



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Practice, Practitioners and Providers collaborating for quality experiential education

Assoc Prof Martin C Henman

Trinity College Dublin



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Thematic Workshop 4

Belgrade – May 2018

Health Professional Education

University practice

- Ever-increasing body of knowledge & skills
- Changing goals & behaviour & expectations of students

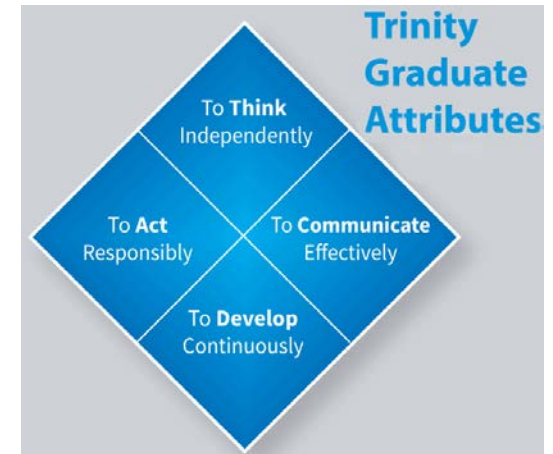
Healthcare practice

- Varied, complicated, always changing
- Changing goals & behaviour & expectations of patients
- Where theory & practice collide

Learning about practice

Learning in practice

Both! But how?



The Participants in Ireland

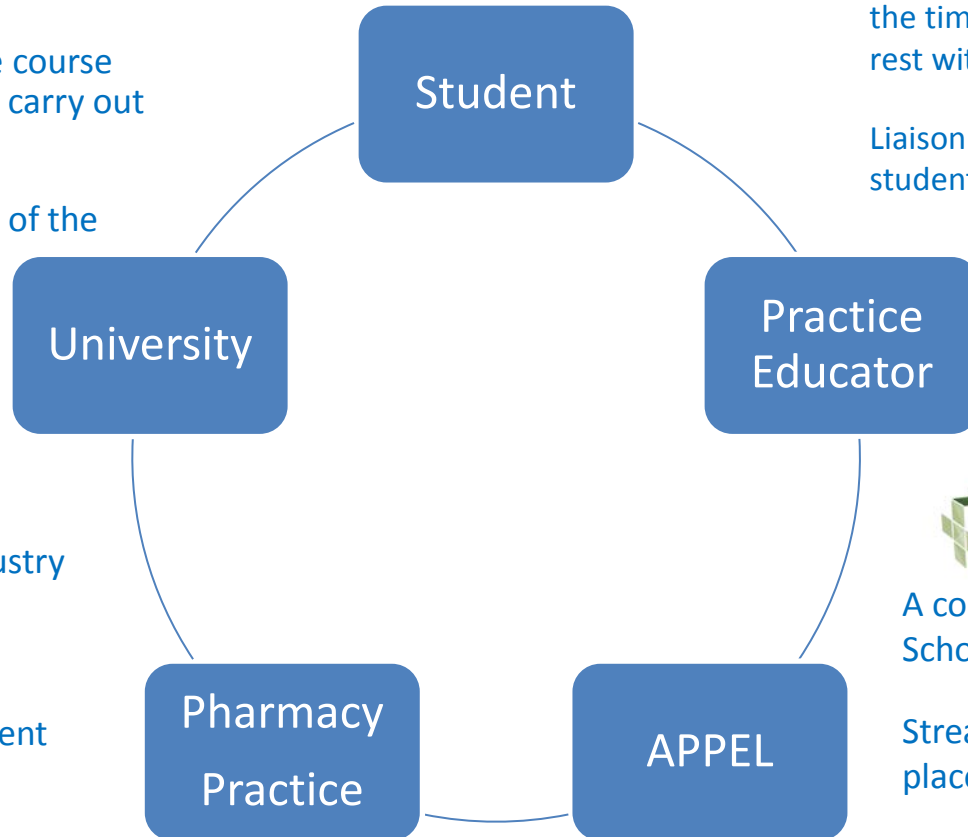


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Course development and management
of the Degree Programme to meet
Competency Framework

Academic staff develop the course
modules, deliver them and carry out
Assessment

Maintain the Accreditation of the
Programme



Practice Educators work part of
the time in the University and the
rest with APPEL

Liaison between the University,
student and placement provider



A consortium between the 3
Schools of Pharmacy in Ireland

Streamlined and centralised
placement management

Shared expertise and resources



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What does APPEL do?

