Pharmacy Time

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Background

Lack of placement opportunities and experiential learning on MPharm.
- Funding and time

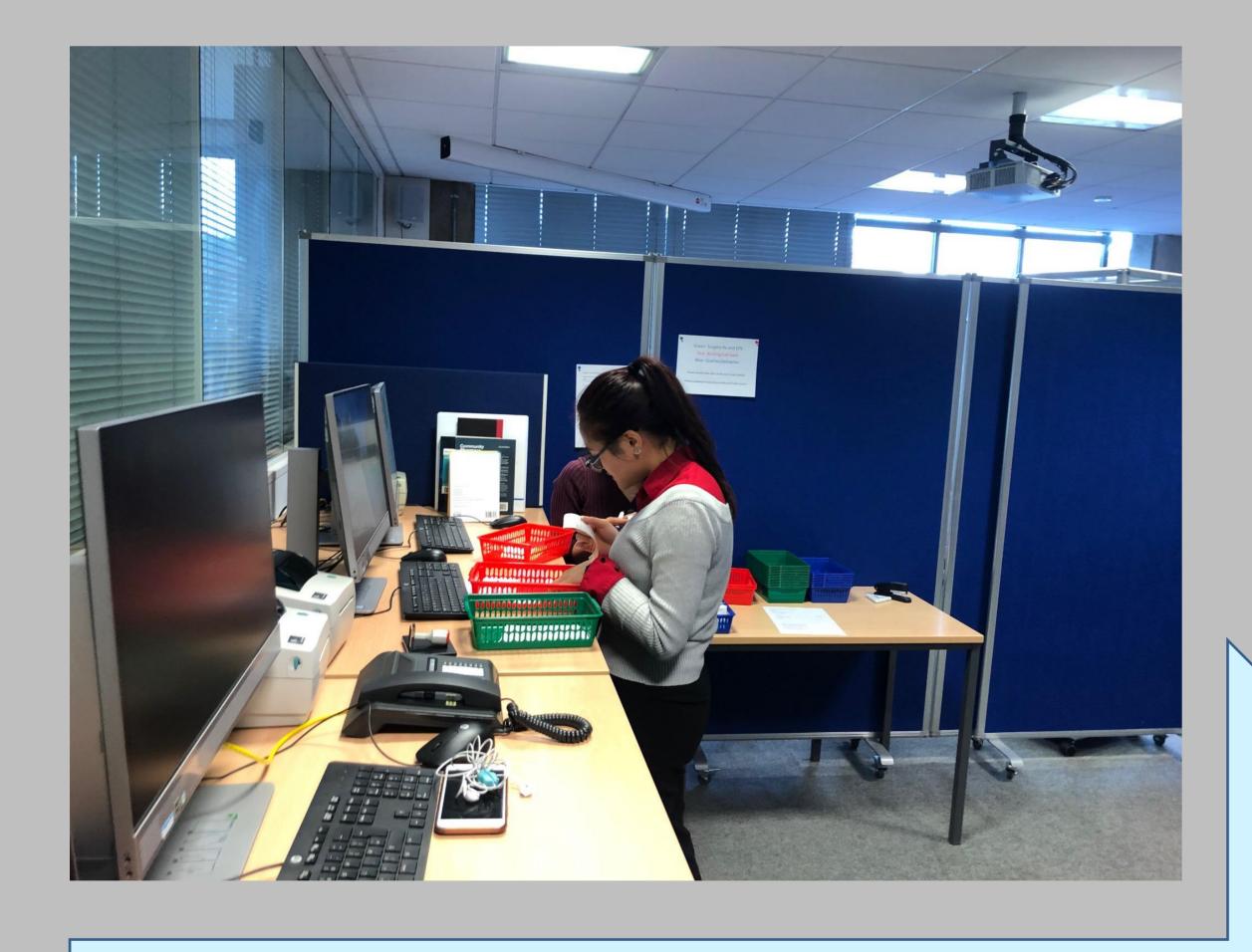Lack of student confidence in practice setting[1].

GPhC standards state placements not the only option[2].

Aim

Run a simulated community pharmacy game with MPharm students (Year 2) to bridge the gap.

Increase student confidence in practice setting

Increase staff awareness of abilities prior to assessment.

Method

Full cohort included
Gamification for motivation[3]
- Each action gets patients awarded or deducted from pharmacy
- Mimics patient response to good care in practice
- Leaderboard after each session

3 students per group
2 groups running concurrently
3 sessions per semester
Different 'patients' & scenarios (drawing on previous teaching)
Prescriptions to clinically check
'Prescriber' (GP/dentist etc) available via phone to respond to queries and query students in return
Notes left from 'previous pharmacist' to action
Inspector visit – check legal and professional actions
2020/2021 get feedback from students
- *Before and after sessions*

Next Steps?

Formally evaluate – module feedback positive.
Make staff efficiencies – i.e. run 4 groups concurrently.
Add in regular feedback and reflective sessions.
Streamline gamification process.
Run in Year 3 & 4.

1. Jacob SA, Boyter A. Experiential learning in MPharm programmes: a survey of UK universities. 2019. Poster session presented at Pharmacy Education Conference, Manchester, United Kingdom.
2. Future pharmacists: Standards for the initial education and training ofpharmacists. General PharmaceuticalCouncil; 2011. https://www.pharmacyregulation.org/sites/default/files/document/gphc_future_pharmacists_may_2011.pdf. Accessed 08th May 2020
3. Shawaqfeh, M.S. Gamification as a Learning Method in Pharmacy Education. 2015. J Pharma Care Health Sys, DOI: 10.4172/jpchs.S2-004

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