Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Pharmacy (integrated) programme
Experiential learning
20 September 2017

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ReFEEHS
Reinforcement of the Framework for Experiential Education in Healthcare in Serbia
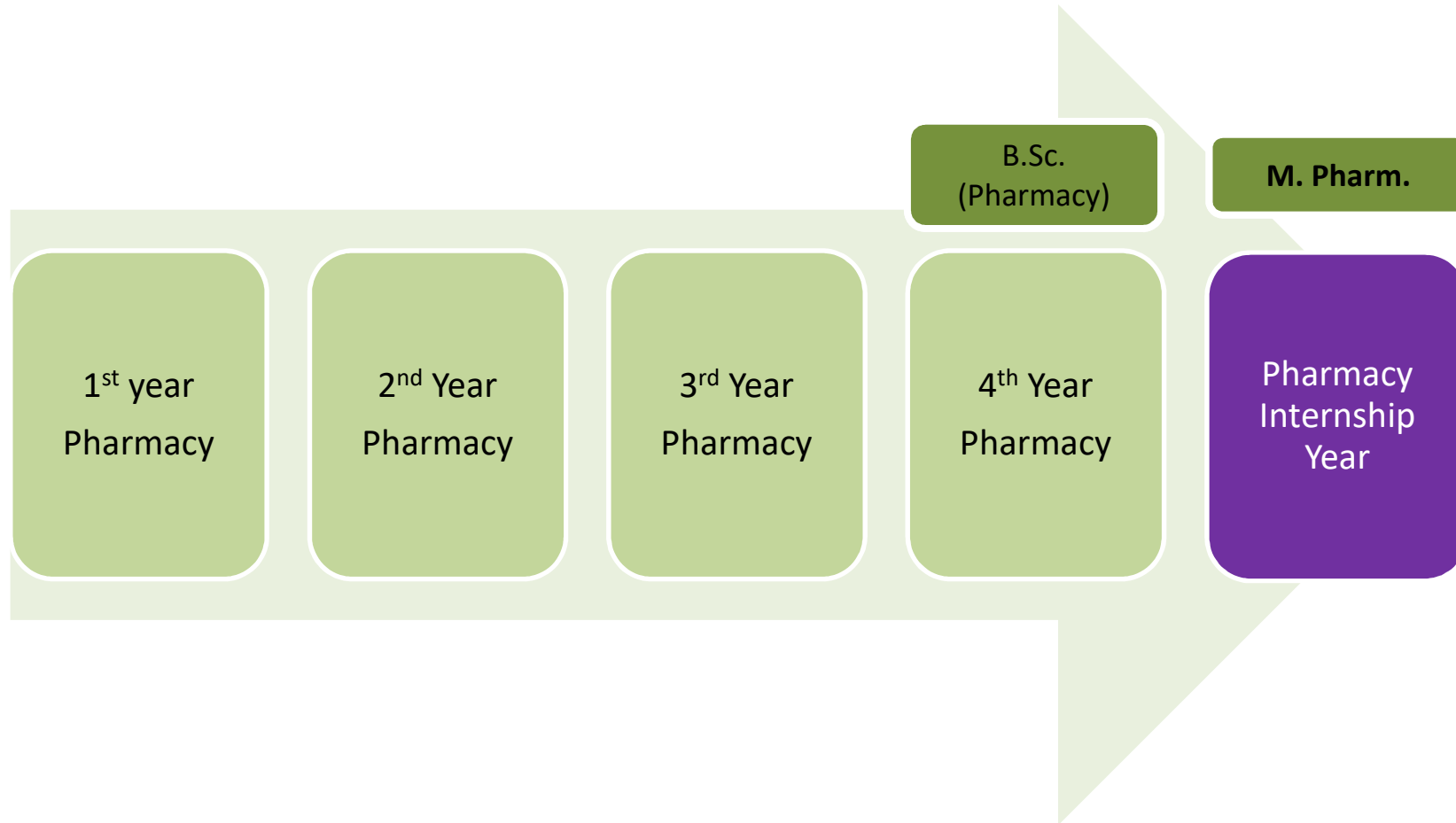
Objectives