Quality Framework

Placement management

Policies

IT

Agreements

Communication and engagement



APPEL Policy Regarding Student Immunisation and Infectious Disease			
Version:	1.15		
Date:	25.11.2016		
Owner:	MD		
Effective Date:	01/12/2016		
Authorised By:			
Accepted by practice educators (initials and date):	UCC MD 8/12/2016 JN 12/12/2016	RCSI MK 8/12/2016 RR 12/12/2016	
SOP student immunisation liaison (initials and date):	UCC KD 8/12/2016 HW 8/12/2016	RCSI MK 8/12/2016	
Head of School (initials and date):	UCC SB 16/1/16	RCSI PG 17/1/16	
APPEL Operations Team (initials and date):	MC 25/1/2016 AR 8/12/2016		
Revision	Date	Prepared By	

Is comhcheangal é APPEL idir Scoilleana Cógaisíochta UCC, RCSI agus TCD
APPEL is an affiliation to the Schools of Pharmacy of UCC, RCSI and TCD



APPEL Policy and Procedures Regarding the Record Reports of Potential Patient Safety Incidents and/or Breaches of the Schools of Pharmacy Code of Conduct			
Version:	1.13		
Date:	02/11/2016		
Owner:	MDIAR		
Effective Date:	01/12/2016		
Authorized By:			
Accepted By	UCC	RCSI	
Practice Educators			
(initials and date):	MD, 7/11/2016	MK, 7/11/2016	
	JN, 2/11/2016	RR, 9/11/2016	
SOP Head of School	UCC	RCSI	
(initials and date):	SB, 7/11/2016	PG, 7/11/2016	
APPEL Operations	AR, 7/11/2016		
Team (initials and date):			
Revision	Date	Prepared By	
1.11	17/10/16	MDIAR	
1.12	27/10/16	AR	

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APPEL Policy and Procedures Regarding Student Attendance at Practice Placements			
Version:	1.11		
Date:	15/11/2016		
Owner:	RRMAR		
Effective Date:	01/12/2016		
Authorised by:	Aisling Heast		
Accepted by Practice Educators (initials and date):	UCC MDIAR 22/11/16	RCSI RRMK 22/11/16	TCD TR 22/11/16
Heads of Schools (initials and date):	UCC SB 14/11/16	RCSI PG 8/11/16	AI AI 22/11/16
APPEL Operations Team (initials and date):	AR 22/11/16		
Revision	Date	Prepared By	Approved By

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Title:	APPEL Vetting Policy		
Version:	1.8		
Date:	14/11/16		
Owner:	Aisling Heast		
Effective Date:	14/11/16		
Authorised by:	Aisling Heast		Date: 14/11/16
	UCC	RCSI	TCD
	Prof S Byrne 15/11/16	Prof P Gallagher 15/11/16	Prof AM Healy 12/11/16
	J Murphy 10/11/16	F Mitchell 7/11/16	S Power 8/11/16
Revision:	Date:	Prepared by:	Reviewed by:

1.1 Scope
This policy sets out APPEL's role in ensuring that all students provided with pre placements as part of the five-year integrated pharmacy programmes provided by UCC, RCSI and TCD have undergone appropriate vetting. It does not set out the vetting process undertaken by the HSE.

1.2 Purpose
The pharmacy programmes of each SOP are important components to each SOP's overall educational mission, and the success of this ground-breaking course hinges on the delivery and management of this pharmacy experiential learning placement. It is important to all. An agreed APPEL vetting policy is, therefore, necessary to ensure success.

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 (Act) provide a statutory basis for mandatory vetting of persons who wish to undertake a work placement that brings them in contact with children and/or vulnerable adults in accordance with the Act. APPEL requires all pharmacy students wishing to undertake placements to be vetted.

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APPEL Policy and Procedures on Visits to Training Establishments Facilitating Year 2 Students			
Version:	1.9		
Date:	19.12.2016		
Owner:	MDIAR		
Effective Date:	20/12/2016		
Authorised By:			Date:
Accepted by Practice Educators (initials and date):	UCC JN 05/12/16	RCSI MK 05/12/16	TCD TR 05/12/16
SOP Head of School (initials and date):	UCC SB 19/12/16	RCSI PG 08/12/16	TCD AMH 18/12/16
APPEL Operations Team (initials and date):	AR 19/12/16		
Revision	Date	Prepared By	Reviewed By

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5 year integrated Pharmacy Programme

Statutory Practice placements

Statutory Shadow placement

Curriculum/Course placements & experience

Voluntary experiences & placements



Integrated 5 year Programme

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												
	Semester 1				Semester 2					This period is: Summer for Years 1-3 Start Semester 1 for Year 4 Semester 3 for Year 5		

2 weeks
Required placement

4 months
Any type of practice

Key Indicator	
Standard Academic Time	
Practice Placements Year 4: Sept-Dec. and Year 5: Jan-Aug. are statutory placements	
Denotes dispersed Shadow Placements in Year 2	
Denotes Professional Registration Exam after conclusion of 8 month placement	

8 months
Patient-facing only

2 months
Optional placement

In the Degree Programme (as a whole) and within each Module, the design and Learning Outcomes facilitate the development of competencies – align with Core Competency Framework (CCF)

University assessment ensures that the student has attained the appropriate level of knowledge, skills & attitudes to undertake a placement

It provides advice and guidance about the practice setting and sets standards for student behaviour, dress etc...

