

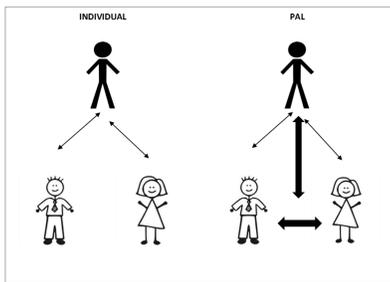
INTRODUCTION

Increasing demand for student placements may lead to clinician burn out. To reduce student supervision frequency, the Barwon Health pharmacy department sought to change from a 1:1 student:pharmacist supervision model.

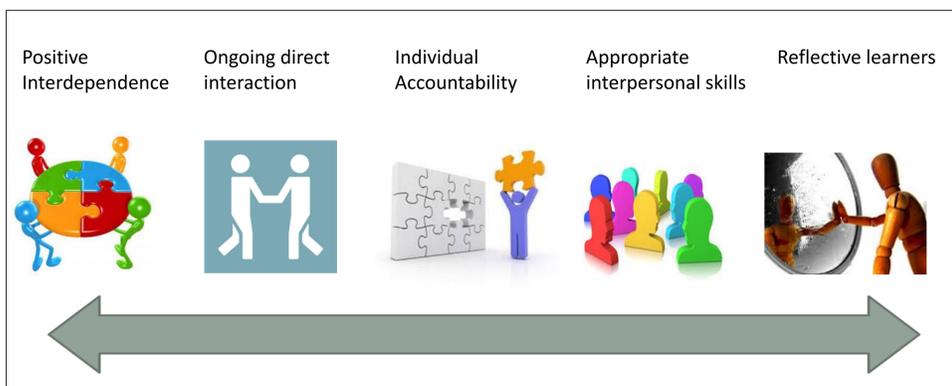
Peer-assisted learning (PAL) 2:1 supervision model was introduced.

PEER-ASSISTED LEARNING (PAL)

The aim of PAL is for students to increase knowledge and skills by working collaboratively and integrating the benefits of peer supervision with the contribution of practitioners.



The ultimate aim is to achieve **COOPERATIVE LEARNING**:



AIMS

- To implement a student supervision model that reduces the frequency of pharmacist supervision
- To increase student experience and learning
- To evaluate the PAL model in both student and pharmacist groups

METHODS + IMPLEMENTATION

Pharmacy education staff attended Barwon Health run PAL workshops to assess appropriateness of the model for the department and pharmacy students.

Before implementing PAL into practice:

- Paired PAL student activities for different placements types were developed using the SNAPPs model incorporating peer learning and feedback:

- S**ummarise briefly the history and findings
- N**arrow the differential to 2-3 relevant possibilities
- A**nalyse the differential by comparing and contrasting the possibilities
 - Discuss with peer prior to next step
- P**robe the supervisor by asking questions about uncertainties, difficulties, or alternative approaches
 - Observe patient interaction; supervisor and peer to provide feedback using Pendleton's Feedback method
- P**lan management for patient's medical issues
- S**elect a case-related issue for self-directed learning

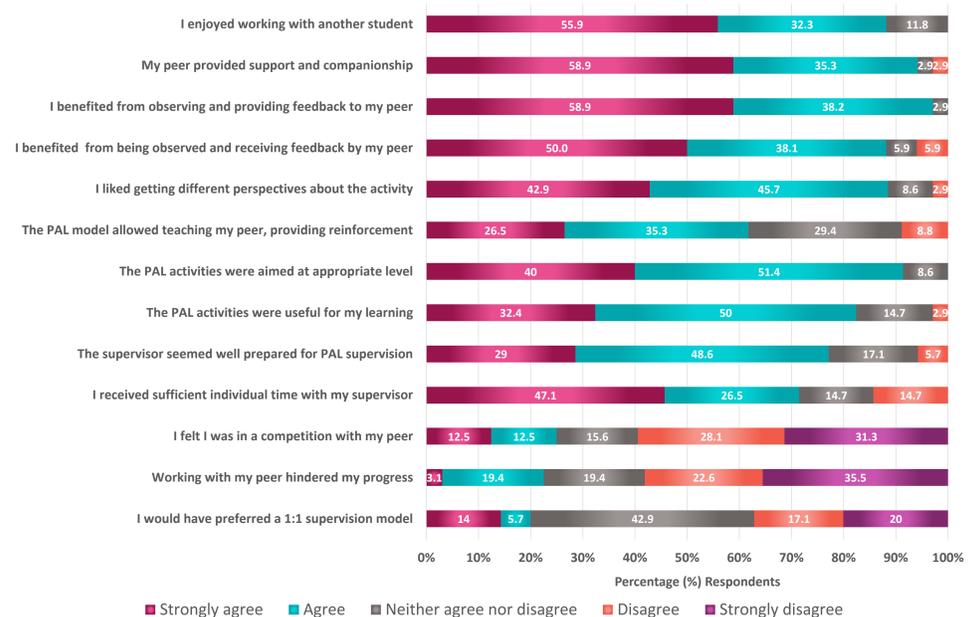
- The paired activities centered around admission medication histories, reconciliation, management of conditions, medication order review, clinical review and counselling
- Verbal and written information on the conduct of PAL was developed and provided to pharmacists and students.
- Student and pharmacist surveys were developed and distributed at the end of placements.

