



Can small changes make a big difference?

Pre-registration pharmacist MI rotation satisfaction

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Introduction

The aims of Medicines Information training for pre-registration pharmacists is to enable them to develop an understanding of MI, to gain skills in searching, interpreting and summarising evidence based information and to apply these skills in all areas of their pre-registration year, and beyond. The training tools used are the Medicines Learning Portal, MICAL and an internal training handbook, adapted from the UKMI workbook.

Trent Medicines Information Centre has hosted 8 pre-registration pharmacists for 4 weeks at a time for over 10 years. In 2014, an online survey was created to capture feedback from the pre-registration pharmacists who had passed through the department that year. The survey has continued to be used since, and has helped to identify areas for improvement. The survey identifies the skills attained in MI and how they are using these skills during other rotations. We collect feedback in three ways: face to face, anonymously via the online survey, and via the lead pre-reg training pharmacist. Following the feedback received in 2015/16 changes were made to the training which were then implemented for the 2017/18 cohort. The nature of the changes and their impact on the satisfaction and engagement of the pre-registration pharmacists with MI are discussed in this poster.

Method

We requested feedback via the normal routes before and after making the following changes:

- Established more effective handover between supervisors
- Earlier allocation of live enquiries during the rotation
- Dedicated time to take in enquiries noted on team rotas
- Introduced a peer review exercise on their own enquiries

The survey results were compared across the two years and verbal feedback was received and recorded.

In addition to reviewing feedback, the total numbers of enquiries answered and time spent taking in calls was reviewed for the two time periods August 2016-July 2017 and August 2017-July 2018.



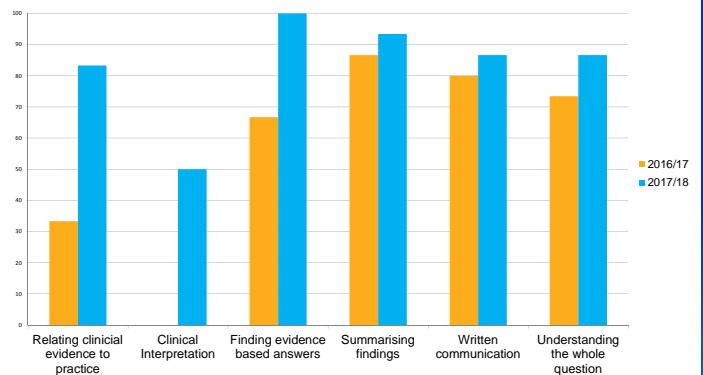
Results

The survey showed an increase in the percentage of trainees who felt they had developed specific skills (Graph 1). We also had positive feedback across all three routes and requests to return to the department to continue their development at the end of the year. The amount of time allocated for the pre-regs on the department rota to deal with enquiries (including receiving, documenting, researching and feeding back live enquiries) was doubled. We also found an increase in the total number of live enquiries answered by the pre-regs.

They were able to gather sufficient evidences to achieve several GPhC competencies including: Uses resources effectively (A2.4), Select the best solution, based on sound analysis and appropriate evidence (A3.3), Bases actions, advice and decisions on evidence (A4.6), Elicits all relevant information by the use of appropriate questions (B1.4), Provides information and advice appropriate to the needs of the recipients (B1.11), Provides considered and correct answers to queries, founded on research-based (C2.1).



Graph 1: Comparison of MI specific skills gained in two separate pre-registration pharmacist cohorts following changes to MI rotation training



Discussion

We found that engagement with training directly affected achievement of GPhC competencies. In addition to a positive experience in MI, it lead to better application of these skills and understanding the role of a MI pharmacist. The peer review exercise highlighted the UKMI standards and the processes and rationale of MI. This was most beneficial when completed earlier in the rotation. Completion of live enquiries and working to deadlines gave the trainees a sense of purpose within the department. Ultimately by engaging with the training fully the pre-reg trainees have developed an understanding of how MI skills can be applied both in the MI department and throughout the rest of their pharmacy careers.

Some of the changes involved more time from the training staff, however parts, such as the peer review, could be self directed which would reduce the overall impact on time.

Conclusion & Limitations

Comparison of feedback from two pre-reg cohorts following small changes to the local pre-registration pharmacist training identified greater satisfaction and engagement from the pre-regs during their MI rotation. There was an improvement in the development of core MI skills and application in the wider hospital pharmacy setting. The pre-regs were able to work as part of the MI enquiry answering team which provided an additional benefit to the department of increased productivity in all areas of enquiry answering. A response rate of 50% to the online survey from the 2015/16 year group limits the meaningfulness of the improvement however the increased number of responses to the online survey in the 2017/2018 cohort suggests better engagement with the rotation overall following the changes.