



BRINGING
PHARMACY
KNOWLEDGE
AND STUDENTS
TOGETHER

EUROPEAN
PHARMACEUTICAL
STUDENTS'
ASSOCIATION

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Patient centred education, a students' view



Raluca Radu| EPSA Vice President of Education

Agenda

Introduction into EPSA

Patient Centred Care

Interprofessional Education

Soft-skills

Take home messages

About EPSA



EPSA



Brussels



160 000



1978

Mission



The mission of EPSA is to actively engage at student and professional level, bringing pharmacy, knowledge and students together while promoting personal development .

Bringing pharmacy, knowledge and students together!

Aims





Patient Centred Care

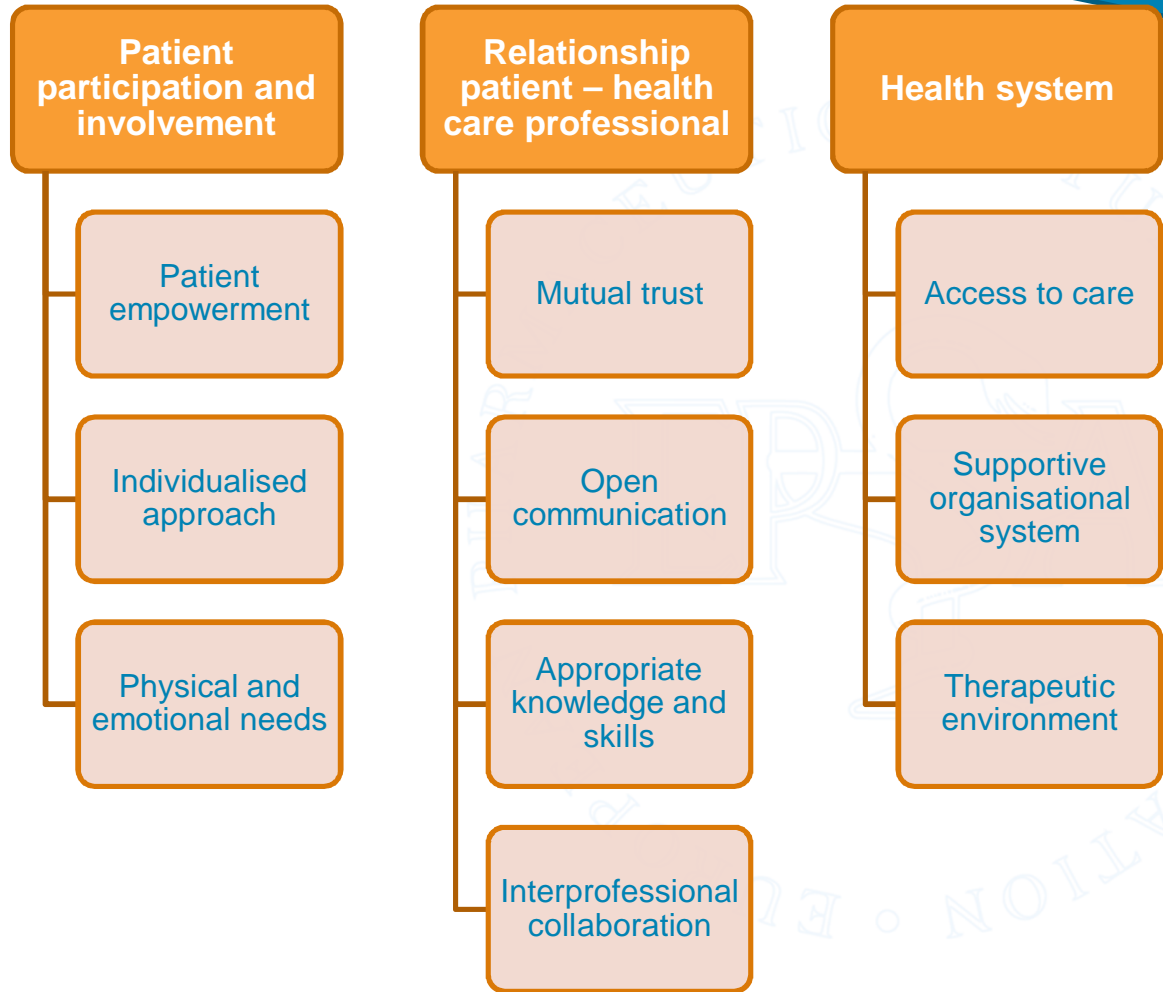


Benefits



Definition

“is an innovative approach to the planning, delivery, and evaluation of health care that is grounded in mutually beneficial partnerships among health care providers and patients.”