- Pharmacy five-year (integrated) programme
- Trinity Education Project
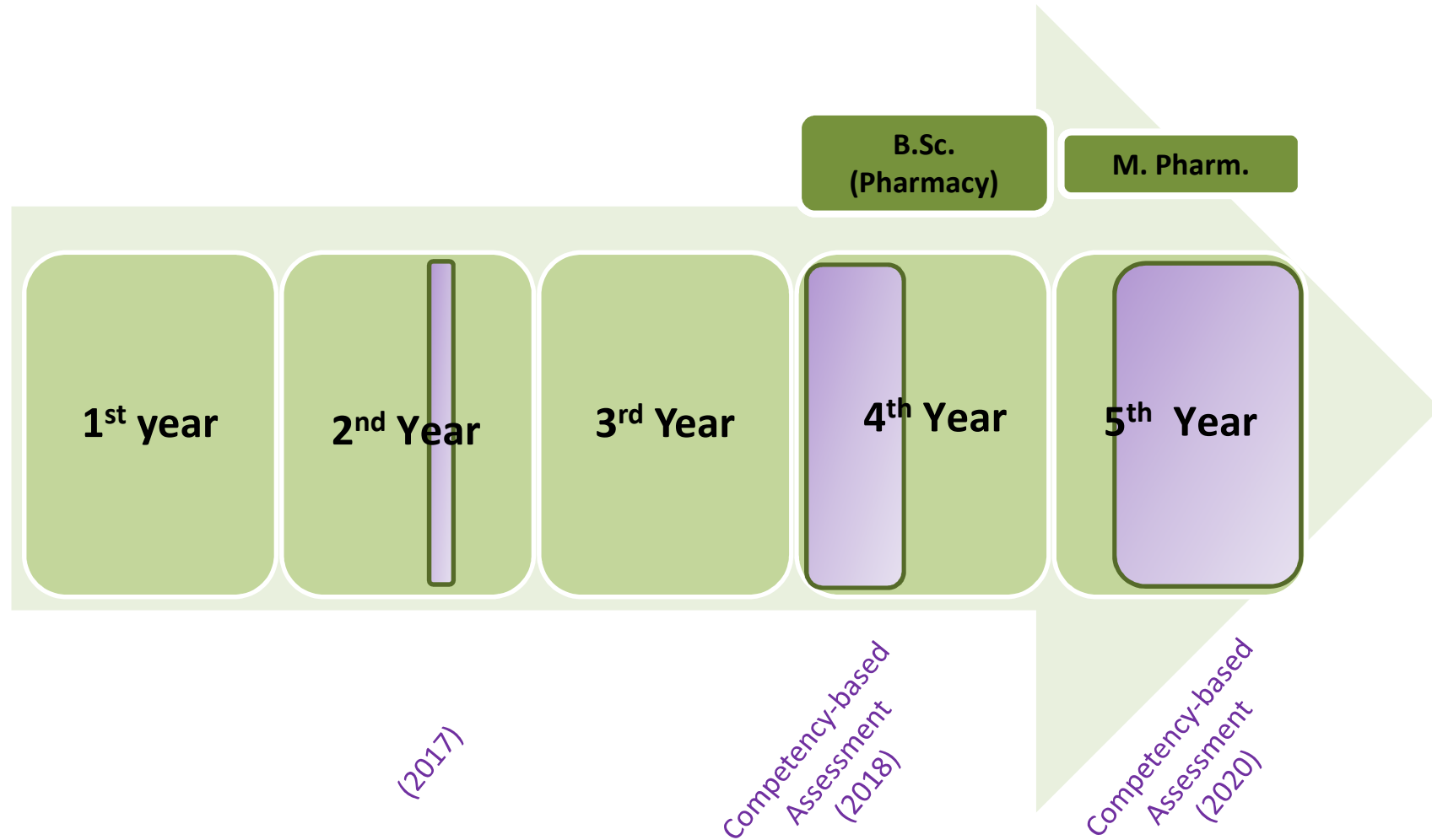- Pedagogical approaches
- Experiential learning context

