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Title: "I'm Calling About..." A Real-Time IPL / Simulation Between Medicine and Pharmacy Students

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Introduction/Background

Designing a realistic interprofessional learning activity can be daunting, when faced with the challenges of space, timetabling and funding.

Pharmacists and doctors are ideal collaborative partners, often 'sharing' the same patients. However, the majority of community pharmacists practice in 'professional isolation'.

We sought to create a high fidelity real-time simulation of everyday practice, underpinned by IPL learning objectives, that was not restricted by the barriers of physical space, timetables and funding.

Purpose/Objectives

To create a realistic scenario whereby Medicine students appreciate the value of interacting clinically with a community pharmacist, and Pharmacy students experience communicating complex drug information verbally, under time pressure. A positive patient care outcome results.

Method

Fourth-year Medicine students examine a Simulated Patient as part of an intensive simulation week. The new element of phoning the community pharmacist for information (fifth-year Pharmacy students at another location) was introduced. The role-play exercise was embedded into the Pharmacy students' final semester, as a capstone drug information/ pharmaceutical care/ communication exercise.

Discussion

The design of the simulation works efficiently, and has been repeated on multiple occasions. Being embedded into two existing learning activities, costs are sustainable. Physical location and space are manageable because the students remain in their own teaching spaces. Course convenors recognise that this simulation satisfies course learning objectives, threshold learning objectives specified in the Griffith University Interprofessional Learning Framework, and holistic Graduate Attributes. Thus it has become timetabled as a priority.