Interprofessional Education



Definition

Interprofessional Education is „an occasion when two or more professions learn with, from and about each other to enable effective collaboration and improve quality of care“.



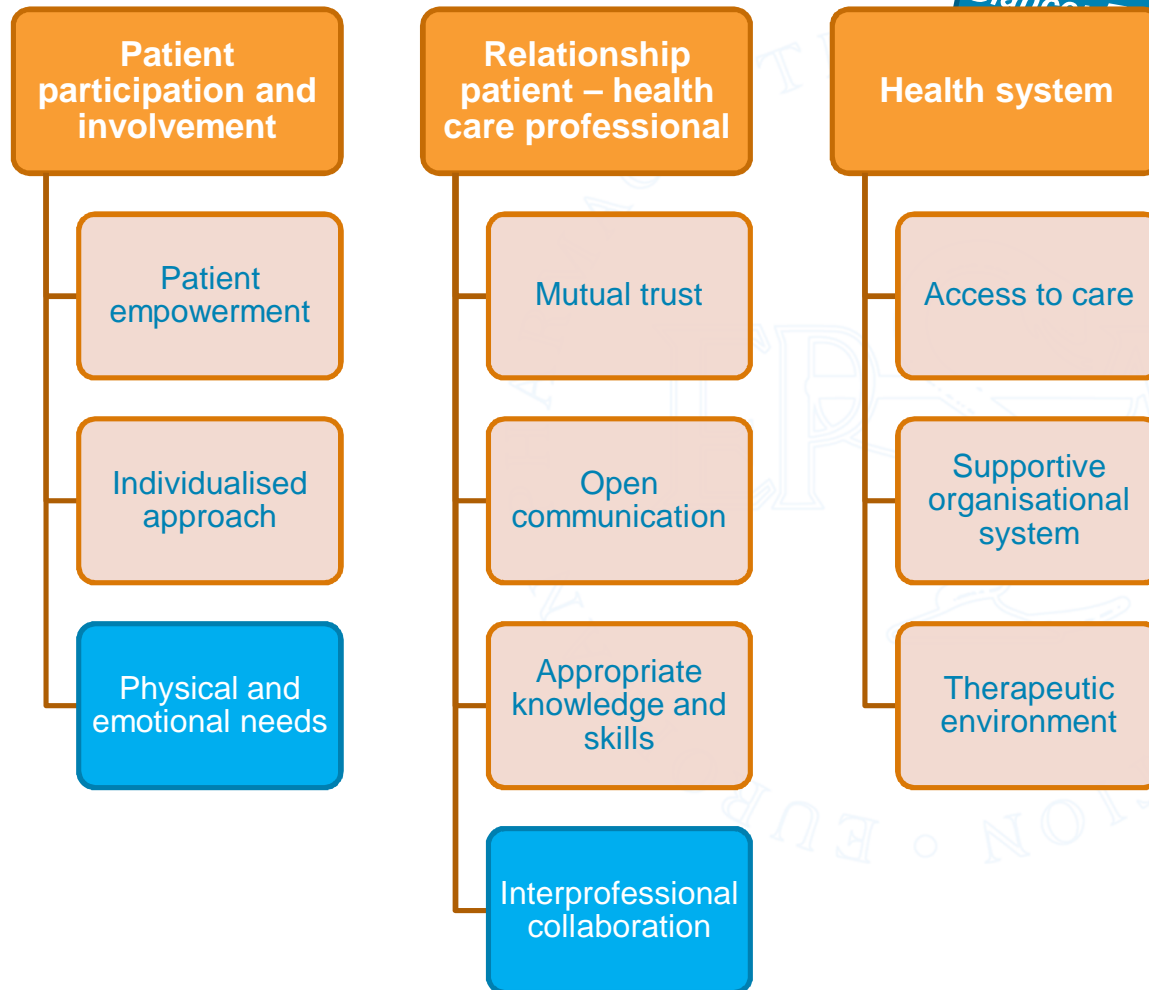
Collaborative practice in healthcare occurs when multiple health workers from different professional backgrounds provide comprehensive services.



A **collaborative practice-ready health worker** is someone who has learned how to work in an interprofessional team and is competent to do so.

How does Interprofessional Education help?

