

Evaluation of a workshop between Pharmacy and Pharmacy Technician Students to support Intra-Professional Integration

Author: Helen Cook, School of Pharmacy, University of Bradford, Bradford

Background: Interprofessional Education (IPE) is a requirement of healthcare professional undergraduate courses and there is an existing body of literature within this area (Hammick, et al, 2007). In preparation for clinical practice, pharmacy students also need to understand specific roles within the pharmacy team. Whilst intraprofessional learning may be of value in this context (Schafheutle et al, 2013), there remains a gap in the literature in this area.

Method: An opportunity arose to explore intra-professional working between pharmacy students (PS) (n=24) and pharmacy technician students (PTS) (n=28) as part of a broader strategy to promote interprofessional collaboration at this institution. Using learning outcomes closely aligned to recommendations for IPE (Thistlethwaite and Moran, 2010), a three hour workshop explored roles, responsibilities and negotiation skills within these groups, the main aim of the workshop being to develop an understanding of the importance of collaboration in the workplace. A feedback form with rating-scale questions and space for free text comments was given to all participants, the aim being to explore the students' perceptions of the value of learning from and about each other and whether this enabled them to meet the workshop aim. Qualitative data were fully transcribed and subject to thematic analysis (Braun and Clarke. 2006).

Results: Overall, students were positive about the workshop (72% PS and 93% of PTS); they valued sharing knowledge and ideas and would recommend future workshop opportunities. Written feedback indicated that having the session together improved their understanding of collaboration in the workplace. In terms of specific content however, there was a mixed response to the use of case-studies, ranging from enhanced understanding of roles to questioning need.

Conclusion: This was a small scale evaluation but suggests that further intraprofessional learning opportunities should be considered within an overall strategy of promoting interprofessional education initiatives. Further research and evaluation in this area of student engagement are also highlighted.

References

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