Ireland – Pharmacy Education pre-2015

B.Sc. (Pharmacy)

M. Pharm.

| 1st year Pharmacy | 2nd Year Pharmacy | 3rd Year Pharmacy | 4th Year Pharmacy | Pharmacy Internship Year |

Interns must be directly supervised by a tutor pharmacist.
Internship is primarily undertaken in community pharmacies.

Pharmacy Education Now

Experiential Learning Placements

B.Sc. (Pharmacy)

M. Pharm.

1st year

2nd Year

3rd Year

4th Year

5th Year

(2017)

Competency-based Assessment (2018)

Competency-based Assessment (2020)

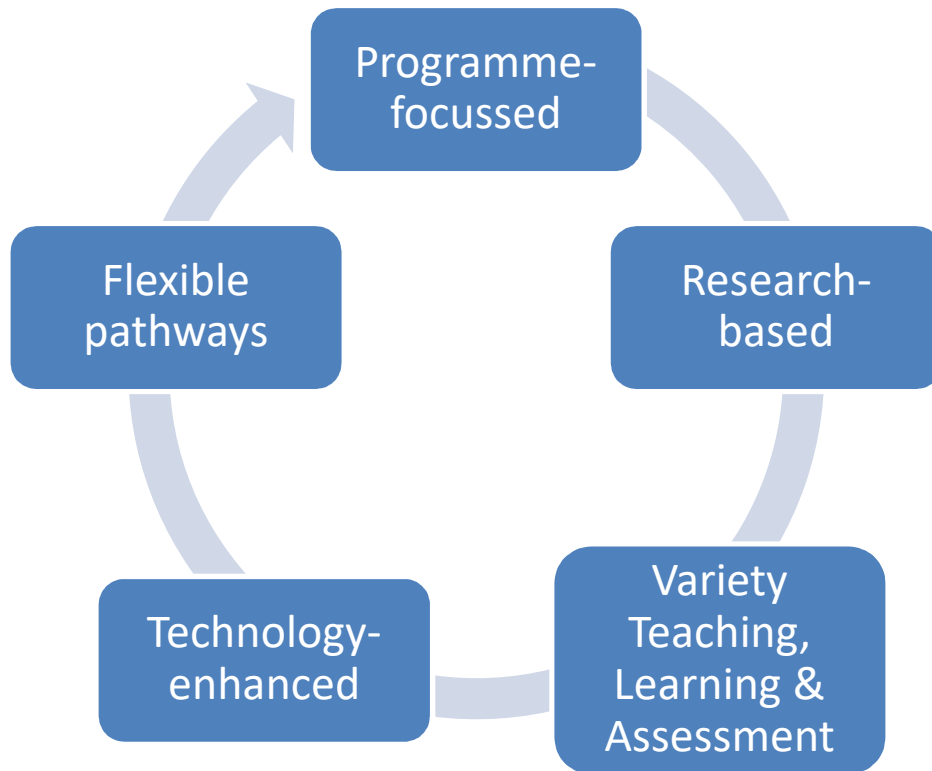**Trinity College Dublin,** The University of Dublin
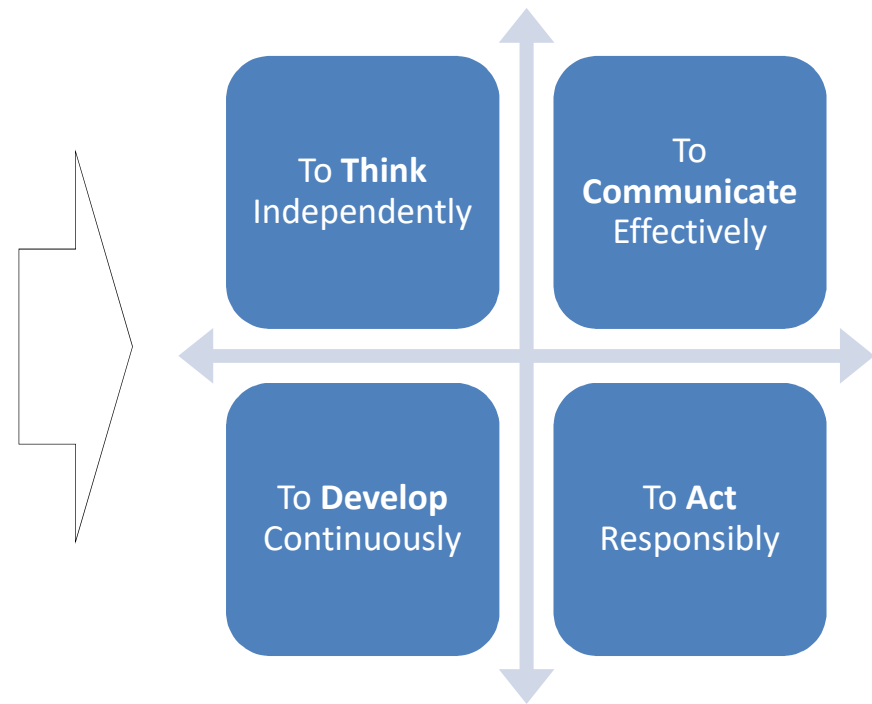
Trinity Education Project

