



# A NOVEL APPROACH TO THE DESIGN OF A FULLY INTEGRATED CLINICALLY ENHANCED PHARMACIST INDEPENDENT PRESCRIBING PROGRAMME IN THE UK

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## Background

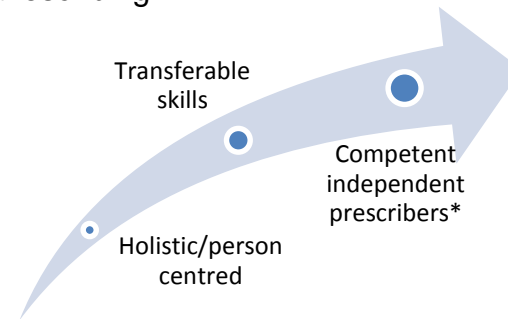
Operational productivity and performance in English NHS acute hospitals. Unwarranted variations

Trusts should increase their pharmacist prescribers. Pharmacy staff should focus on clinical pharmacy services and medicines optimisation

Roles for pharmacists in GP practices, mental health, care homes, urgent care.



The course aimed to develop pharmacists with the skills to make an informed decision at each and every instance of prescribing.



The course design utilised a blended learning approach (Garrison, 2004) with real life case studies and reflective questions to embed learning in practice.

Clinically enhanced: history taking and physical examination of nine body systems.

History taking and developing skills in diagnosis	Mental health assessment
Respiratory	Abdominal
Cardiovascular	Peripheral vascular and lymphatic
Musculoskeletal	Ear, nose and throat
Neurological system	Visual acuity and ophthalmoscopy



## Evaluation design

End of each study day questionnaire

End of course questionnaire to all students

End of course questionnaire to all DMPs

End of course Focus groups with students

Thematic analysis

## Results

Pharmacists chose the course because it was designed by pharmacists, for pharmacists, and because of the clinical skills it would enable them to develop.

The case study approach was well-received by the students and they learnt skills they can take into their practice

The course changed the way that the pharmacists consult and the way that they practice pharmacy. They had a better understanding of the patient journey and felt confident to expand their skills once qualified.

## Conclusion

Student feedback suggests that using co-creation has developed a course that will enable pharmacists to take on new roles.

Pharmacists need advanced skills to competently manage patients with health assessment, diagnostic and clinical examination skills to fulfil these roles.

UCL aimed to design a novel prescribing course with fully integrated physical assessment skills teaching that would develop pharmacists with the skills to take on these new roles.

## Course design

The course was uniquely developed through co-creation by a team of practicing and academic pharmacists using constructive alignment (Biggs, 2003)

## References

Biggs, J.B. (2003). Teaching for quality learning at university. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)

Garrison, D. and Kanuka, H. (2004) 'Blended learning: uncovering its transformative potential in Higher Education' The Internet and Higher Education Vol 7, Issue 2 p95-105