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'Underpinning Patient Safety with Strategic Approaches to Health Sciences Pedagogy: Experiential and Situated Learning Environments'

Dr Catherine Hayes

Faculty of Health Sciences and Wellbeing, University of Sunderland
Visiting Professor of Higher Education, University of Cumbria

Simulation as an Integral Part of Pedagogic Practice



Since 2010, high-fidelity simulation in pharmacy at the University of Sunderland provides a controlled learning environment where students situate, frame, integrate and translate their learning from theory into practice at the front line of patient care and management.

The risk free opportunity of replicating physiological responses in health and illness is now a pivotal part of standardising student learning experiences where competences can be validated through strategic constructive alignment of curriculum content where assessment processes are driven rather than controlled by teaching and learning.



The Facilitation of Academic & Clinical Curricula

Inquiry based learning has replaced much of the traditional classroom based teaching and encourages students to take control and lead in using interactive whiteboards with expert facilitators who deliberately adopt a passive role to allow students to interact and engage with one another during their scheduled teaching sessions. Soliciting and engaging with the outcome of student feedback is recognised as a fundamental mechanism by which to improve clinical skills instruction across the MPharm programme as well as being an essential component of quality assurance.

Emphasis: Compassion as the Hub of Patient Care



Compassion lies at the heart of all human interaction in pharmacy practice. Consideration of the values based affective domain learning as an adjunct to simulation is pivotal. High fidelity simulation

permits a safe context for students to reach competence in psychomotor skill underpinned by cognitive knowledge of the subject discipline and to consider how their interaction with patients and their carers and families.

Developing Knowledge, Skills and Professionalism



Authenticating Pedagogic Process and Situating Cognition

1. Authentic learning activity translates theory into practice and has real world relevance to pharmacy practice.
2. Authentic activities are deliberately ambiguous so that necessitate pharmacy students using critical thinking skills to identify and frame prospective tasks during learning.
3. Authentic learning opportunities ought to be constructed of complex tasks that allow pharmacy students to create, consolidate and further develop their knowledge over a given period of time.
4. Authentic activities for pharmacy students and workers ought to allow examination of cases and scenarios from several different perspectives
5. Authentic activities ought to afford pharmacy learners the chance of collaboration via multidisciplinary and interprofessional learning.
6. Authentic simulated activities for pharmacists ought to promote the concepts of reflection and critical reflexivity in all interactions, regardless of context.
7. Simulation ought to develop generic and transferrable skill bases that transcend the prescribed learning outcomes of undergraduate pharmacy curricula

Valuing Human Interaction and Empowerment



Changing Landscapes: Modernising Professional Identity

As the pharmacy workforce moves towards a more clinically focused curriculum this has actively contributed to the credibility of educational provision and pedagogic practice across the programme.



Raising Patient Safety Awareness

The MPharm programme now incorporates simulation training across all four years of the academic pathway as an integral part of the first operational spiral curriculum at the University of Sunderland. This reflects our commitment to raising patient safety awareness



Ensuring Accessible Interprofessional Learning

Simulation training is now regarded as a matter of routine across the MPharm programme been extended to interaction with patients and their families and carers who live with the consequences of long term conditions as part of daily life. This is leading to positive outcomes in patient care environments where students are emotionally invested in the people they care for. Interprofessional learning is enhanced by the opportunity to work on the same clinical scenarios where building capacity within and between professional disciplines can be enhanced by the strategic use of simulation based learning opportunities that reflect the challenges of working in 21st Century healthcare.

Developing the Employability of Pharmacy Students

Research evidence demonstrates that simulated learning environments have had a positive impact on the development of core generic skills that characterise ideal applicants for advertised pharmacy posts. Key examples of these skills are:

- Core communication and social interaction skills
- The development and nurturing of self confidence
- Fundamental organisational skills
- Time Management and prioritisation skills
- The capacity to be autonomous and independent within the defined scope of practice of the pharmacist's role.
- The capacity for problem solving and higher order thinking skills aligned to the role of the pharmacist.
- The capacity to function as an integral and valued part of a multidisciplinary team and in the context of interprofessional working.
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Shaping the Future of Teaching and Learning in Health

UK pharmacy practice has reached a pivotal time of change and progression, shaped by key political and economic drivers in healthcare. In terms of the response provided by educational providers with regard to the need for pharmacy training and education to be modernised, housing this modernisation agenda in terms of the provision of authentic simulation activities and simulated healthcare environments will be a pivotal part in shaping the future of this. The key value of high fidelity simulation across MPharm curricula is in the development of higher order critical thinking skills and the capacity to prioritise complex clinical decision making elements that characterise the professional expertise of the professional discipline. This is the fundamental basis of professional identity for Pharmacy that belies patient trust, confidence and regard for a profession at the heart of high quality healthcare provision.

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