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Enquiry-based Learning In Advanced Pharmacy Practice Experiential Rotations

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INTRODUCTION

During the Advanced Pharmacy Practice Experiential offered by the University of Malta for the post-graduate Doctorate in Pharmacy programme, students are challenged with enquiry-based learning during a hospital-based Medicines Information rotation. This approach enables the engagement of students with a complex clinical scenario by using the enquiry process.

METHOD

The preceptor develops an individualised training plan at the start of the rotation based on the students' self-reported strengths, interests and areas for improvement on starting the rotation. During the rotation, students are presented with a range of real-life medicines information enquiries. Topics delved into include: parenteral drug administration, toxicology, therapeutic drug monitoring, palliative care, travel medicine and prescribing in special populations such as paediatrics and renal impairment. Different levels of enquiry complexity are presented starting from basic data retrieval up to the interpretation of data, analysis and expressing a professional opinion following the six levels in Bloom's Taxonomy^{1,2}.

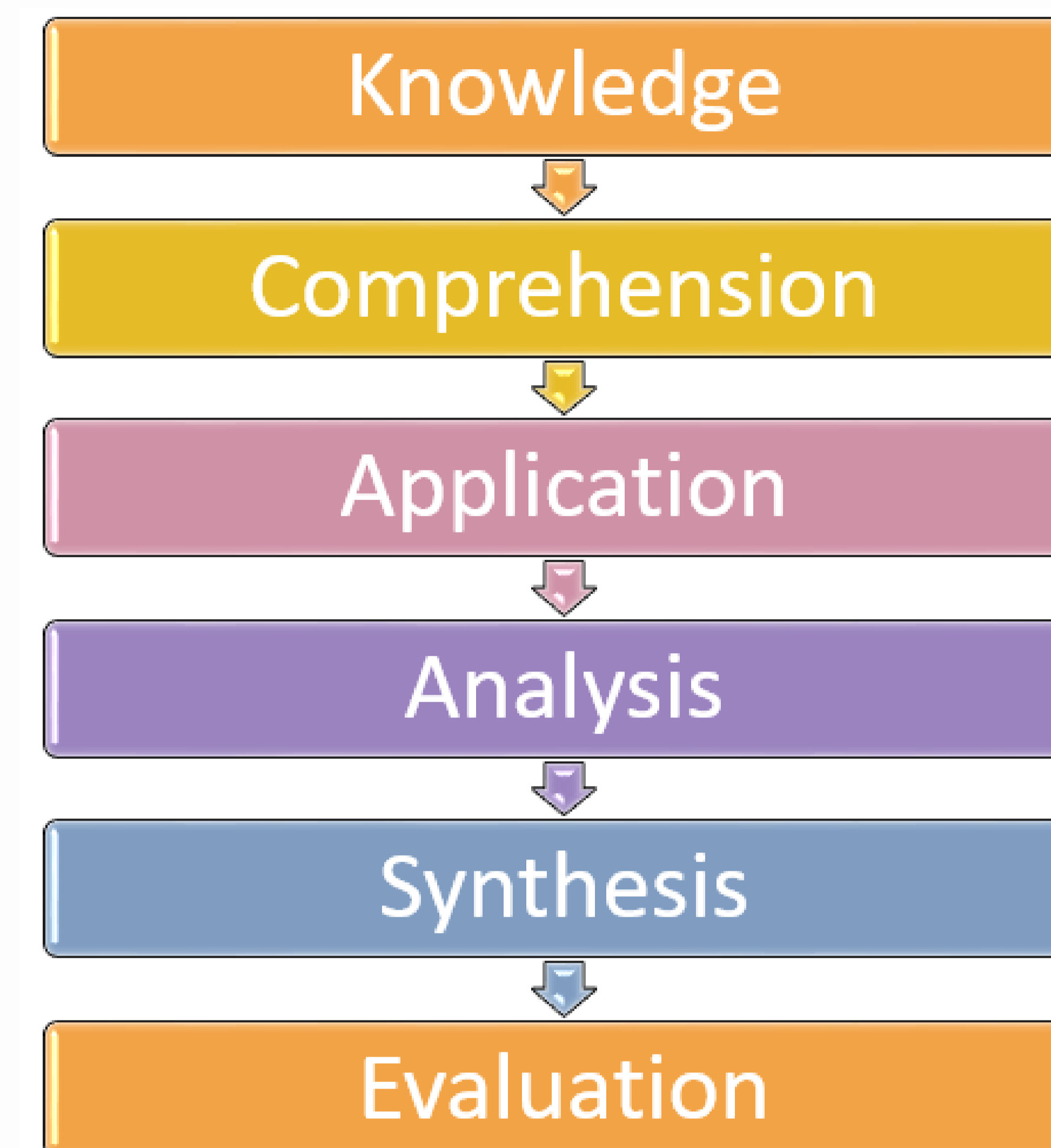


Figure 1: Hierarchical complexity level for the enquiries presented during the experiential rotation

AIMS

- To describe the tailored approach in devising a training plan for the students
- To delineate the enquiry types and level of complexity attributed to the enquiries which are developed during the placement

RESULTS

During February 2019 to February 2020, 10 students benefited from an Advanced Experiential placement in Medicines Information. Students exercised their verbal and written communication skills through phone scenarios, presentations in front of an audience and in the documentation of medicines information queries. Each student engaged in a minimum of 10 medicines information cases per 6 week rotation. Two of these cases were shaped in a structured, reflective format for students to draw on the literature and one case was presented as a case-based discussion. Preceptors highlighted best practice in information delivery through regular assessment and constructive feedback. This enabled the identification of key areas of improvement for self-directed learning and to experience collaborative work.

CONCLUSION

The benefits of enquiry based-learning are multifaceted as it promotes critical thinking and self-directed learning. The experiential rotation in a medicines information setting represents a training opportunity that enables students to participate in advanced pharmacy practice activities by incorporating research into the medication use process.

REFERENCES

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2. Soric M, Schneider S, Wisneski S. *The Effective Pharmacy Preceptor*. Bethesda, MD: American Society of Health-System Pharmacists; 2017.