

POSTER ABSTRACTS

ID:16591

Poster Number: 16

Title: Assessing the Benefit to Pharmacy Students of a Complex Interprofessional Learning Simulation

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Introduction/Purpose

Community pharmacists often practice in isolation from other healthcare professionals, and lack of confidence in clinical interaction with doctors has been reported.

Pharmacy students at Griffith University participate in role-play simulations with Medicine students. This particular interprofessional learning (IPL) activity requires pharmacy students to perform two 'skills' tasks, overlaid with clinical reasoning and verbal communication skills, in a setting that simulates the detached location and time constraints of community pharmacy. Learning objectives are taken from the Griffith Framework for IPL, and national Pharmacy School competency standards.

Method

Forty-two students completed a bespoke pre- and post- self-assessment (Likert scale) of their knowledge and ability related to elements of the activity (mapped to the Griffith IPL threshold learning outcomes).

Results

The pre- and post- assessment showed minimal change in self-perceived ability to utilise drug information resources.

The results show an increase in knowledge about effective communication strategies when discussing patients with other healthcare professionals, and increased ability to do so. However, the greatest change was an increase in knowledge about assessing patients as part of a healthcare team, and the ability to do so.

Conclusion

We conclude that the skills of taking a history and searching for drug information were not enhanced during this session, but underpinned the activity, validating and allowing the pharmacy students to practise more challenging interaction. The ability to communicate effectively, and to value oneself as part of a healthcare team were strengthened.