

# ADAPTED EXPERIENTIAL LEARNING FOR PHARMACY UNDERGRADUATES – DEVELOPED AS A RESULT OF THE COVID-19 PANDEMIC



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## Background

The General Pharmaceutical Council has stipulated the provision of experiential learning for pharmacy undergraduates. (GPhC, 2011, p. 43)<sup>1</sup> Due to the pandemic there was a requirement to transform in-person placements to virtual alternatives. A study showed that a “simulation ward” teaching model could enhance the clinical competence of nursing students<sup>2</sup>. We hoped that our simulation for pharmacy students would prove equally meaningful and effective.

## Study objectives

To adapt in-person experiential placements into virtual alternatives and to construct a meaningful placement experience.



Figure 1: Poster for inclusion in our virtual ward simulation

## Methods

Content was created to ensure completion of medicines reconciliations and case-based discussions (CBD). This was achieved through a mixture of student engagement tools and Virtual Reality technology. The latter were used to create virtual patients and a ward simulation. Questionnaires were administered to collect student feedback on their experiences of specific activities.



Figure 2: Screenshot of our virtual ward simulation

## Results

- ❖ 3<sup>rd</sup> years found the ward simulation and “live” patient-facing workshops the most enjoyable activities.
  - ❖ 4<sup>th</sup> years found CBDs, ward simulation, and complex patient cases the most enjoyable.
- Ideas for improvement include:
- ❖ Improved accessibility of the simulated environment
  - ❖ Smaller groups for the ward simulation exercise
  - ❖ Fewer sessions in one day
  - ❖ Better organisation of the online material

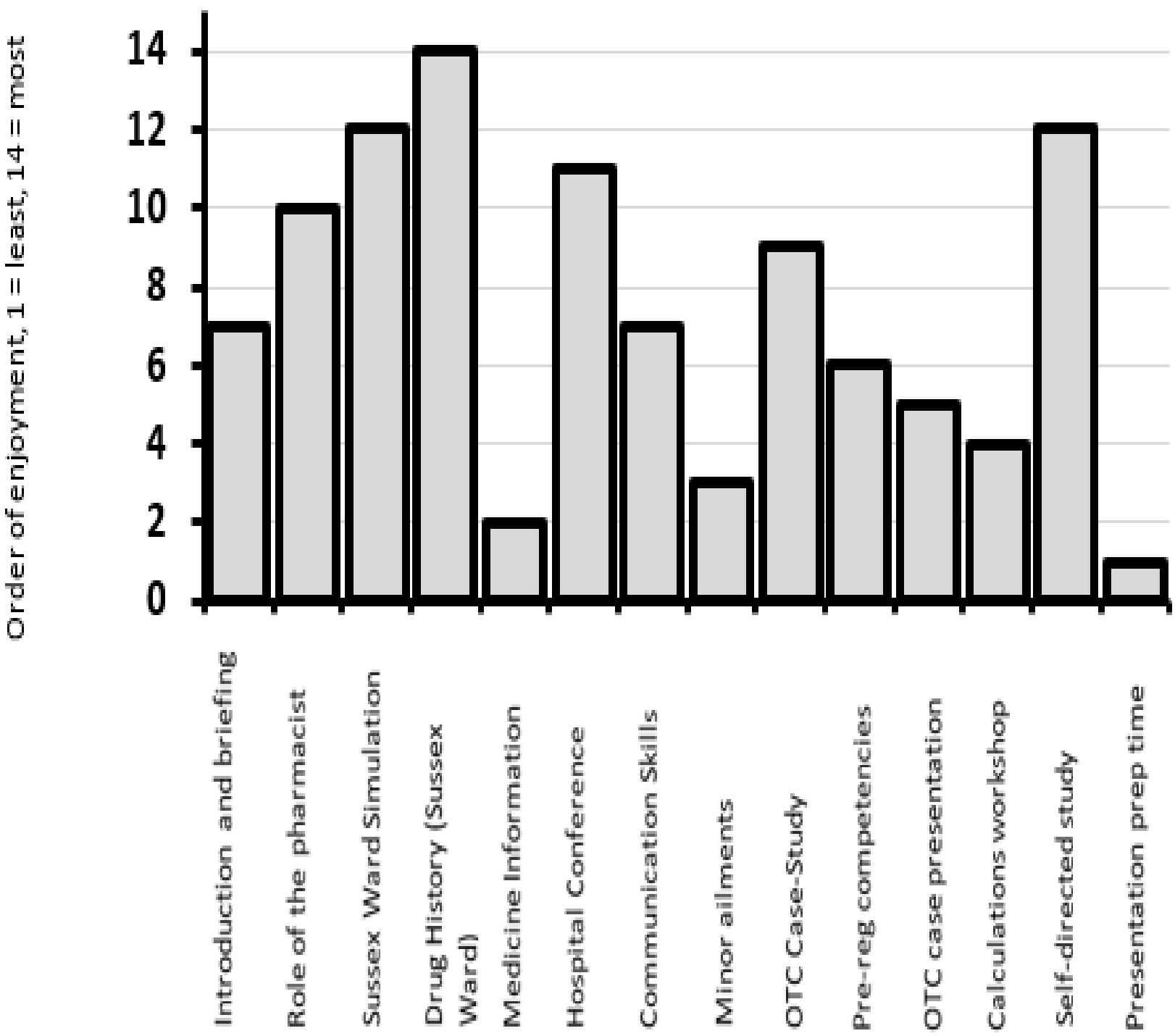


Figure 3: Components of the virtual placement ranked according to enjoyability (3<sup>rd</sup> year)

