Universiteit Utrecht

Faculty of Science
Department of Pharmaceutical Sciences
Division of Pharmacoepidemiology & Clinical
Pharmacology

GIMMICS: a bridge between academic learning and community pharmacy

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Outline

- History of GIMMICS

- Principles and practice

- Assignments

- Assessment and feedback

- Our experiences

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GIMMICS: Groningen Institute Model for Management in Care Services (pharmacy game)

- Developed at the University of Groningen in 2000

- Also implemented in Utrecht (2004) and Brussels (2007)

- Simulation of community pharmacy in an academic setting

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Why GIMMICS

- Growing interest for pharmaceutical care: need for new skills and innovation of university curriculum

- Growing interest for life long learning in fast changing world

- Need for new teaching methods encouraging active and reflective attitude of students

- Need for more pharmacy practice in university setting

van der Werf JJ, Dekens-Konter J, Brouwers JRBJ. A new model for teaching pharmaceutical care services management. Pharmacy Education 2004; 4:165-169.

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Pharmacy master at Utrecht University

- 3 years

- Internships in community pharmacy (5 weeks) and hospital pharmacy (1 week) during first year

- 3 internships during last six months: community pharmacy, hospital pharmacy and internship of choice

- Pharmacy game before the community pharmacy internship in last year

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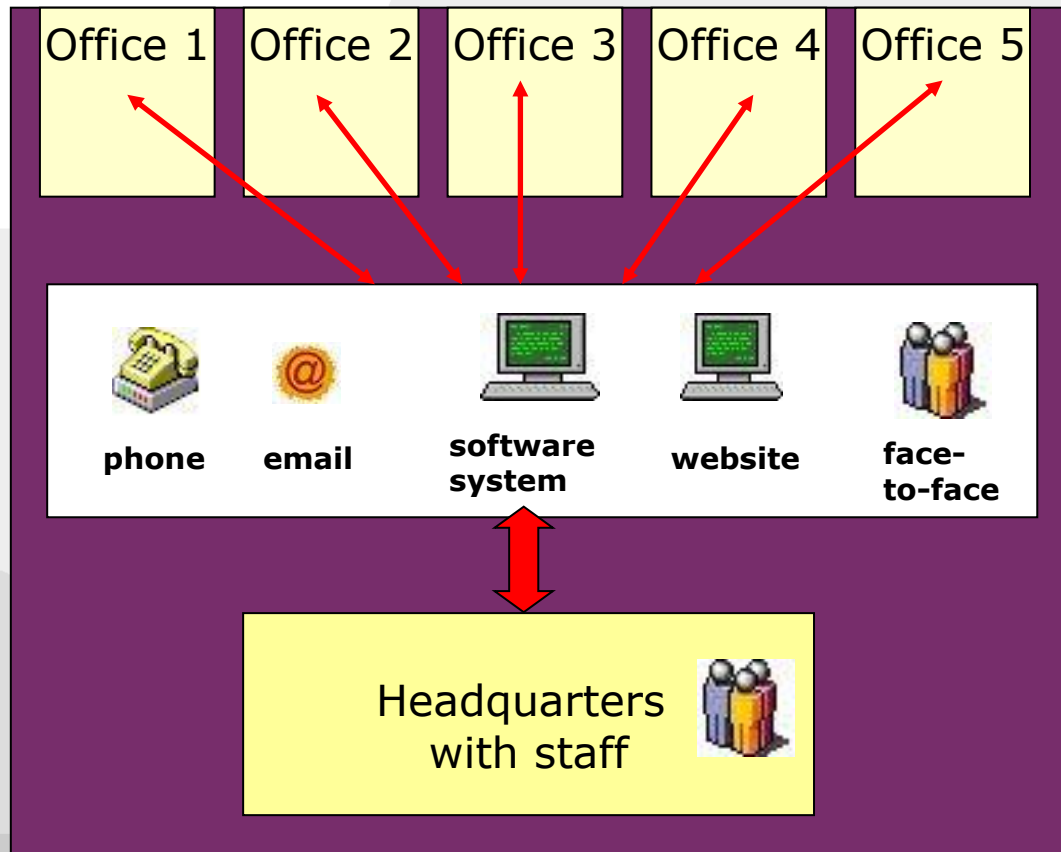
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Basic principles of GIMMICS

- Practise integrated knowledge of different disciplines

- Training skills in a controlled setting - academic, communication, social, general management

- Active reflection

- As close to real pharmacy practice as possible

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Practice of GIMMICS

- Setting: virtual town 'Rijnstede'

- 5/6 community pharmacies in 5/6 offices

- 5 - 7 students per pharmacy

- 4 weeks (Mon-Fri 9am-5pm)

- 15 weeks virtual time: long term cases possible

- 4 members of staff: 1 teacher/pharmacist, 1 pharmaceutical manager and 2 assistants (students)

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Game setting

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Headquarters

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Virtual town 'Rijnstede'…

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… with 6 pharmacies

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Inside our pharmacies

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Website: key communication tool

- Rules, setting, contact details

- Newspaper 'Rijnbode'
  – news items from pharmacies and staff
  – indirect feedback

RIJNBODE 1923

- Scores per assignment and ranking

- www.projects.science.uu.nl/rijnstede

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www.projects.science.uu.nl/rijnstede

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Overview

WEEK 1:

- Organising / interior design pharmacy (starting point is empty room with tables, chairs and hardware)

- Business plan / ICT skills / 'post-graduate courses'

- 2 training days on processing prescriptions

WEEK 2-4:

- Game is ON

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Assignments

Routine ~:	Long term ~:

daily processing of prescriptions
 	
    - Ntotal = 35-40
 	
    - Npitfalls = 20-25
	negotiate with:
	   - drug retailers
	   - health insurance companies
	meet with:
	   - local physicians
	   - board of elderly homes

