Helping 4th year MPharm students prepare for practice through shadowing members of the hospital pharmacy team

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Background: In March 2014, the opportunity arose to develop and deliver clinical tutorials which would allow MPharm4 students to shadow a member of the hospital pharmacy team. The aim of the session was to provide the students the opportunity of experiencing the role of different members of the pharmacy team. From the sessions it is hoped that the students would be able to identify communication and team working skills which they can go on to develop during their pre-registration year.

Method: Students were allocated to shadow a member of the pharmacy team including pharmacists and support staff and spent up to three hours with that team member. During the session the students were asked to identify examples of communication and team working which they witnessed and relate them to GPhC pre-registration standards for these areas. Following the session the students were de-briefed by their Clinical Tutor and experiences were shared as a group. Students were then asked to complete a Feedback questionnaire.

Results: Table 1 shows the number of students at each of the base hospitals who answered yes to the questions asked. Students were also able to add comments to justify their answers and further work needs to be carried out to identify the key themes from their responses.

Question asked	CMFT (total 52 responses)	SRFT (total 51 responses)	UHSM (total 46 responses)
Did the session help you to			
Understand the role of the pharmacy team member?	96%	92%	100%
Identify the communication skills you will need to develop and demonstrate during your pre-registration year?	71%	88%	98%
Understand the team working skills you will need to develop and demonstrate during your pre-registration year?	85%	92%	100%
Do you think it would be useful to offer this opportunity to students in the future?	96%	96%	100%

Table 1

Discussion

Preliminary analysis of the feedback questionnaires was very positive showing that the majority of students found the session useful and felt that it should be offered to students in future years. Students were also able to identify communication and team working skills which they can go on to demonstrate and develop in their pre-registration year. Students written comments suggested that it would be more useful if these sessions were ran earlier in their course as it could help with decision making when applying for vacation experience and pre-registration training, which is something as a Clinical Tutor team we can look to implement in the 2014 / 15 academic year.