“Achieving greater patient-centred care entails developing new models of shared-care based on multidisciplinary practice and modernising the role of health professionals to best meet complex healthcare needs. Both changes have the potential to lead to efficiency and quality gains in primary care”.
European Commission and OECD report “Health at a Glance Europe 2016”



Survey Information

Objective: to understand healthcare students' perception on the Interprofessional Education

Target population: pharmacy, medicine, dentistry, nursery and physiotherapy students

Opened between **24.11.2014 - 5.1.2015.**

3 section of the survey:

- Background information
- Assessment of current situation
- Assessment of wishes for future courses and other educational possibilities

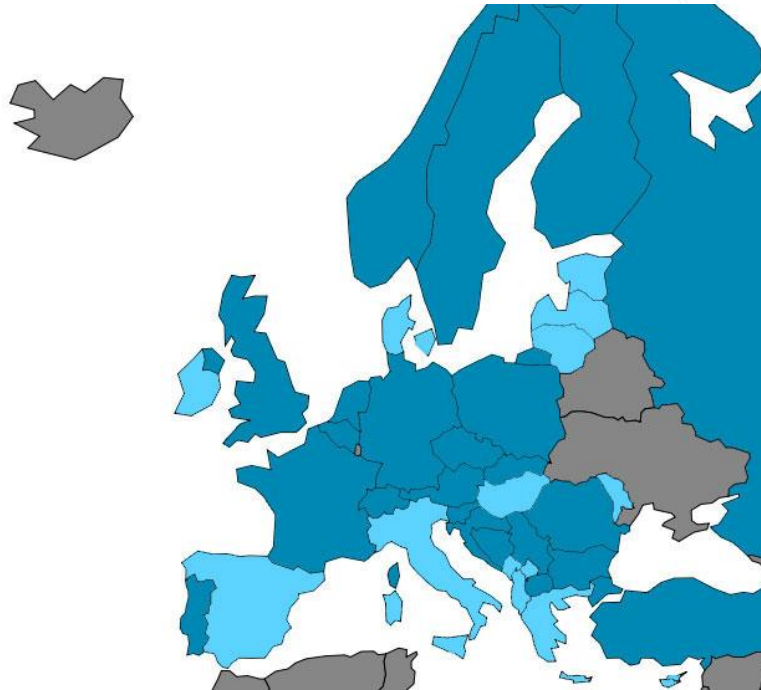
11 semi closed-ended questions

