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INCLUSION OF PHARMACY STUDENTS IN AN INTERPROFESSIONAL TRAINING WARD PLACEMENT FOR HEALTHCARE STUDENTS IN SWEDEN



AKADEMISKA
SJUKHUSET

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What was done?

Final-year undergraduate pharmacy students, specializing in clinical pharmacy, were given the opportunity to spend two weeks of their six months pharmacy practice to participate in an interprofessional training ward placement (ITWP) together with medical, nursing and physiotherapy students.

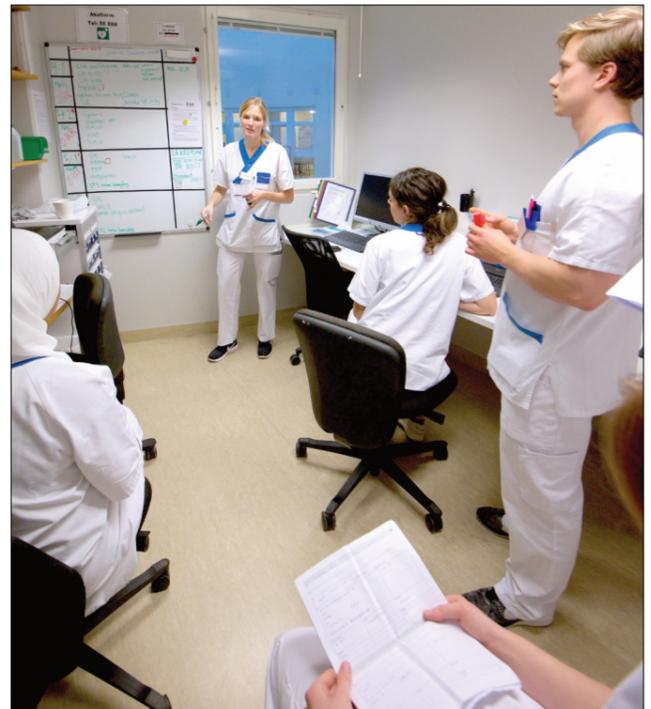
During the ITWP, the students are collaboratively responsible for managing the care of inpatients while under supervision of licensed practitioners.

Why was it done?

Clinical pharmacy is a growing profession in Sweden and other healthcare students will in the future work alongside with clinical pharmacists. Therefore we set out to add pharmacy students to the ITWP-team, believing that it would be a valuable experience for them to collaborate and share knowledge with students from other healthcare professions. Equally important, it is a way to promote the pharmacist's competence and contribution to the multiprofessional healthcare team, prior to graduation.

To get the opportunity to cooperate with other professions to provide good care for the patient

Pharmacy student on participating in the ITWP



Picture 1: Students planning the activities of the day.

Engaged, wanted to learn and help out. Motivated. Worked well with the other professions. They provided a lot of new information.

Nurse assistant & nurse tutors about the participating pharmacy students

...very convenient to be able to ask about medicines and to have someone who is an expert on medications and who provides information about different interactions

Nursing student on pharmacy students' participation

It is particularly nice to have a pharmacologically knowledgeable person who can challenge one's decisions

Medical student on pharmacy students' participation

How was it done?

The students work together in teams at a geriatric ward where they are responsible for planning and providing the care for a group of patients.

- Student-led rounds: all categories contribute according to a SBAR (Situation, Background, Assessment, Recommendation) ward round format developed for the ITWP-placement, see figure 1.
- Interprofessional learning: students are encouraged to share profession-specific tasks and actively participate in the work of other student categories.
- Clinical skills lab: interprofessional peer learning where the pharmacy students have demonstrated inhalers and taught the basics of a systematic drug review among other things.
- Reflection: a method used to deepen the experiences gained from the interprofessional interactions. Each day ends by discussing and reflecting on different encountered situations.

	PHYSICIAN	NURSE	PHYSIOTHERAPIST	PHARMACIST
Situation Why was the patient admitted?	Patient characteristics Reason for admission Medical diagnosis			
Background Relevant background information	Medical history	Nursing health history	Previous functional ability Previous physical performance level	Patient medication interview Relevant drug history
Assessment Current situation	Current medical status	Current nursing status	Current functional ability	Drug-related care issues (identify, fix, prevent, follow-up)
Recommendation Profession specific activities	Today's tasks Orders (lab, drugs, investigations) Plan ahead	Today's tasks Nursing care activities Plan ahead	Today's tasks Individual training program Plan ahead	Today's tasks Medication care plans Plan ahead
	Summary	Summary	Summary	Summary

Figure 1: SBAR tool for student-led multidisciplinary ward rounds developed for the ITWP.

What has been achieved?

ITWP with pharmacy students has been running for three semesters with 6–8 participating pharmacy students each semester. The initiative has been evaluated using surveys and interviews. The responses from students and tutors are in general very positive – see quotes.

That we as pharmacists show what we can contribute with

Pharmacy student on participating in the ITWP

What next?

The opportunity for students from different professions to work together with a common objective in a real-life setting gives them valuable insight in each other's professional roles early in their careers. This good practice initiative could be used in other interprofessional training ward placements wishing to involve pharmacy students.

Acknowledgements

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Picture 2: Interprofessional peer learning at the clinical skills lab.



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