It provides a mechanism, Pebble Pad to create a e portfolio that the students brings with them

It also provides and encourages students to undertake placements and experiences that will help them to become capable of learning in the work place & contributing to the activities of the practice team



Year 1



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Curriculum/Course placements: 2 days Work Experience and 1 evening Pharmacy visit

The pharmacy visit, work experience and CCF-Live components are included in the degree programme not only to help you integrate the knowledge and skills gained in College with the practical knowledge and skills gained in the workplace, but also as opportunities to become familiar with the competencies in the PSI's Core Competency Framework (CCF) for Pharmacists - how they are demonstrated by pharmacists and how the course material contributes towards their development.



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Pharmacy visit



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The class will visit Boots Pharmacy in ... on an evening in March (3 groups).

This visit will be arranged by the School and will both help you to contextualise your learning in the degree to date and allow comparison with the pharmacy where you undertook your work experience.

Four stations each with a pharmacist to direct the students.

- 1. Regulatory & organisational requirements for community pharmacies**
- 2. Dispensary**
- 3. Medicines Counter**
- 4. Consultation area**



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2-Day Work Experience

Module PH11P6: Practice of Pharmacy

- Eimear Ni Sheachnasaigh

Date 16/01/18

What can I expect?

Trinity Advice



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- New experience for most students
 - Learning experience – no need to be anxious
 - Review your learning activities in advance (on Blackboard)
 - Learn from all of the pharmacy team not just the pharmacist
- Some pharmacists/pharmacies may be very busy
 - Use busy times to achieve your learning activities
 - Gather your written questions and use quieter periods to discuss with the pharmacist
- There will be many new medicines with which you will not be familiar
 - Make notes as you go and use a BNF to assist
 - Observe medicines being dispensed already covered in your course to date
- There may be a need for a change of pharmacist
 - this can occur for unforeseen reasons so be adaptable

2-day Work Experience



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1. Pharmacy layout and organisation (Max. 200 words)

(i) Describe the layout of the pharmacy with particular reference to:

The arrangement of medicines within the dispensary

The arrangement of medicines within the OTC section

Refrigerated medicines

Controlled drugs

Other storage arrangements that the pharmacist may apply to specific medicines for safety reasons, if any.

(ii) Support your description by drawing an outline plan of the pharmacy showing the main features of the dispensary and the front of shop area.

2. Communication (Max 200 Words)

Describe, with reference to the communication skills coursework that you have already undertaken, some of the communication skills practised by the pharmacist when dealing with patients.

3. CCF-Live (Max 30 words per behaviour)

For each of the 25 competencies in the PSI's Core Competency Framework (CCF), observe, appreciate and document, using CCF-Live, one behaviour that you observe being practised by a pharmacist during your work experience

PebblePad Workbook

2 Day experience – Portfolio record



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- Administrative Details

Student tasks - Complete all admin details


– Upload Practitioner's Report

Pebble+ Edit Workbook

https://v3.pebblepad.co.uk/spa/#/workbook/5crH4Zh54zdlMfshGfZ94cqMn6Z7historyId=7VkhFZIo5J8;pageId=93dca97d-a7e6-b6ea-f88a-3431cfc3b640

Save Preview

Contents Administrative details CCF Live 1 Pharmacy layout Communication


 Replace image

Name of pharmacist

Name and address of pharmacy

Dates on which work experience was undertaken

Please upload a copy (e.g. a clear photo) of the report from your pharmacist, by clicking the red rosette symbol ('add evidence'). The original hard copy should be submitted to Dr Theo Ryan. (You may leave it in his pigeonhole in the School office.)



PebblePad Workbook

2 Day experience – Portfolio record



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- Pharmacy Layout

Pebble+ Edit Workbook

requirements - Google Sea...

https://v3.pebblepad.co.uk/spa/#/workbook/5crtH4Zhs4zdMfshGfZ94cqMn6Z?historyId=7VkHFZJoSJ&pageId=a68578d3-6e94-91ee-00c0-9975e2ab3f16

Search

☰

PebblePad

+

🌐

Save

Preview


☰ Contents

Administrative details

CCF Live 1

Pharmacy layout

Communication



Pharmacy layout and organisation

Describe the layout of the pharmacy, with particular reference to:

- The arrangement of medicines within the dispensary,
- The arrangement of medicines within the OTC section,
- Refrigerated medicines,
- Controlled drugs,
- Other storage arrangements that the pharmacist may apply to specific medicines for safety reasons (if any).

You can attach your sketch of the pharmacy layout using the 'evidence' button (red rosette).

(Max. 200 words.)