1496 responses, out of which **787** pharmacy students

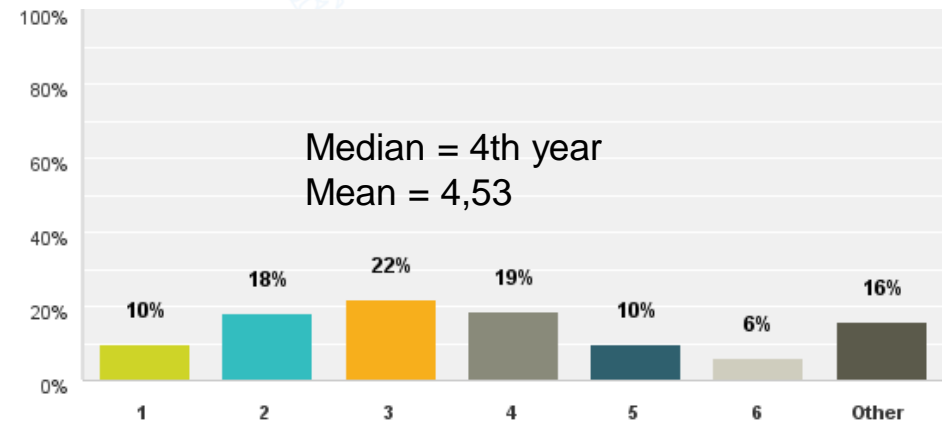


Background information about pharmacy participants

- **787** respondents from **23** countries

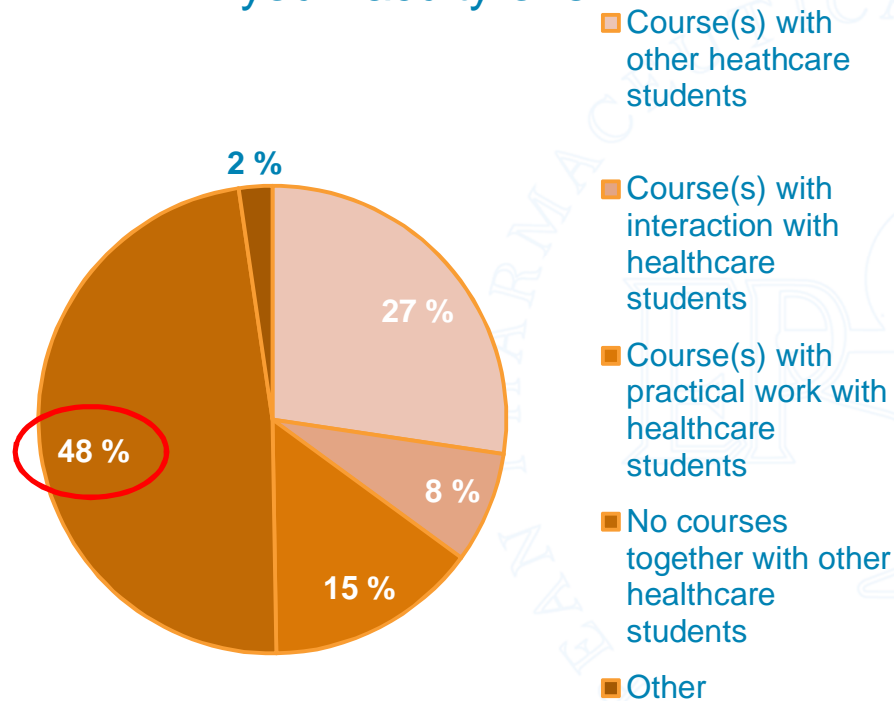


- Year distribution of respondents:

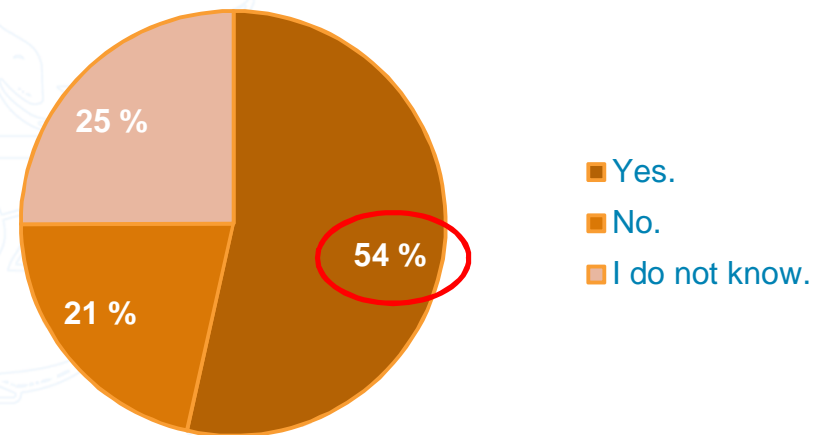


Assessment of current situation

Which interprofessional educational opportunities does your faculty offer?



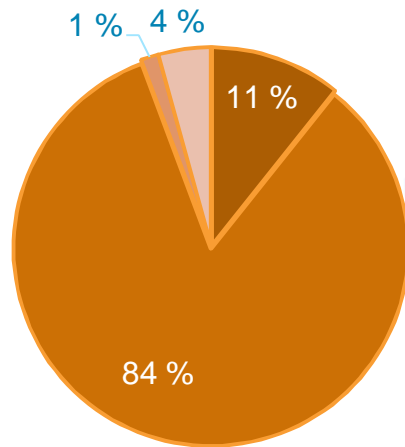
Does your student association(s) (national or local) organise projects, activities or educational initiatives with other healthcare students?



- Almost 50% respondents claim that they did not have an opportunity to attend the course with other healthcare students.
- Over 50% students claim that their students associations organise activities with other healthcare students.

