

Piloting simulation training in the Advanced Pharmacy Practice Experience (appe) course at the University of Oslo - the pharmacy game experience

M.C.N. Heimdal^{1*}, (0009-0006-1684-9203), L. Kadir¹ (0009-0008-7860-7941), Anne Gyri Gloersen, Indre Treciokienc^{2,3}, A.G. Granas¹ (0000-0002-6849-9421)

¹University of Oslo, Norway

²University of Groningen, Netherland

³Vilnius University, Lithuania

Introduction

The Pharmacy Game (PG) is an online simulated pharmacy platform which offers pharmacy students a safe environment to practice their clinical, managerial, and teamwork skills (1). It allows for trial and errors, without the risk of potential harm reaching actual patients (2). In Norway, we have hitherto not had access to such simulation facilities. The objectives were to investigate if the Pharmacy Game could: 1) refine students' skills in dispensing prescriptions and patient consultations; 2) prepare students for evaluation criteria applied at Objective Structured Clinical Examination (OSCE) exams following the 6-months pre-regs in community pharmacies.

Method

Four students ran two pharmacies for four hours in PG. During the simulation they dispensed paper prescriptions and gave guidance in self-care to actors, evaluated virtual patients in PG and published an article in the local newspaper. The prescription cases were based on previous OSCE exams in our advanced pharmacy practice experience (APPE) course. We also developed a point assessment form for dispensing prescriptions correctly, and for counseling patients on the use of medicines, based on previous examples from the Pharmacy Game developers and our own experience with OSCE. Evaluation with the students encompassed communication, clinical skills, and knowledge of laws and regulations.

Results

Students demonstrated effective communication skills in identifying patient needs and initiating dialogues. However, they failed to explain atrial fibrillation in lay language. Clinical skills were evaluated, they corrected dosage errors and suggested alternative medications due to drug shortages. The 4 students appreciated the variation in tasks and difficulty levels in the simulation. The students said that the simulation was beneficial in preparing them for the OSCE.

Conclusion

In conclusion, the piloting highlighted some gaps in the students' communication and clinical skills. They found the simulation useful in preparing for OSCE. These findings confirmed the potential of simulation-based learning in enhancing pharmacy education, particularly in refining students' communication and clinical proficiencies for real-world practice.

Kilder

1. Fens T, Dantuma C, Taxis K. The Pharmacy simulation game- a unique global tool in pharmacy education. *Macedonian Pharmaceutical Bulletin*. 2020;66:89-90.
2. Hope DL, Grant GD, Rogers GD, King MA. Virtualized Gamified Pharmacy Simulation during COVID-19. *Pharmacy*. 2022;10(2):41.