- University's Strategic Plan 2014–19

- Trinity Education Project (TEP)

  - University-wide project – renew the undergraduate curriculum

  - Curriculum principles

  - Graduate attributes

  - Learn outside core discipline

- New academic year structure – introduced in 2018/19 for all programmes
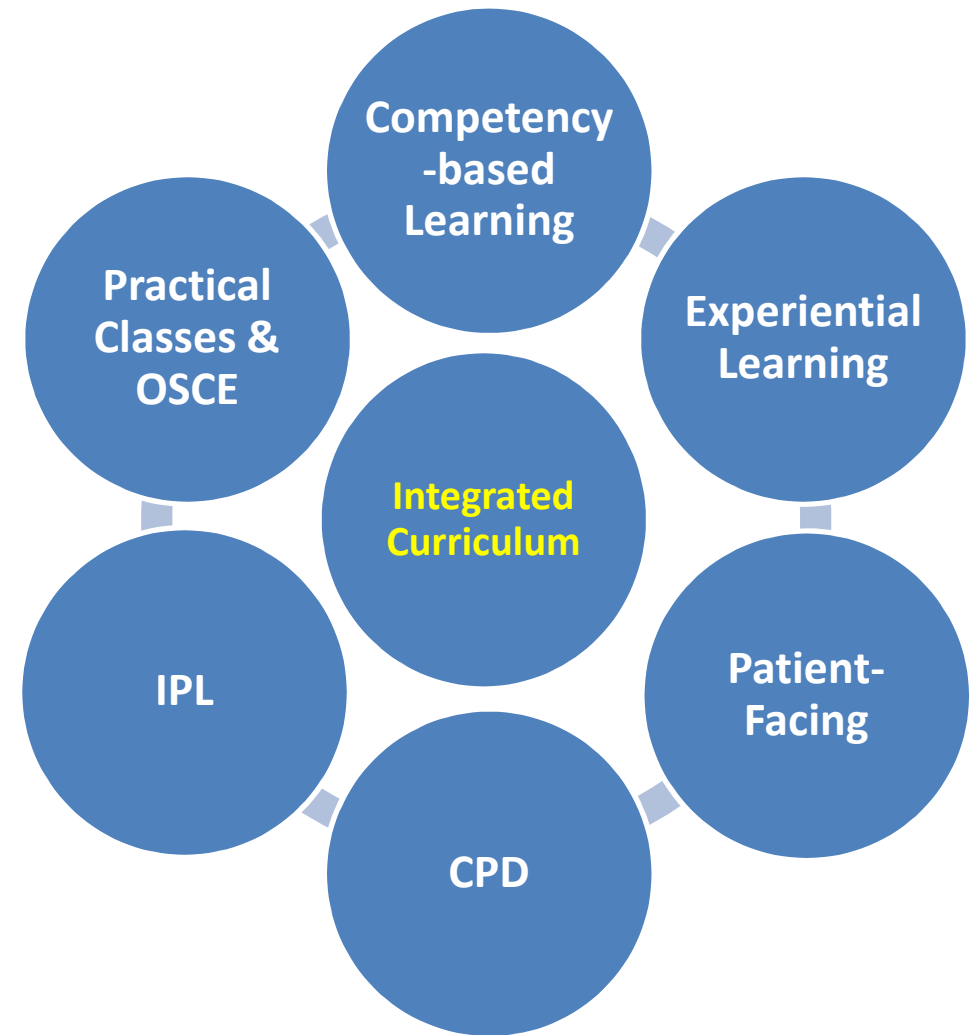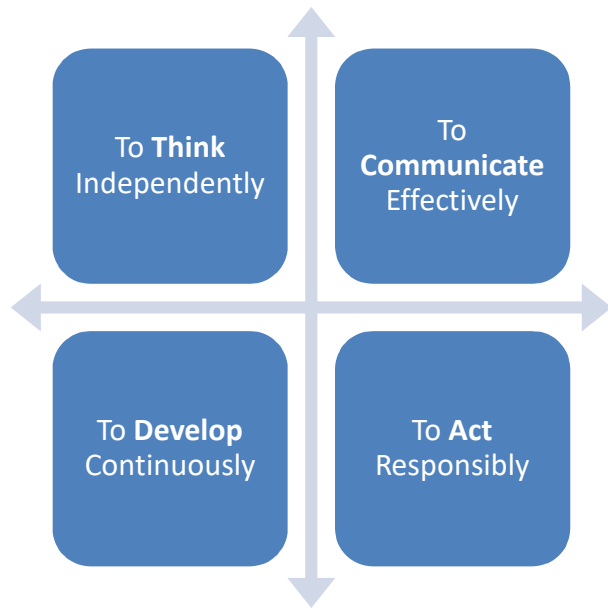
Trinity Education Project

CURRICULUM PRINCIPLES

- Programme-focussed
- Research-based
- Variety Teaching, Learning & Assessment
- Technology-enhanced
- Flexible pathways

GRADUATE ATTRIBUTES

- To **Think** Independently
- To **Communicate** Effectively
- To **Develop** Continuously
- To **Act** Responsibly

Pharmacy and the Graduate Attributes

To **Think** Independently

To **Communicate** Effectively

To **Develop** Continuously

To **Act** Responsibly

- TEP – Integrated curriculum
  - Knowledge, skills and competencies
- Variety of pedagogies

Competency-based Learning

Practical Classes & OSCE

Experiential Learning

Integrated Curriculum

Patient-Facing

IPL

CPD

Integrated Curriculum

Background to the Five-year (Integrated) programme:

- Legislative basis – *Pharmaceutical Society of Ireland (Education and Training) (Integrated Course) Rules 2014 (S.I. 377)*
- Pharmacy regulator (PSI) accredits University's pharmacy programme
  - Integrated programme
- 2015 – change and opportunity

Current and future work:

- ✓ Contextualised learning through dispersal of experiential placements
- ✓ Strong scientific and clinical foundation
- ✓ Developed integrated sessions through collaboration (e.g. pain module Y1)
- Greater influence of Pharmacy Practice <u>within</u> modules

Experiential Learning

APPEL – Affiliation Pharmacy Practice Experiential Learning

- ✓ Matching students to appropriate placements
- ✓ Quality assuring
- ✓ Assessing

'Flexible pathways' (curriculum principles)

- Hospital – increase in placement numbers
- Industry – early student awareness of diversity (Year 4)
- Community – maintaining engagement with independents