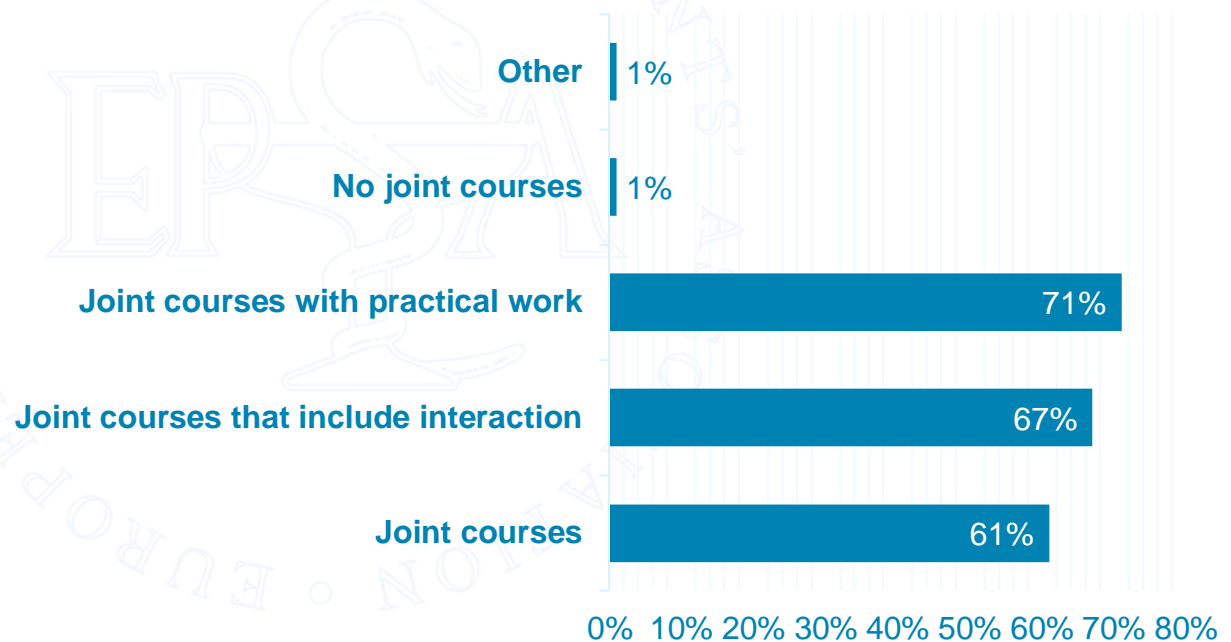
Students want more interprofessional opportunities

Are you satisfied with the number of opportunities currently offered at your faculty for interprofessional education?



- Yes.
- I would like more opportunities.
- I would like less opportunities.
- I do not know.

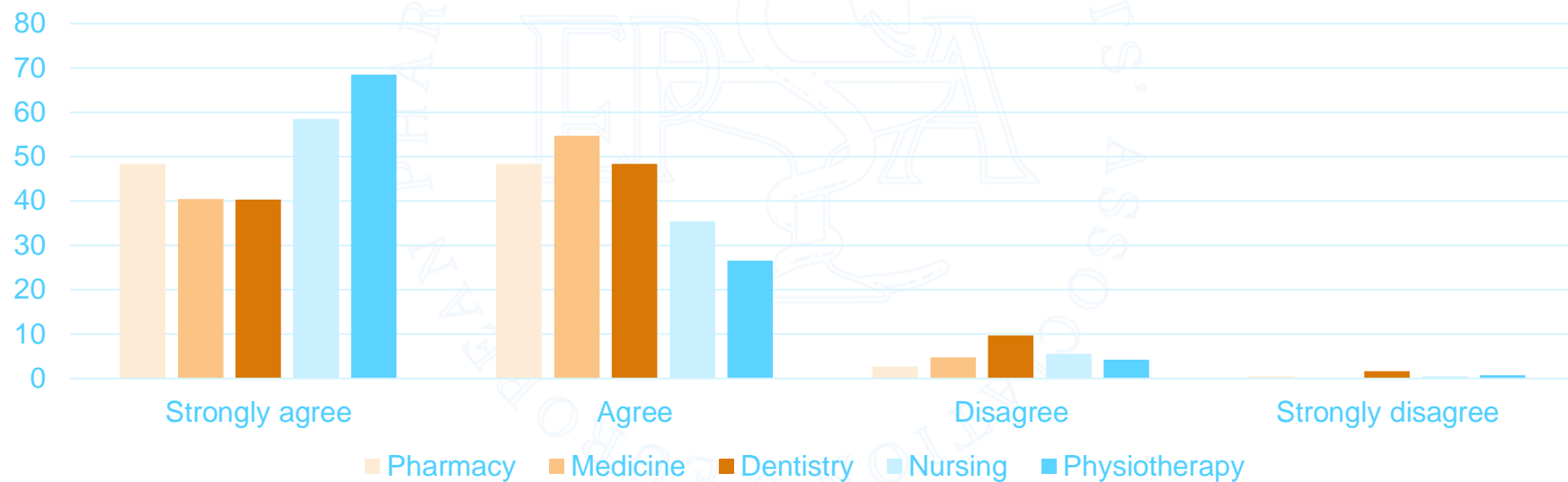
• **71%** students would like to interact or do **practical work** together with other healthcare students during the course



„I envision myself working as part of interprofessional healthcare team.“

48% pharmacy respondents „strongly agreed“ and 48% respondents „agreed“ with the above statement.