1. **Observe, appreciate and document the steps involved in the safe dispensing and supply of medicines:**
 - a. Follow a prescription journey, which encompasses all of the following steps: presentation, legal check, calculation, patient medication record entry, labelling and assembly, clinical check, risk management and monitoring
 - b. Follow a prescription journey for a drug with additional controls and identify how this differs from a regular prescription
 - c. Supply of non-prescription medicines
 - d. Sourcing of medicines and stock management
2. **Observe, appreciate and document the skills and behaviours of the pharmacist**
In particular in their capacity as a:
 - a. Collaborator
 - b. Communicator
 - c. Advisor
 - d. Manager, and
 - e. Life-long learner
3. **Link Documented Activities to the PSI's Core Competency Framework (CCF)**
“The purpose of a five year fully integrated Masters degree programme in pharmacy is to produce pharmacy graduates who have the knowledge, skills, attitudes and behaviours to meet the CCF, to be prepared for patient-centred pharmacy practice in all pharmacy settings and so be entitled to apply to have their names entered in the Register of Pharmacists”. **For each of the 6 CCF domains**, the student must:
 - a. Link the activities they undertook to behaviours in the CCF
 - b. Link the activities they observed to behaviours in the CCF

Year 2 Feedback recorded by APPEL

In 2017, 84% of our supervisors agreed that supervising a student contributed to their CPD and 88% found it a rewarding and enjoyable experience.

Our supervisors told us:

*"It was
hugely
rewarding"*

"It made me think more deeply about clinical issues and by talking through / explaining such issues in detail it got me back to quite specific pharmacology which I hadn't thought about for a while!!"

*"Sharing and imparting
knowledge gives a different
type of work satisfaction.
Useful for CPD!!"*

Year 2 Feedback recorded by APPEL

Our students told us:

I got to experience a side of pharmacy i hadn't any experience with and got to see how I could be putting my skills to use in the future.

My supervisor gave me useful case studies which aided my learning and contributed to my interest in community pharmacy as a whole.

After doing the 2 week placement, I feel I would definitely be more likely to pursue a career in this area

Statutory placement - 4 months

3 placement Modules - Organisation and Management Skills,
Professional Skills Development and Professional Practice

Achieved through:

- Academic activities and resources to support students in achieving competency
- Opportunity to practice the competencies with mentorship and guidance from the preceptor

Assessed by:

- Training Establishment (Practice):
 - Continuous Assessment Performance Appraisal
- Academic staff (University):
 - Written and practical examinations
 - Group and individual projects
 - ePortfolio, OSCE etc.



Year 4

Statutory placement - 4 months



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Module Title	Organisation and Management Skills	
Sequence	Year 4 Placement Module 3 (5 Weeks duration)	
Indicative Weekly Schedule	Directed/Structured <ul style="list-style-type: none">15h placement activities10h online learning	Self-Directed/Unstructured <ul style="list-style-type: none">15h placement activities10h online learning
Module Rationale	To provide the opportunity for students to develop and demonstrate competencies related to self-management, workplace, human resources and financial management and in quality assurance in the context of the practice environment.	
Module Aim	This module aims to help students develop their knowledge, skills, and attributes in CCF Domain 6, Organisation and Management Skills	
Learning Outcomes	<ol style="list-style-type: none">Participate in accordance with the behaviours identified in Domain 6 of the CCFExplain systems and procedures used for performance managementIntegrate knowledge and skills to ensure safe and effective practiceCritically evaluate principles of organizational behavior and change managementDevelop and work within documented procedures and policies.Apply frameworks for risk management in response to critical incidentsJustify decision related to principles of pharmacoeconomic assessmentDemonstrate engagement in reflective practice and continuing professional development	



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Practice provider initiatives: Voluntary work experience



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Community Programme



Vacation training 8 weeks duration

1. Working with the pharmacy
2. Working with medicines
3. Working with the Supervising Pharmacist
4. Working with prescriptions
5. Working in the dispensary
6. Working with calculations



Activity 3.5.1

The dispensing process involves five key stages:

- 1 SOP 1a: Taking in a prescription
- 2 SOP 1b: Taking in a PS prescription
- 3 SOP 2: Assess and clinically check a prescription
- 4 SOP 4: Label and assemble a prescription
- 5 SOP 5: Accuracy check before handout
- 6 SOP 6: Handing out a prescription
- 7 SOP 7: Record keeping and Completion of Documentation

Familiarise yourself with the above SOPs.

Discuss with your Pharmacist your involvement with each one. Your Supervising Pharmacist will need to sign you off on each SOP that relates to an activity you undertake in the pharmacy.

Use the space below to make notes.