Ad-hoc ~:	Self-defined projects

- client needs inhaler instruction
- GP: medicine safe during pregnancy?
- foreigner: I forgot my medicines
- hospital specialist: pills too large
	specialise in:
	   - polypharmacy
	   - the elderly
	   - travel
	take over other pharmacy
	co-operate with other healthcare organisations

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Additional cases

- Pharmacy assistant applying for a job

- Health inspector visiting and checking opium registrations

- Improvising: announcement in 'Rijnbode' newspaper that local supermarket is going to sell medicines without prescription

- Fun: celebration of Queensday, opening of pharmacy by major

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Helping a client and opening of pharmacy by 'major'

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Assessing activities

Each task is assessed by

- Teachers: content, communication

- Feedback of 'clients', 'GPs', 'health inspector', etc.

Outcome: pharmacies gain or lose patients

- Starting with 10,000 patients

- Minimum score of 9,500 to pass course

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Results are scored online

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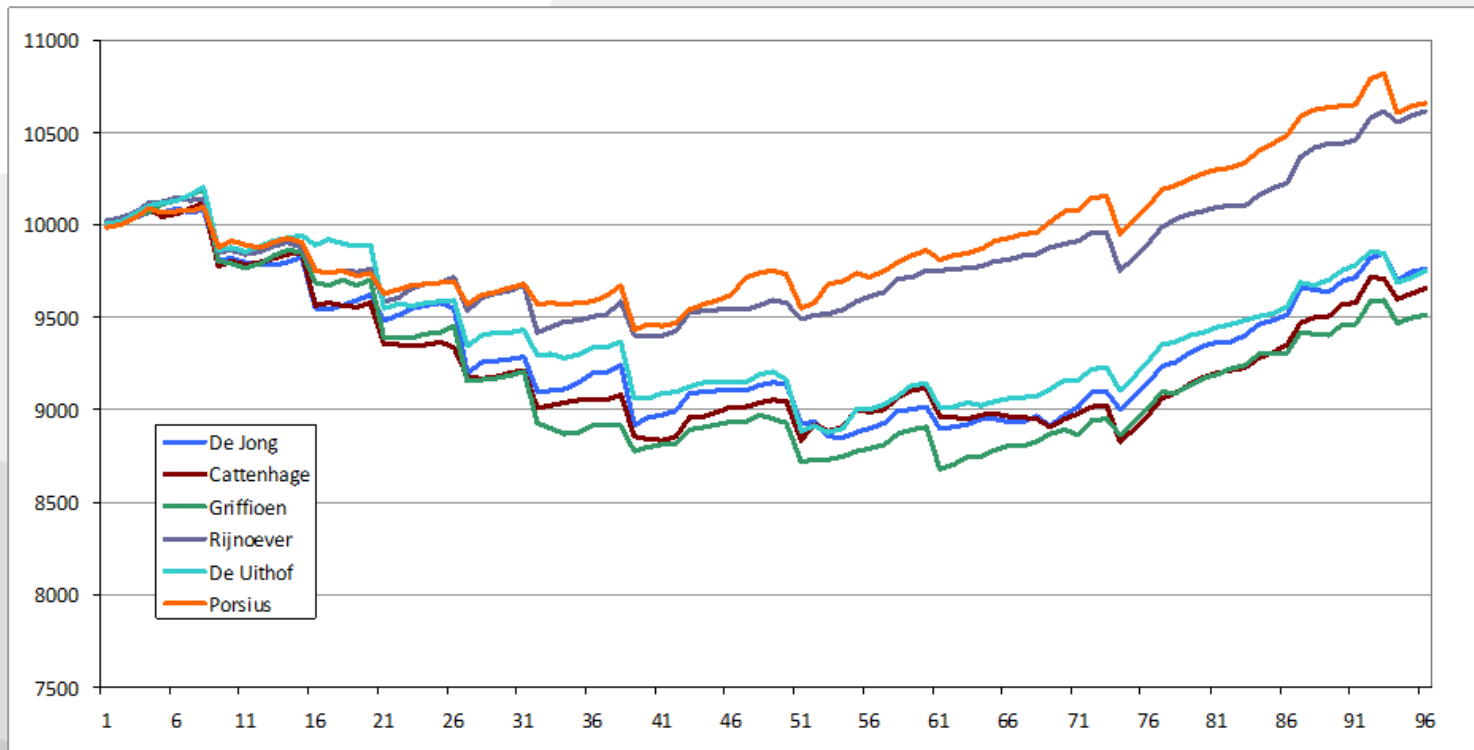
Feedback is mostly indirect

- Amount of patients as indicator (available online ASAP)

- Indirect feedback by angry, worried patients or GPs ("What did you tell my patients???")

- Indirect feedback by news item in 'Rijnbode' (also online)

- 2 wildcards

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Reflective learning within each team

- Essential to improve operation management, team approach and scores!

- Roles within team tested by professional coach during first week

- Evaluation presented on last day: aims, business plan, output

- Written report includes performance of individual team members and functioning as team

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Last day of pharmacy game

- Presentations by teams

- Evaluation and feedback by teachers

- Announcement of winning team

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Our experience

- Students highly value the pharmacy game

- Students indicate that the pharmacy game is a good preparation for their community pharmacy internship

- Recent evaluation:
  - all students spent more than 40 hrs/wk on game activities
  - students rated pharmacy game 7.5 out of 10

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Summary

GIMMICS:

- Simulation of community pharmacy practice in a controlled academic setting: bridge between academic learning and community pharmacy

- Contains a variety of assignments which represent community pharmacy practice as close as possible

- Highly appreciated by our students

- Valuable addition to our Pharmacy master's programme

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Questions?

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