Level of agreement to the above statement



Policy Paper on Interprofessional Education

Ensure sufficient training of healthcare students on understanding the roles and responsibilities of other healthcare professionals

"We ought to know how one another is working and how we can interact with each other with the sole purpose of taking care of the patient the best way achievable."
3rd year pharmacy student, France

"The safety and continuity of care for patients can be vehemently upheld through proper collaboration by members of the multidisciplinary team"
3rd year nursing student, Ireland

Students know a lot about their respective field but actually very little about other professions' competences. Our everyday practice and all our patients would benefit a lot from a more developed interdisciplinary professional network.
4th year dental student, France

Working together on cases enabled us to begin networking with future health professionals from many different professions.
4th year physiotherapy student, Ukraine



Policy Paper on Interprofessional Education

Promote interprofessional collaboration amongst future healthcare professionals through implementation of interprofessional education in undergraduate, postgraduate and CPD

Patient Counselling

Emergency care and CPR

Public health

Research

Continuity of care

Prevention and common risk factors

E-Health

Patient education and health literacy

Team work and interdisciplinary care

Policy Paper on Interprofessional Education

Support interprofessional extracurricular activities organised by student associations on the local, national and European level

Interprofessional
Twinnet

Joint soft-skill trainings

Teddy Bear
Hospital

Joint workshops and
sessions

European Healthcare Students'
Associations Summit

World Healthcare Students' Symposium

Joint public
health
campaigns

Take home message



- Students believe **working in interprofessional healthcare team** in reality and the future.
- More **interaction** between different healthcare professions in universities is needed.
- Students would like to have **interprofessional component integrated in the curriculum**, especially through practical work.



Soft-skills



Definition

Competences

(lessons, studying, hard skills)