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Internship Year Programme



	October workbook	November workbook	Jan workbook	Feb/March workbook	April workbook	May workbook	June workbook	July workbook
Developing your Leadership Skills	Your Pharmacy team, Personal impact, Customer care	Performance Leadership	Giving & receiving feedback, relationship pyramid	Impact & intent, resilience	Coaching & delegation	Having challenging conversations	Influencing	Leading change
Person-Centred Care	Boots Healthcare Way, sale of non-prescription medicines, Paracetamol codeine and domperidone and differential diagnosis	Cough and Colds, Antibiotics, Sore Throat Test and Treat service	Eye & Ear	Gastrointestinal, incontinence	Women's Health, Migraine, Hayfever & Travel Health	Childhood Ailments	Skin Conditions	Customers affected by cancer Vitamins & Complementary Therapies
Pharmacy Practice	Standard Operating Procedures and Vaccination services	Introduction to HSE-PCRS Schemes, Model Day	Community Drugs Schemes, FRED standards	Accurate Claiming of Prescription Payments, Supply of Methadone	CDs & Clinical governance	PSI Practice Guidance & Guidelines on the Counselling and Medicine Therapy Review	Ethics and professionalism Data protection, Emergency supplies Care home services	Pharmacy inspections Pharmacy Practice learning's
Leading for Store Operations	Store induction, Compliance training, BootsLive	Scorecard & Weekly KPI Reports	Store open/close, till off-line	Stock management, compliance, prioritisation & organisation	Cash Accounting, People Admin, Photographic Staff Training, professional responsibility & delegating	Profit protection	Store audit	
	October workbook	November workbook	Jan workbook	Feb/March workbook	April workbook	May workbook	June Workbook	July workbook

The information covered in the workbooks and study days will complement the work that the intern has to complete as part of the National Pharmacy Internship Programme (NPiP)

Students' learning

- Context for theory, & subjects with no obvious clinical focus
- Big picture
 - Not one subject
 - Not one problem
 - Not only facts
- Who's who in the pharmacy team
- Knowledge must be acted upon
- Learning for a clear purpose
- Complicated, demand-led, time-pressured environment
- Change perception of practice
- Change perception of companies/industry

Students' learning

- Skills matter
- A student pharmacist not a student of pharmacy
 - *You may need to carry out several activities to achieve one development need*
 - *Remember we all have our own preferred learning styles, some like to read, some like to listen and others like to learn on the job*
 - *Do what comes naturally to you, but be open to new experiences for extra development*
 - *Make sure you keep a record of all the activities that you undertake. Learning may finish at evaluation, though if you reflect on the results you may identify some new learning needs*

- Real life is **messy**
 - Working with people, dealing with opinions, trying to help patients

Placement Practice team



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- Perception of students
- Perception of what Universities teach
- How students think
- What it is to be enthusiastic
- Watching for learning in the student & in ourselves
- Watching for mistakes
- What we assume but they do not know
- Teaching is not just telling
- Who in the practice can teach
- And who can teach while practising
- How well the practice team adapts to teaching and delivery care
- Different opinions, new ideas



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Pharmacy Placement providers



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Community Practice

We have identified and recruited many fine young pharmacists through our vacation and internship placement programmes

We want the future pharmacists to know who we are and how good we are through their own experience.



Lloyds Pharmacy



We are proud to be associated with Trinity College and have benefited from our research collaboration

Groups – collaborators



PLUS PHARMACY



Individual/Independent



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External Resources: RPS guide Support for tutors



TUTOR GUIDANCE

Supporting you to be the best tutor you can be



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2015

Rationale for change

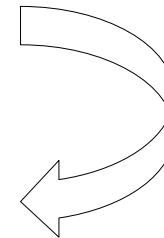
Why have we come to make such significant changes?