Experiential Learning
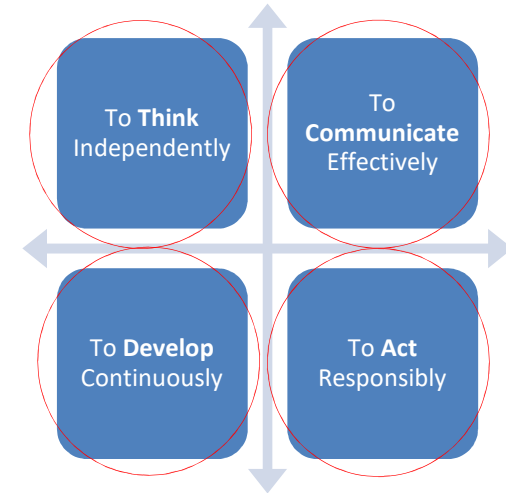
- All four graduate attributes
- Highest level of integration – (trans-disciplinary step 11) (Harden 2000)

  'High fidelity situations in the real world of clinical care'

Feedback from experiential supervisors to help student development:

"Ask the students to become familiar with all the sections of the BNF. Where to find the information. Dosing, side effects, etc."

"Could improve proficiency of using reference sources"

"Review actions performed the day before and prepare list of questions"

"Practice commutation skills (WWHAM)"

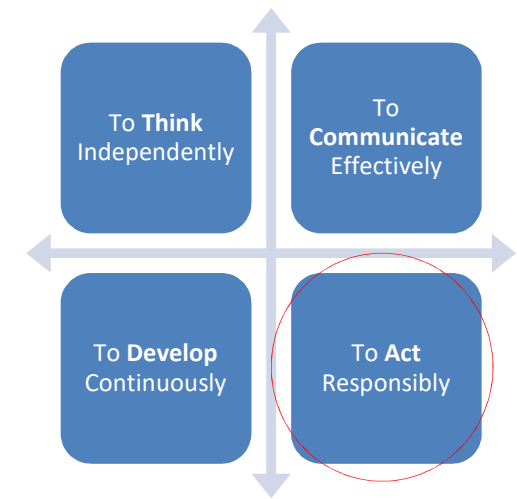**"Ask students to work on their own initiative if possible during busy periods"**

Competency-based learning

Pharmacy (Integrated) programme:

- Underpinned by Core Competency Framework (CCF)

- CCF enables integrative process

- Graduate attributes

- ✓ Profession-focussed leading to professional practice

- ✓ Competencies – designed into the experiential learning activities

Future work:

- Experiential placement modules Year 4 and Year 5

- Co-developed across 3 Schools of pharmacy (UCC, RCSI and TCD)

- Year 4 – 3 competencies assessed

- Year 5 – all 6 competencies assessed

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Competency Framework

PSI Core Competency Framework for Pharmacists, 2013

| Domain	Competency	Behaviours
Professional practice	Practises 'patient-centred' care Practises professionally Practises legally Practises ethically Engages in appropriate continuing professional development	e.g. acts as patient advocate
Personal skills	Leadership skills Decision-making skills Team working skills Communication skills	e.g. collaborates with other HCPs
Supply of medicines	Manufactures and compounds medicines Manages the medicines supply chain Reviews and dispenses medicines accurately	e.g. applies pharmaceutical knowledge
Safe and rational use of medicines	Patient consultation skills Patient counselling skills Reviews and manages patient medicines Identifies and manages medication safety issues Provides medicines information and education	e.g. reports pharmacovigilance issues and dispensing errors
Public health	Population health Health promotion Research skills	e.g. identifies opportunities to engage in health promotion
Organisation and management skills	Self-management skills Workplace management skills Human resources management skills Financial management skills Quality assurance	e.g. contributes to audit activities