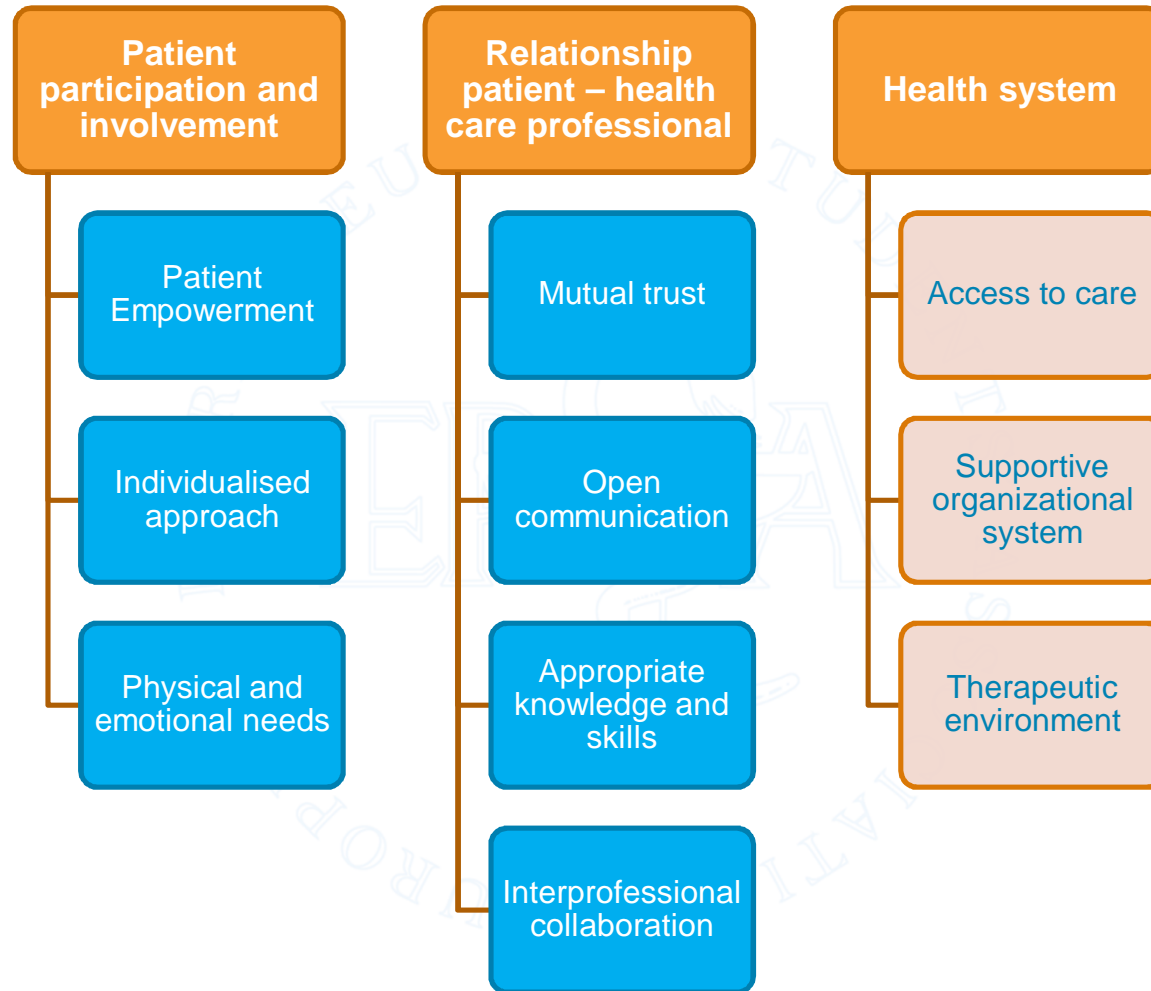
Formal

Informal

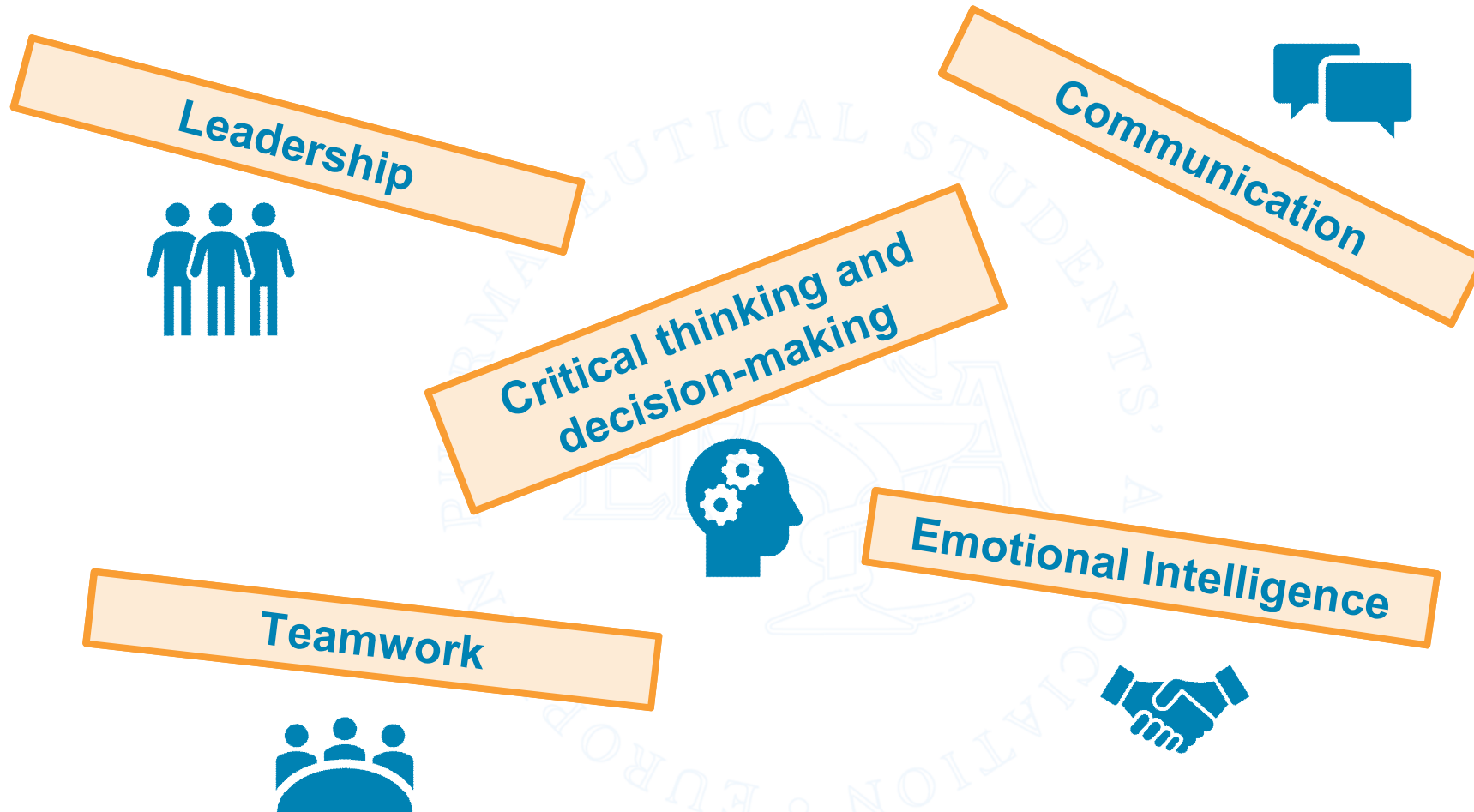
(experiences, activities, soft skills)