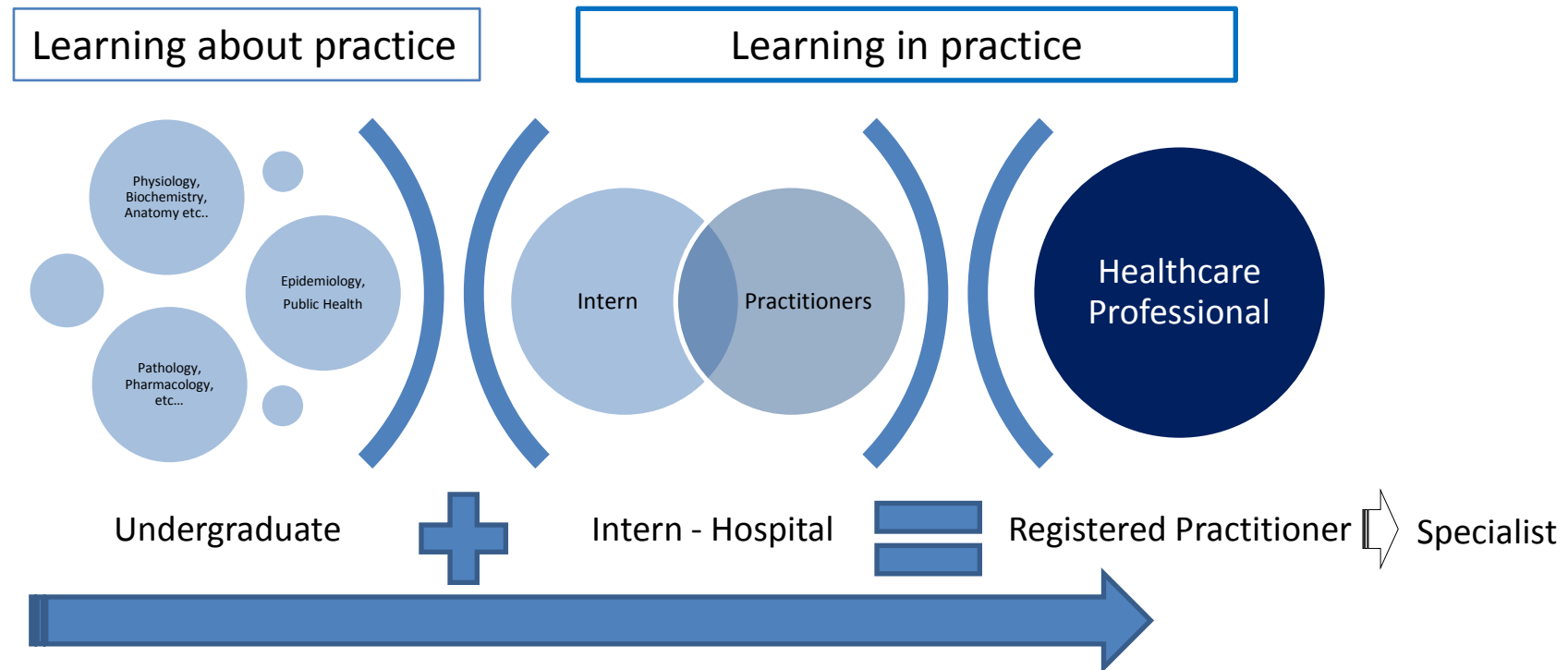
Trinity Education Project



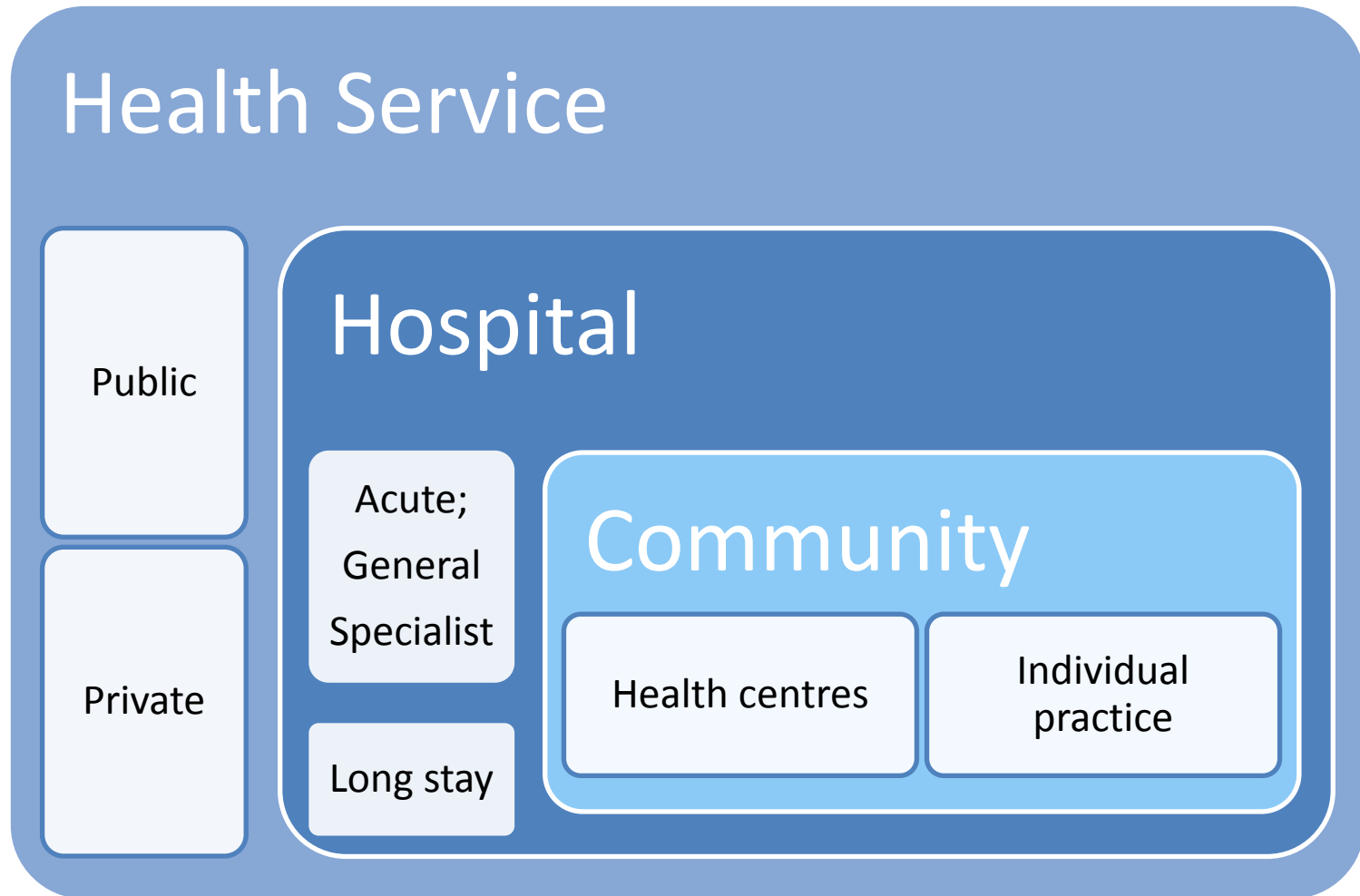
Public concern at poor practice, high cost of health care
& high cost and difficulty accessing Health Sciences courses
Political pressure to respond to public concerns



