Integration; the 2nd year MPharm student perspective on interprofessional teaching

Authors: Esnath Magola, Aditi Puri, Harsha Parmar and Andrew McBain, Manchester Pharmacy School, The University of Manchester

Background: The General Pharmaceutical Council (GPhC) standards for the initial education of pharmacists require a teaching/learning strategy that provides balanced integration between the science and practice in the curriculum [1]. As part of the new MPharm, integrated lectures/workshops are co-delivered by a microbiologist and practising pharmacist.

Method: A questionnaire based on relevant literature and module review feedback was designed to explore student's views on integrated teaching. The survey was conducted using Turning Point technology [an interactive response technology that offers students real-time feedback to questions answered using hand-held clickers] and with the sample population of 161 second year MPharm students. Response rates ranged from 73 (45%) to 91 students (56%).

Results: 96.67% of students agreed/mostly agreed that they valued the integrated lectures with 42.7% of these students preferring/mostly preferring the integrated to traditional lecture format. Integrated teaching was valued most because it linked theory to practice and it had the most significant impact on clinical decision-making skills.

Conclusion: Almost all students identified integrated teaching as a valuable tool for linking theory to practice and the application of knowledge to contextual learning. Attitudinal changes [such as increased motivation to learn] and attributes [such as problem-solving] were perceived outcomes of the integrated teaching; this supports the development of clinical decision-making. The integration in this course equates to Step 7 of Harman's Integration Ladder [2], and can be used as a precursor to inter/trans disciplinary integration (Steps 10 and 11) in the latter two years of the MPharm degree.

References

1. Future pharmacists; The Standards for the initial training and education of Pharmacists. General Pharmaceutical Council. May 2011.
http://www.pharmacyregulation.org/sites/default/files/GPhC_Future_Pharmacists.pdf . Accessed 29/03/14
2. Harden RM. The integration ladder: a tool for curriculum planning and evaluation. Med Educ. 2000;34:551-7