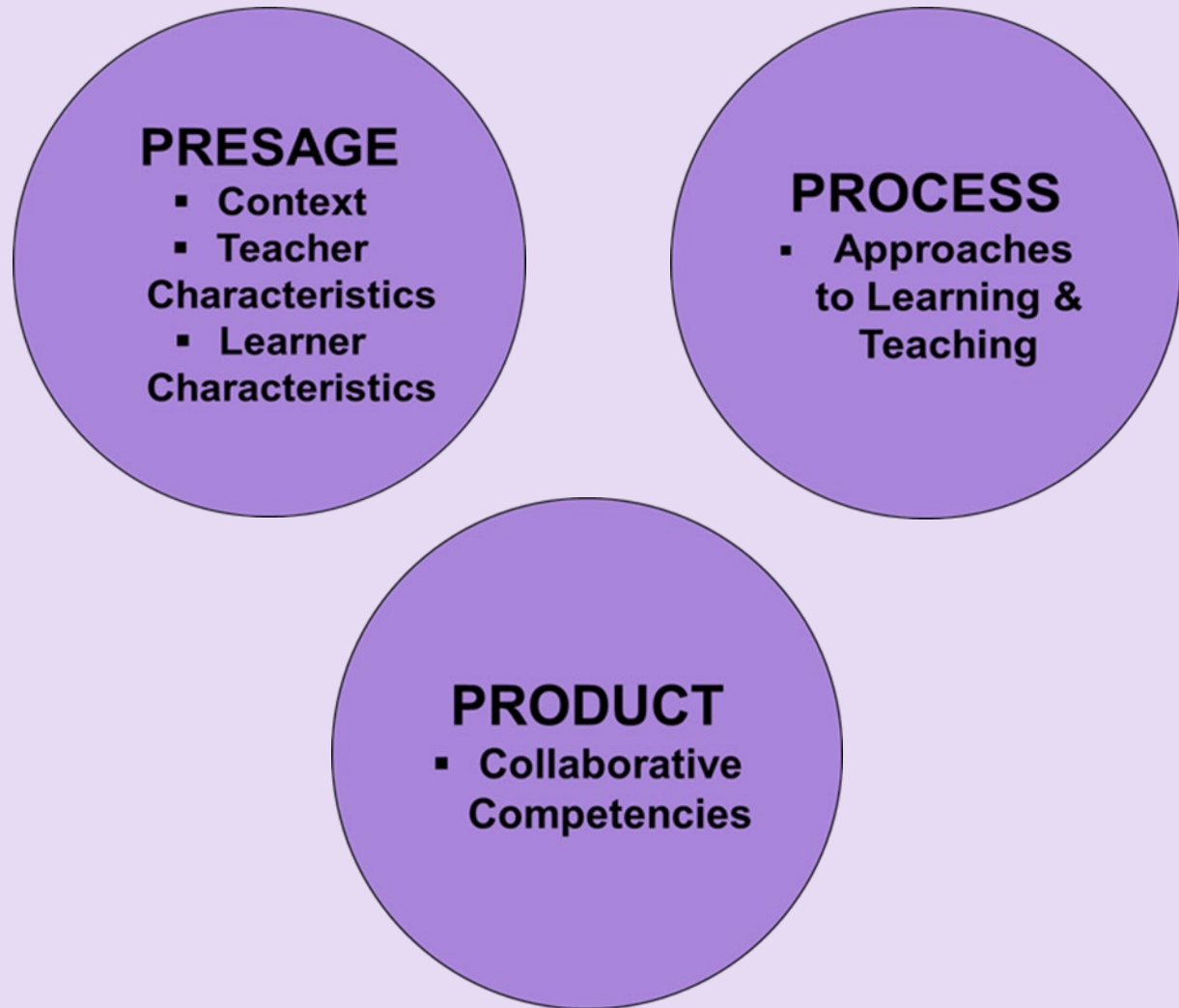
Method

- Online semi-structured **focus groups** or **dyadic interviews**.
- **Purposive sampling** – six EL facilitators, four practice educators and two academic staff.
- **Content analysis** approach was used to identify themes.
- Ethical approval was granted (S292) by SERC at Robert Gordon University.