How do soft-skills help?



What soft-skills are needed?



Chesnut, R. & Tran-Johnson, J. Impact of a student leadership development program

Cone, C. et al. Incorporation of an Explicit Critical-Thinking Curriculum to Improve Pharmacy Students' Critical-Thinking

https://www.fip.org/files/fip/PharmacyEducation/GbCF_v1.pdf

1. The Training Project

The EP SA Training Project



1. The Training Project

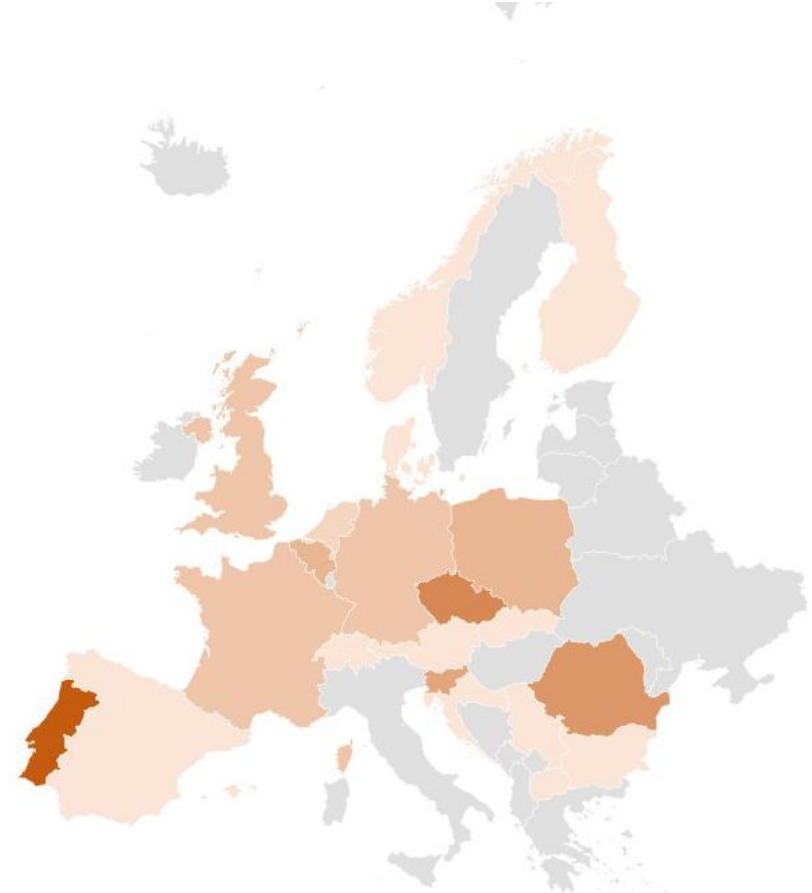
Goals:

- To provide soft skills training to pharmacy students around Europe;
- To advocate the incorporation of soft skills in Pharmacy curricula.

“Science is what makes you a Pharmacist, but Soft Skills can make you a professional of excellence.”



- 64 active EPSA Trainers
- 22 Countries
- Over 600h hours/year of training in 2014 and 2015.





Long term mission



Position Paper



Working with universities
and members



How can we work together?



- Support your student organisation
- Involve EPSA Trainers when you want to teach students soft-skills
- Dedicate one seminar session to a soft-skill trainer



Take Home Messages



Conclusions



Education is essential for patient centred care

IPE and soft-skills are important parts of it

We can work together to make it happen

It is important to take the first small steps

Involve your students in the implementation



Thank you!





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