Health Professional Education: segmented process



Delivering Healthcare: Varied Clinical partners





Trinity Education Project



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Student attributes are developed over a student's entire university experience, not only in the traditional credit bearing curriculum, but also in non-credit bearing co- and extra-curricular activities, such as summer work placements, internships or volunteering.

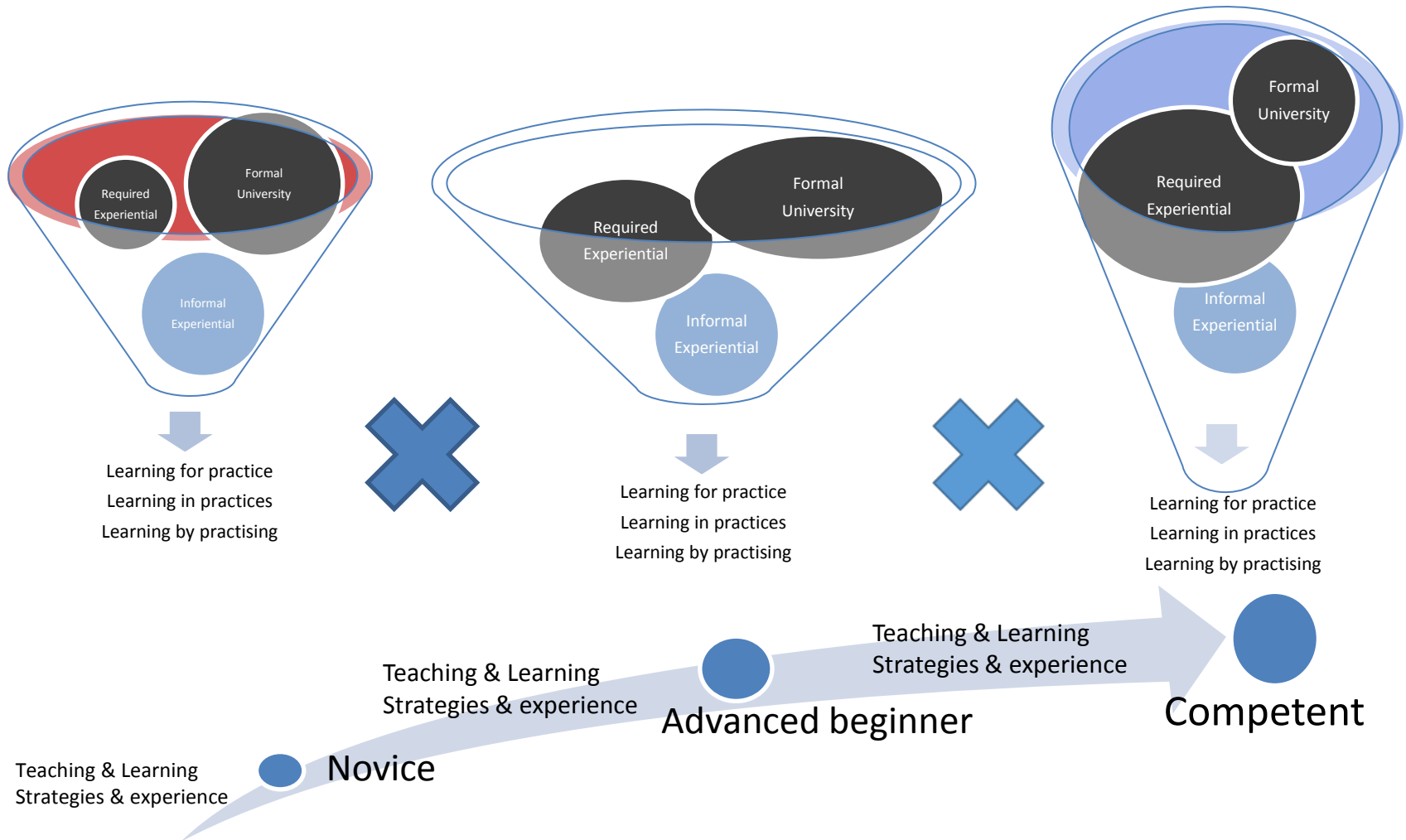
Changes in Learning for Healthcare



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- Formal learning
 - Informal learning
 - Observation & reflection
 - Directed learning
 - External content
 - Self-directed learning
 - Experience & reconstruction
- If students spend around 30 weeks in the University, what do they do in the other 22 weeks?

Health Professional Education: Integrated process



Holistic assessment

....attributes are embedded in subject module learning outcomes, but some aspects are often the product of years, rather than weeks of learning and demonstrate the impact of the degree programme and the other activities undertaken by students.

Examples - Professionalism, Leadership



Continuing Professional Development (CPD)



“... is the process of reflection, planning, action and evaluation through which a professional continuously develops their knowledge, skills, attitudes and behaviours throughout their career.”

CPD is a *“self-directed, ongoing, systematic and outcomes-focused approach to learning and professional development”*

