

Conclusion: This evaluation demonstrates that using experiential learning and reflection, medical and pharmacy students can work together and learn from, with and about each other underpinned by sound pedagogic principles. This short programme further highlights the need for closer working relationships with hospital pharmacists and ward staff for patient benefit and adds further evidence to the recommendations made in the recent NICE guidelines (2016) The results of this evaluation have been recently published (Anderson & Lakhani, 2016).

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43: What health-related activities could be delivered by pharmacy students in the Digital Health Enterprise Zone (DHEZ) Academic?

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Background: Digital Health Enterprise Zone (DHEZ) Academic building opened in 2017 with the aim of improving outcomes of people living with long-term conditions. This multi-disciplinary facility houses: physiotherapy and optometry public clinics, health promotion areas, and digital diagnostics. Additionally, a medicines review hub with consultation rooms and teaching space was created for the School of Pharmacy and Medical Sciences (SPMS), University of Bradford. Pharmacy students have already successfully performed health-related activities with the public in international literature (Lawrence, 2018). This project explored SPMS academics' perspectives on the potential use of the facility for the teaching and delivery of health-related activities by pharmacy students.

Method: SPMS academics (n=10), recruited using a convenience sampling, attended a 15-minute tour of the building and a 45-minute audio-recorded focus group facilitated by a student researcher. After the tour, participants were grouped into: clinically practicing pharmacists (n=4) and non-pharmacists or not clinically practicing pharmacists (n=6). Participants were asked:

- (1) What health-related activities pharmacy students could perform at the facility?
- (2) What challenges could possibly arise?

Participants noted ideas in their groups and presented back for group discussion. Audio recordings and notes were analysed for themes. Ethical approval was obtained.

Results: Suggested activities incorporated those already taught theoretically within the programme alongside clinical assessments and provision of health advice (Table I). Academics also discussed at which stage students would be capable to deliver these activities. Additionally, Group 1 suggested possible provision of services currently delivered by registered pharmacies, e.g. travel health clinic, flu vaccinations. Three themes for possible challenges were identified: supervision, logistics, and regulatory requirements.

Conclusion: Whilst challenges were identified, academics felt that these activities were suitable options to trial within the programme to reduce the gap between theoretical and practical learning. The next stage is to conduct a feasibility study of students delivering suggested activities to the public.

References

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Table I: Health-related activities suggested by participants

Year	Health-related activities
1,2,3,4	Public health promotion campaigns (design and delivery) Antibiotic guardian and awareness promotion Healthy lifestyle and eating advice Demonstration of how to use health applications Self-care advice
2,3	Collaboration with optometry and physiotherapy clinics Weight management advice Diabetes self-care advice Research project development and delivery Inhaler technique counselling
4	Medicine review type consultations Minor ailments advice Research project development and delivery