Continuous Professional Development

- CPD – life-long learning and reflective practice (IIOP)
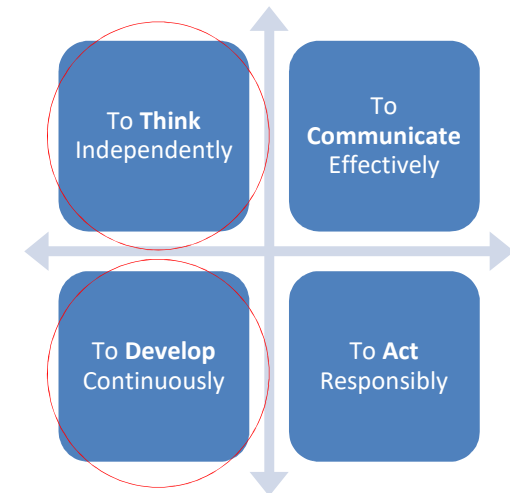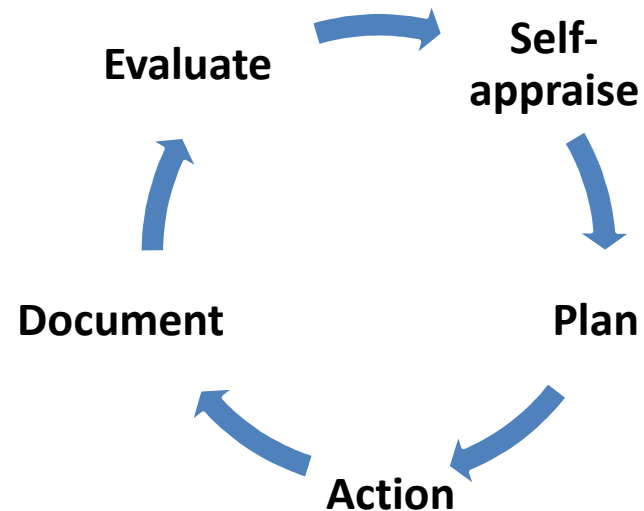
- Fostering of reflective practice (T&L strategy)
  - ✓ CPD cycles from Year 1 onwards
  - ✓ e-portfolio from Year 1 onwards
  - ✓ Contributes to students' experiential learning activities and assessment

Interprofessional Learning
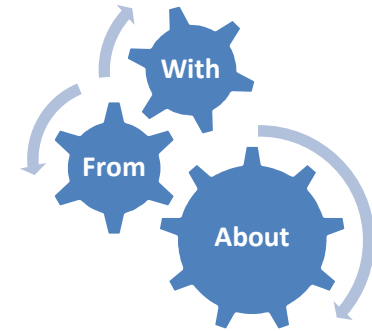
Aims:

- Improve understanding of healthcare professions
- Reduce professional prejudices (Lakhani 2008)
- Improve collaboration towards patients' needs
- Graduate attributes
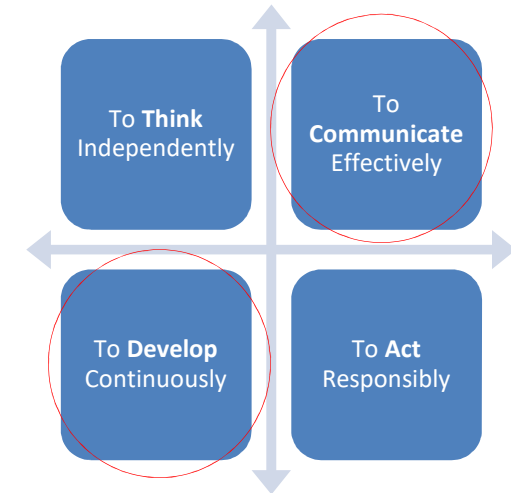
Current and future work:

- ✓ Planned IPL workshop between Pharmacy and Dental Science
  Year 2 Pharmacy/Year 3 Dentistry (120 students)
- ✓ Pain module with medicine and physiotherapy
- Future – IPL activity within practice placements

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With

From

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Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Thank You!

ReFEEHS

Reinforcement of the Framework for Experiential Education in Healthcare in Serbia

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