RESULTS

35 students and 15 pharmacists responded from January – August 2019.

Students ranged from across three Victorian Universities, with 65.7% (23/35) completing a second hospital placement. Of the 51.4% (18/34) who had previously been paired in a 2:1 supervision model, 27.8% (5/18) had experienced PAL before.

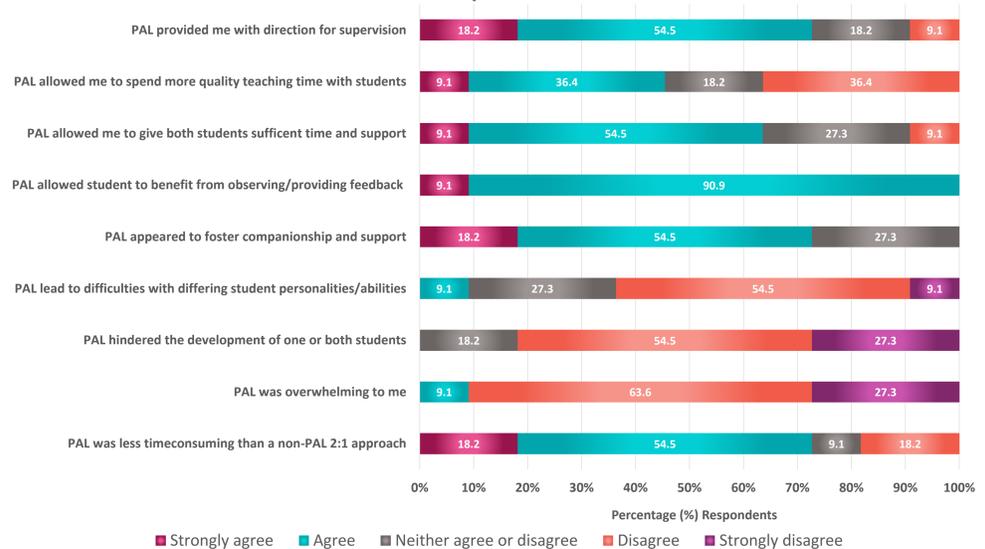
Student Opinions about PAL



The majority of pharmacists had more than 10 years (46.7%; 7/15) or 2-5 years (33.3%; 5/15) experience. During the placement, 86.7% (13/15) of pharmacists had used the PAL supervision model.

Of these, only 38.5% (5/13) had used the PAL student activities, of which 80% (4/5) found them useful and 20% (1/5) somewhat useful. All pharmacists perceived to have received the right amount of information about PAL.

Pharmacist Opinions about PAL



For future placements, pharmacists' preferred supervision model was:

Student:Pharmacist ratio	Respondent (N=13)
1:1	23.1% (3)
2:1	0% (0)
2:1 with PAL	69.2% (9)
Other	7.7% (1)

CONCLUSION

PAL student supervision model was found to be a mostly beneficial learning experience for students and a preferred model for pharmacists. Proper PAL implementation and education to both pharmacists and students aids in the acceptance of the model.

Ongoing education and some minor changes in response to feedback will be required to ensure its continued success.