

INTRODUCTION

Active teaching by involving patients and carers in sharing their experiences of their disease states is gaining increasing support in health-care related undergraduate teaching (Towle et al, 2010).

This applies to pharmacy, where involvement of patients and carers is important to ensure that pharmacy graduates are prepared for their future professions.

The School of Pharmacy and Life Sciences at the Robert Gordon University, Scotland has reviewed teaching of undergraduate students to involve patients and carers in a 4th year module (Robert Gordon University, 2013).

AIM/S

The aim of this study was to evaluate this innovative teaching method within pharmacy education by exploring pharmacy graduates' perspectives of the involvement of patients and carers in the design and delivery of the pharmacy curriculum.

METHOD

- Semi-structured telephone interviews were conducted with recent graduates who had provided their contact details prior to completing their studies and consented to participate.
- The interview schedule was developed based on the research aim, an extensive literature review and peer discussion, then piloted to ensure its credibility and validity.
- Questions focused on exploring the knowledge and skills that patients and carers helped to facilitate and the limitations of this form of teaching.
- Interviews were recorded and transcribed verbatim.
- Thematic analysis was conducted independently by two researchers to identify key themes.

RESULTS

- Thirteen participants were interviewed who had all experience of active teaching.
- Three key themes emerged: a need for increased active learning, the benefits of active learning, and limitations and recommendations for further development.
- Many highlighted the need for more sessions in undergraduate teaching that incorporates active teaching.
- They perceived this as a way to improve their learning by complementing the topics delivered using more traditional teaching methods.
- This allowed them to better apply their knowledge and skills thus better equipping them and providing them with more relevant information for practice.
- However, pharmacy graduates were uncertain about patient and carer involvement in the design of the pharmacy undergraduate course.

"They're delivered from someone who really has lived what they're talking [about] as opposed to having read it out of a book." (Trainee 8, female, community pharmacy)

pharmacist



"I was able to communicate with patients, prove my communications skills, know how to work with patients and get on their level, make them understand." (Trainee 5, female, community pharmacy)



"The difference is that I definitely remember more from patient interactions than lectures but it is still important to have both." (Trainee 2, female, community pharmacy)

CONCLUSION

Pharmacy graduates positively viewed patients' and carers' active involvement within the pharmacy curriculum and highlighted many benefits such as consolidating learning.

In view of this evidence, it is planned to further embed active teaching within the pharmacy curriculum.

REFERENCES

- TOWLE, A., BAINBRIDGE, L., GODOLPHIN, W. et al., 2010. Active patient involvement in the education of health professionals. *Medical Education*, 44, pp. 64-74.
- ROBERT GORDON UNIVERSITY, 2013. MPharm Strategy, Supporting teaching, learning and assessment across the curriculum.

