

Pharmacy Education Conference 2019

Workshops options (Parallel sessions)

Time: 2.35pm - 4.00pm

Workshop A

Venue: IPE Suite (Ground floor, Room G.183/ G.381)

'Simulate to Stimulate' an interactive workshop demonstrating effective use of Simulation Based Education.

Michael Leech and Adam Radford - University of Portsmouth and Lyn Hanning - University of Bath.

Description:

Simulation Based Education (SBE) is used infrequently and inconsistently in pharmacy education when compared to other health profession education.

This session aims to dispel the myth that simulation is only about the use of Human Patient Simulators (HPS) otherwise referred to as manikins.

We will demonstrate the use of a number of part task trainers and human patient simulators based on our experiences in undergraduate and postgraduate programmes at the Universities of Portsmouth and Bath.

Workshop B

Venue: Peter Noyce Clinical Skills Suite (Ground floor, Room G.123)

Turning learners from vacant to engaged.

Bob Morris, Liverpool John Moores University

Description:

This interactive session intends to help you appreciate some views on student engagement and share and take away some useful strategies to encourage engagement in pharmacy sessions.

Workshop C

Venue: Training Room (Ground floor, Room G.223)

Evolving postgraduate education and training to address the changing landscape of pharmacy practice.

Lesley Grimes, CPPE; Matt Smith & Karen Hodson, Cardiff University.

Description:

The NHS long term plan highlights the potential for pharmacy to become further integrated into the wider NHS. New clinical roles are emerging with more opportunities for portfolio working. In this session we will explore the education and training needs of pharmacist practitioners as they transition from pre-foundation through foundation and into advanced practice. Taking a holistic approach we will explore the role of professional development, formal higher education qualifications and training pathways and communities of practice that together support practitioners in new and existing roles.

Workshop D

Venue: Lecture Theatre 3 (1st floor)

Why do we teach pharmacists biochemistry?

David Morgan, Keele University

Description:

As the pharmacy profession becomes an increasingly important part of the clinical team, so pharmacy education follows. Often the clinical enrichment of the MPharm programme feels as if it comes at the cost of "science" components of the curriculum, and so it becomes increasingly important to focus science education for pharmacists on the areas which will be most important to them as the "medicines specialists" in the clinical team.

In this workshop (and subsequent activities in which participants may choose to become involved) I aim to use the idea of "threshold concepts" to scaffold the identification of the critical areas of learning for pharmacists in the field of biochemistry. The workshop will introduce threshold concepts, and participants will then be asked to work in small groups to discuss what we want/need pharmacy students to learn about biochemistry, looking at this from a threshold concept perspective.

The output from the workshop will be a list of threshold concepts, which I then intend to explore further in a Delphi exercise over the coming year. As well as contributing to this process, I hope that the workshop will allow participants to explore the teaching of biochemistry in their own institutions.