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Embedding digital health into the MPharm curriculum

Corbett, D. J., Murray, C., Barry, H., Hall, M., & Hanna, L.-A. (2023). *Embedding digital health into the MPharm curriculum*. Poster session presented at 10th All Ireland Pharmacy Healthcare Conference, Dundalk, Ireland.

Document Version:

Publisher's PDF, also known as Version of record

Queen's University Belfast - Research Portal:

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EMBEDDING DIGITAL HEALTH INTO THE MPhARM CURRICULUM



QUEEN'S
UNIVERSITY
BELFAST

SCHOOL OF
PHARMACY

Dan J. Corbett*, Clare Murray, Heather E. Barry, Maurice Hall, and Lezley-Anne Hanna

School of Pharmacy, Queen's University Belfast, 97 Lisburn Road, BT9 7BL

INTRODUCTION

Creating momentum and building capacity within a reformed health service must be underpinned by robust digital technologies and a digitally competent workforce.¹ Indeed, the UK Standards for the initial education and training of pharmacists² demand that student pharmacists are able to “*demonstrate how digital technologies improve clinical outcomes and patient safety*”. The aim of the work outlined here was to embed digital health education into the MPharm degree programme at Queen's University Belfast.

METHOD

- A Director of Education-led review of provision of digital health education within the MPharm programme was conducted
- Gaps were addressed by the development of new teaching activities and assessments of progressing complexity by the development team, which included a pharmacist independent prescriber
- Discussion and feedback processes ensured that develop content would be contemporary and authentic

RESULTS

- This redesign will enable students to be taught (and assessed) systematically on the employment of digital technologies to improve clinical outcomes
- A summary of the delivery of related activities is provided in **Figure 1**
- Students' knowledge, competence, and skills in the area will be evaluated via observed assessment
- This approach has been validated during the School's GPhC Reaccreditation Part 1 event

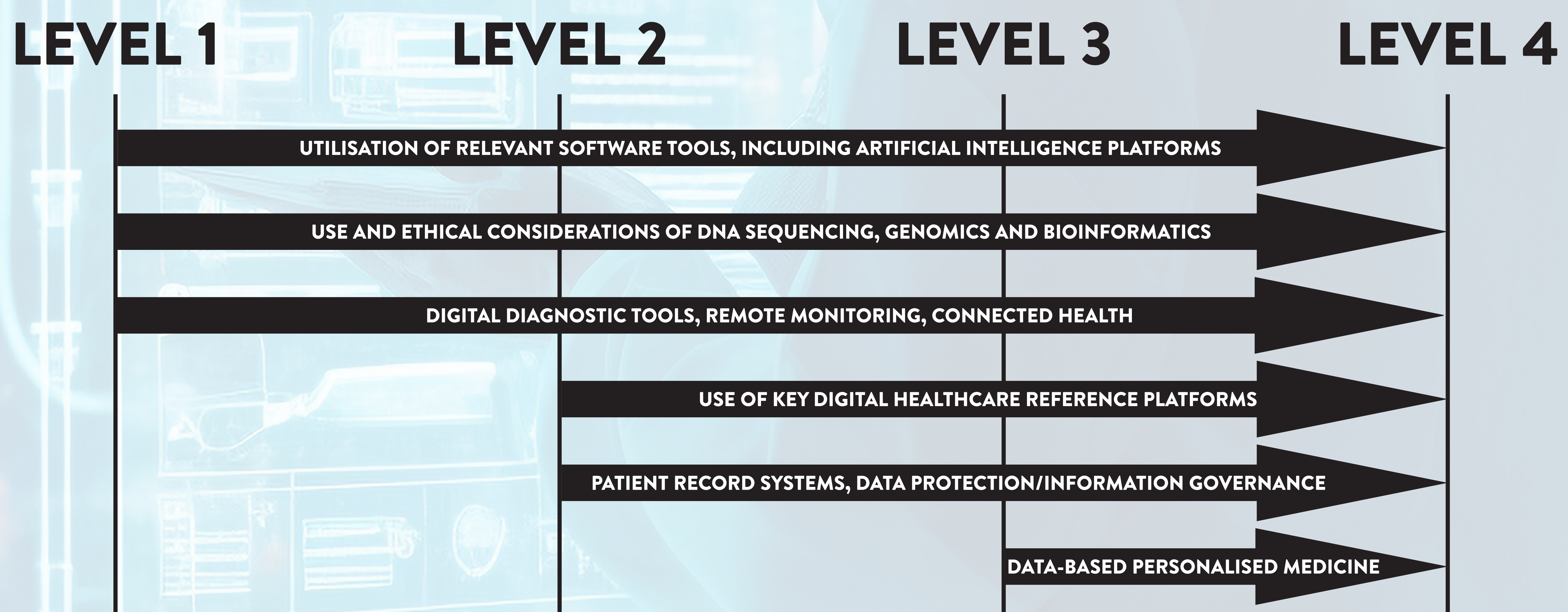


Figure 1. Summary of newly-introduced teaching topics which embed key aspects of digital health within the MPharm programme at Queen's University Belfast.

CONCLUSION

Despite currently being implemented within one School of Pharmacy, this approach should easily transfer to other MPharm programmes. Its agility and contemporaneousness should allow future pharmacists to both be aware of, and contribute meaningfully to the ongoing digital health transformation within the sector. Future work in this area will be instrumental in assessing short and long term impact of the approach, and the impact of its use as an upskilling approach for the NI pharmacy workforce.

REFERENCES

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