Informed by Systems Theory

- Biggs 3P Model²
- 3P Model of Learning to Collaborate³



2. Biggs, J.B. From Theory to Practice: A Cognitive Systems Approach. High Educ Res Dev. 1993; 12(1): 73-85.

3. Freeth, D. & Reeves S. Learning to work together: using the presage, process, product (3P) model to highlight decisions and possibilities. J Interprof Care. 2004; 18(1): 43-56.

THEME 1 CURRENT IPE DELIVERY AND CONTEXT

IPE delivery during placements

Lack of specific IPE focus

Perceptions of IPE

THEME 2 FACTORS AFFECTING IPE DELIVERY AND STUDENT PHARMACIST LEARNING

EL Facilitator factors

Student pharmacist factors

Logistical factors

Regulatory factors

THEME 3 RE-THINKING CURRENT IPE PROVISION

More focus on a continuum of learning

Need for a more co-ordinated approach

THEME 1

IPE opportunities during placements

- Examples of planned and unplanned IPE activities.

Lack of specific IPE focus

- Lack of focus in learning outcomes.
- Lack of focus included in student pharmacist pre-placement learning activities.

Perceptions of IPE

- Perceived value of IPE to prepare collaborative practice-ready graduates.
- Perceived benefits of collaborative practice to patient care.
- Sector specific perceptions of collaborative practice.

Presage
Process
Product

THEME 2

Presage Process

EL Facilitator Factors

- Enthusiasm
- Diverse expertise/Level of confidence.
- Self-perceived role.
- Cultural influences.
- Personality
- Competing commitments.

Student Pharmacist Factors

- Motivation
- Expectation
- Engagement
- Diversity in competence and/or personality.
- Misconceptions due to gaps in knowledge/lack of experience.
- Professionalism

Logistical Factors

- EL placement duration.
- Timetabling of professional groups.
- Student pharmacist numbers.
- Sector specific challenges.

Regulatory Factors

- Contractual agreements.
- Indemnity cover.

THEME 3

Continuum of Learning

- Increased focus on IPE/collaborative practice throughout the curriculum.
- Focus on Continuing Professional Development.

Presage
Process

Need for a more co-ordinated approach

- Increasing EL Facilitators' awareness of campus-based IPE.
- Increased focus on administration/planning aspects.
- Increasing collaboration.
- Additional funding support and awareness.
- Timely feedback and follow up.
- Approach to training.

"....we have access to mental health teams, out of hours teams, pharmacist teams, dental teams, we pair up the students with all these services and they shadow them for part of their [EL] experience."

EL Facilitator – Out of Hours



"....it's hugely important....the skill sets that they have to have – communication, prioritisation, knowledge of the different roles that members of the MDT are playing....they would be unprepared for the realities of practice if they didn't have that built into their undergrad."

Practice Educator

"I have to say I don't know anything about the campus-based..."

EL Facilitator – Primary Care

"....I'd asked about switching a student's hours....because there's things that go on like ward rounds that start early and was told you know it's funded by the government, and they absolutely can't deviate from these nine to five hours...."

EL Facilitator - Hospital

"....as an EL facilitator...having a conversation with facilitators for the other studentshaving those communication pathways and the ability to discuss what might be a good IPL environment...."

Practice Educator

A word cloud graphic with the central theme 'interprofessional education' in large, bold, dark purple letters. Surrounding this central text are other related terms in various sizes and shades of purple, including 'learning', 'teamwork', 'collaboration', 'from', 'about', 'collaborative', 'with', and 'partnership'. The words are arranged in a dynamic, overlapping manner, creating a sense of interconnectedness and learning.

- Has provided valuable insight into challenges and opportunities....
- Has provided a strong foundation that will inform future phases within this research programme....

....to develop, implement and evaluate IPE during EL placements for student pharmacists....