Self Directed – you decide what and how

Ongoing – in every day practice

Systematic – you need to structure it and record it

Outcomes focused – what you did and what you learnt



IIOP

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LEADING PRACTICE ● ADVANCING STANDARDS



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Organisations & learning

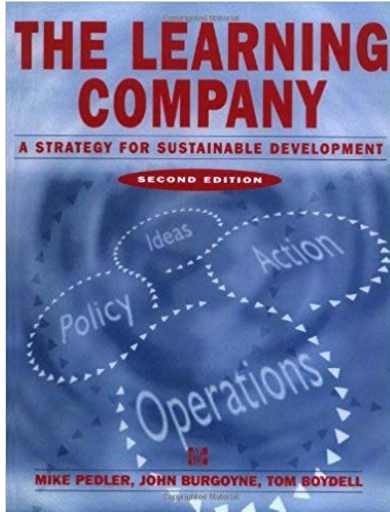


HRDQ Experiential Learning Model®

<https://www.hrdqstore.com/experiential-learning-model-poster>

Why are Organisations involved?

Learning organisation



IRDOQ
Chosen by the World's Best Organizations



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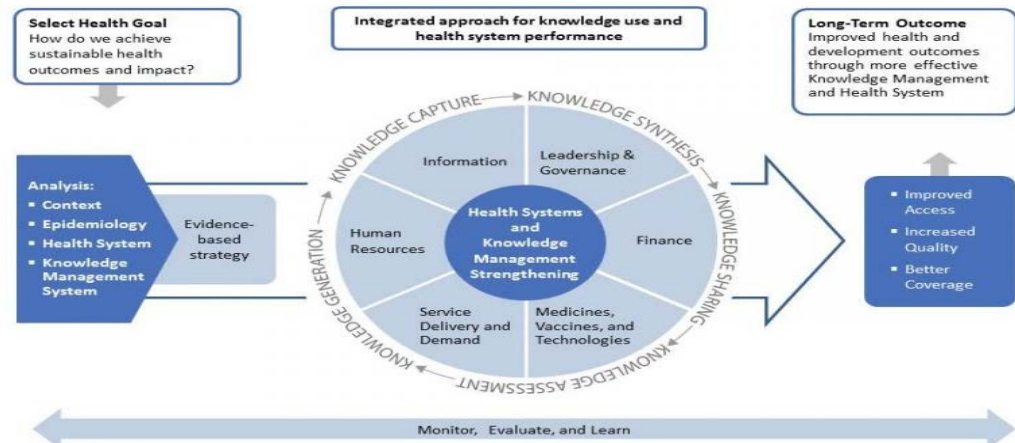
Emergent Action Research – derived from Schon's Reflective Practitioner

Knowledge management

Knowledge management (KM) is the process of creating, sharing, using and managing the knowledge and information of an organisation. KM is an enabler of organisational learning.

https://en.wikipedia.org/wiki/Knowledge_management

Knowledge Management Model for Healthcare



Cost-benefit analysis to assess return on investment in learning & development

Measure sustainable improvement in performance, proficiency, productivity, efficiency, effectiveness, motivation, commitment, innovation, and reduction in supervision time, corrective actions, negative feedback, staff turnover, and set these against cost resources (time + money) incurred.



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Thank You



Go Raibh Maith Agaibh.

Havla Vam



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