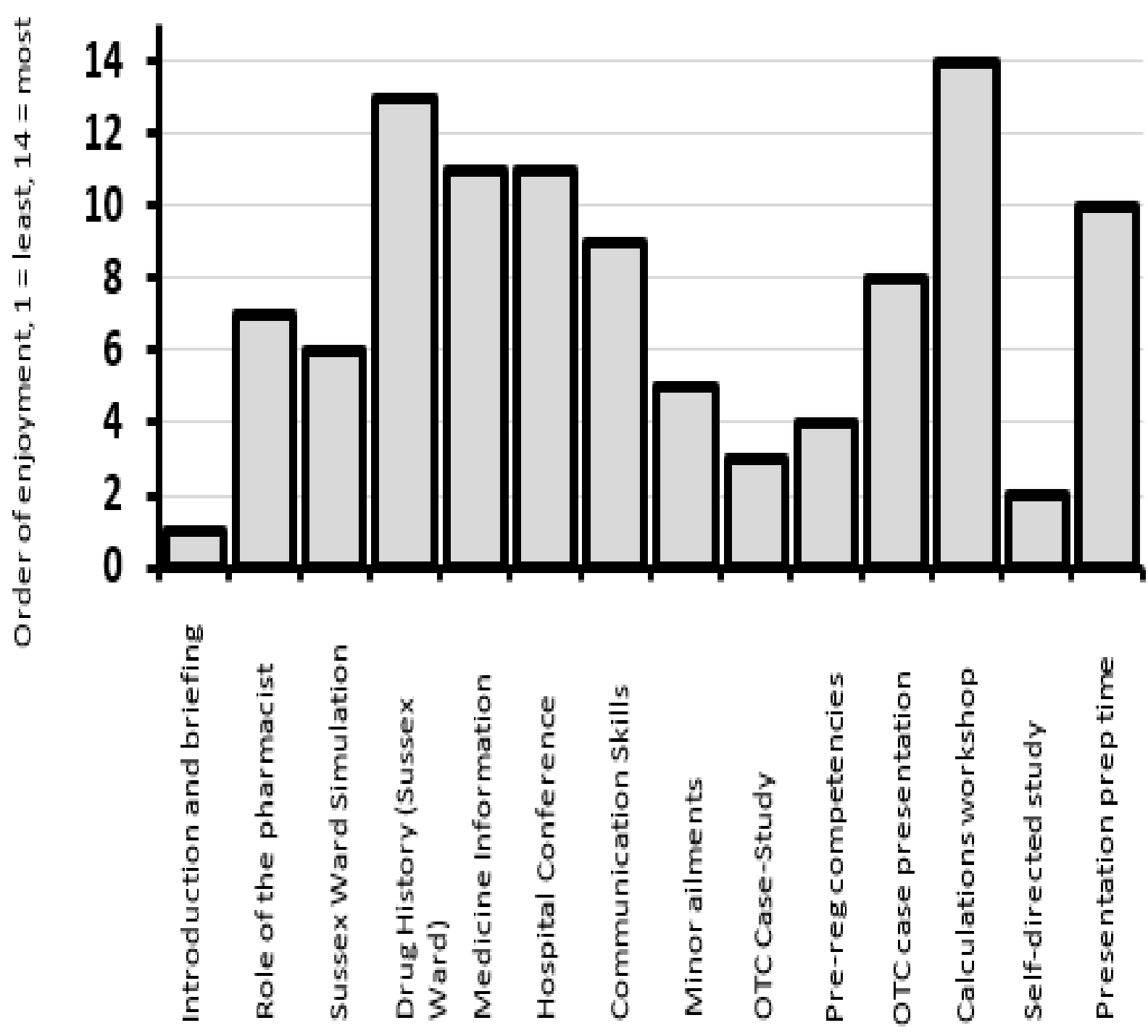


Figure 4: Components of the virtual placement ranked according to enjoyability (4<sup>th</sup> year)

## Conclusion

- ❖ The sessions students found most enjoyable relate to the learning outcomes of completing medicines reconciliations and CBDs.
- ❖ The 3<sup>rd</sup> years found more value in the ward simulation and in learning new skills.
- ❖ Students have generally enjoyed the virtual placement.

## References

1) General Pharmaceutical Council (2011). *Future pharmacists Standards for the initial education and training of pharmacists*. United Kingdom: General Pharmaceutical Council. Available at: [https://www.pharmacyregulation.org/sites/default/files/document/gphc\\_future\\_pharmacists\\_may\\_2011.pdf](https://www.pharmacyregulation.org/sites/default/files/document/gphc_future_pharmacists_may_2011.pdf) (Accessed on: 08/09/2021)

2) Lam, V. et al (2020) “O13 The use of ‘simulation ward’ teaching model to promote undergraduate nursing students’ clinical competence” *BMJ Simulation and Technology Enhanced Learning*, 6(1). Available at: [https://stel.bmi.com/content/6/Suppl\\_1/A8.2](https://stel.bmi.com/content/6/Suppl_1/A8.2). (Accessed on: 07/09/2021)