How was your paediatric placement?
Feedback from participants over two years

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Background

- Lady Cilento Children's Hospital Pharmacy Department
  - Tertiary paediatric center located in Brisbane
  - Offer placements for undergraduate pharmacy students, pre-registration pharmacists, and registered pharmacists
    - Undergraduate students (4 weeks)
    - Pre-registration pharmacists (1 week)
    - Registered pharmacists (1 week)
- The aim of the placement:
  - as a tertiary paediatric facility, we have a commitment to state-wide training and education in this area of specialised practice.
  - To optimise care for children by enhancing the paediatric expertise of pharmacists across the state
Objectives

- **Retrospective Quality Assurance Project**
  - 2016 ~ 2017
  - To evaluate feedback from visitors
  - To review the value, relevance and format of the placements
  - To assess if the placement aims were achieved
## Methods

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>0830</td>
<td>Pharmacy Department Tour</td>
<td>Surgical Inpatients</td>
<td>Medicinal Inpatients</td>
<td>Oncology</td>
<td>Surgical Inpatients</td>
</tr>
<tr>
<td>0900</td>
<td></td>
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</tbody>
</table>
* Intern access card  
Site orientation including fire safety (general evacuation instructions), local emergency procedures, reporting workplace incidents, waste management |                       |                                   |                 |                                        |
| 0930  | Placement Learning Objectives             |                       |                                   |                 |                                        |
| 1000  | Morning Tea                               |                       |                                   |                 |                                        |
| 1030  |                                          |                       |                                   |                 |                                        |
| 1100  | Morning Tea                               | Morning Tea           | Morning Tea                       | Morning Tea     | Morning Tea                            |
| 1130  | Hospital Tour                             | Surgical Inpatients   | Medical Inpatients                | Oncology        | Surgical Inpatients                    |
| 1200  |                                          |                       |                                   |                 |                                        |
| 1230  | Lunch                                    |                       |                                   |                 |                                        |
| 1300  |                                          |                       |                                   |                 |                                        |
| 1330  | Aseptic Compounding                       | Lunch                 | Lunch                             | Pharmacy CE session/Lunch | Lunch                        |
| 1400  |                                          |                       |                                   |                 |                                        |
| 1430  |                                          | Clinical Trial        | Critical Care Overview            | Patient Journey  | Patient Journey Including Paediatric NIMC, MAP, eLMS |
| 1500  |                                          |                       |                                   |                 | Connected Care                          |
| 1530  |                                          |                       |                                   |                 |                                        |
| 1600  | Patient Journey                          | Queensland Poison     | Medical Inpatients                |                 | Welcome to the World                    |
| 1630  |  
* Including Paediatric NIMC, MAP, eLMS  | Information Center    |                                   |                 |                                        |

*Patient Journey* Including Paediatric NIMC, MAP, eLMS
## Placement Evaluation Form

Please take the time to answer the following questions – your feedback is extremely valuable, and will assist us in the planning of future training.

<table>
<thead>
<tr>
<th>Please tick the most appropriate response</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the placement was valuable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have an improved understanding of paediatrics.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The contents were relevant and practical.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The format of the placement was suitable (e.g. ward visit, presentations)</td>
<td></td>
<td></td>
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</tbody>
</table>

If you have disagreed or strongly disagreed with any of the above, please provide comments or suggestions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is the most important key message that you will take away from this placement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What did you think was the least valuable aspect of this placement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for completing this evaluation form.
Results: 2016-2017

- 32 undergraduate students (29 evaluation forms collected)
- 27 pre-registration pharmacist (24 evaluation forms collected)
- 8 pharmacists (6 evaluation forms collected)
Results - Students

Frequently occurring themes

- 21 comments
  - Roles and diversities of pharmacists

- 15 comments
  - Clinical knowledge
    ✓ General knowledge

- 5 comments
  - Learning style
    ✓ Hands-on learning

❖ Workforce Development Goals
• 2. Foundation training
Results - Interns

Frequently occurring themes

- **21 comments**
  - Clinical knowledge
    - By comparison

- **18 comments**
  - Learning style
    - Self-directed

- **Workforce Development Goals**
  - 2. Foundation training
  - 5. Competency development
Results - Pharmacists

Frequently occurring themes

- **9 comments**
  - Learning Style
    - Networking

- **2 comments**
  - Clinical Knowledge
    - Paediatric specific information

> Workforce Development Goals

- **4. Advanced and Specialist Development**
- **8. Working with others in the health care team**
Discussion

• Similarities between 3 groups: Clinical Knowledge and Learning Style
  – Different Learning Styles at different stage of professional development.
  – Development of specific clinical knowledge over time.
Compare with literature:

- **Similarities: Pharmacists**
  - Assimilator (this project and literature)

- **Differences: Undergraduate students**
  - Accommodator (this project)
  - Convergers/Assimilator (literature)

**Kolb’s Learning Styles**
- **Accommodator** (feel and do)
- **Diverger** (feel and watch)
- **Converger** (think and do)
- **Assimilator** (think and watch)


Conclusion

• The placement aims were achieved
• Important to consider the learning style and needs for clinical placements.
  – Clear mutual expectation on learning objectives prior to the placement
  – Structure the placement appropriately
  – Regular feedback and follow up
Acknowledgement

- Thank you:  
  - LCCH pharmacy team  
  - All the visitors