

Better Training Better Care (BTBC)

TOP TIPS through the lens of the pilot project

These Top Tips have been derived from the lessons that were learnt throughout the projects and will hopefully give you an insight into what has worked well, and areas that can be improved.

The Dudley Group NHS Foundation Trust

Bringing together pre-registration pharmacists and foundation trainees for improved training, education and prescribing

1. Project Management

- Ensure you have someone to lead the project, who is enthusiastic and dedicated to the to making the project a success
- The programme for each year of intake should be evaluated in light of the feedback received and if required, a slightly different focus to be given, but remember not to deviate from the aim of the project
- Use protected teaching time for the sessions by linking them with SCRIPT modules and the curriculum

2. Format and approach for the teaching sessions

- The format of the session is important; lecturing your trainees will never engage them. Questions to get them interested and to establish a baseline knowledge level at the start is a good idea, followed by practical activities that allow group work
- Foundation Year 1 (FY1) doctors prefer to work through things and search resources themselves to consolidate their learning. In the classroom setting, they prefer to do this in groups
- Foundation Year 2 (FY2) doctors like group work to be able to discuss options and suggestions with other colleagues. The sessions that work well are the ones where the teaching is consolidated by giving trainees a scenario, allowing them to work through it and discuss with each other, prescribe and then work it through
- Timing is essential – too much time will lose their interest and too little time will be frustrating for trainees as they will feel rushed

- Ask students where in the timetable they would like to see these sessions – an earlier start might be the preferred option for the prescribing sessions
- The case study format is the best teaching method; the students are able to approach the session from a multi-professional approach. This will get the best out of the trainees
- Encompass the training sessions as part of the teaching already conducted for the trainees by comparing your teaching sessions with other sessions that they may have within their protected teaching time. Ensure there isn't any overlap or repetition.
- Doctors are known to be very competitive in nature – use this competitiveness to encourage people to do SCRIPT before sessions by showing a graph/chart of how many people have completed SCRIPT or not
- The programme could be used as an alternative to SCRIPT as the sessions could stand alone separate from SCRIPT
- To gain full benefit use SCTIPT and the teaching sessions in conjunction. This allows some of the theory to be conducted online rather than in the classroom. The classroom activities will be more interactive and practical and will enable the trainees to put their learning into practice in a safe environment
- Ensure that trainee doctors have deadlines for the completion of the modules and make them mandatory. Another way to ensure this is done is to see if there are facilities available for the modules to be completed before the teaching session in protected time and then conduct a practical session afterwards

3. Multi-professional Engagement and Project Ambassadors

- The facilitator for the course must be a pharmacist to enable success of the whole programme
- The use of Non-Medical Prescribers in the sessions will help support multi-professional ways of working and reinforce teamwork
- Having support from consultants for the speciality that you wish to teach will be beneficial
- Having a pharmacist as part of the team helps reinforce the safety aspects, which will lead to people being more careful when they prescribe
- **Engagement with Doctors in Training**
 - Have a champion for each year of trainees to help promote the programme and also for feedback to channel through the champion – what works, what doesn't, etc.

- Have a mentor for prescribing for the trainee doctor as this will allow them to have someone to go to outside of the programme for advice, it will also allow them to feedback on any prescribing incidents that have happened in real time so they can learn from them .
- Provide feedback in a non-threatening environment to help trainees to improve their practice

4. Academic Involvement

- Link in with the Medical School and the School of Pharmacy of your local university. The academic partners can be asked to attend meetings, assist in teaching and conduct participant feedback sessions

5. Board Support and Endorsement

- Provide feedback to the Trust board through the involvement of the Trust's Medical Director in the project