

M-1451 When skills are not enough – Home Medication Reviews (HMRs) seen through tutors’, pharmacy students’ and GPs’ competency glasses.

Background: An HMR program (“Medisam”) was launched in 2008-2010 in Denmark. The program involves patients, pharmacy internship students, the (pharmacist) tutors of the pharmacy students and GPs.

Purpose: The aim of the study was to evaluate if Medisam was an effective way to induce HMR collaboration between pharmacy internship students and GPs. In order to conduct joint HMRs, though, students need to possess special competencies. So what were the pharmacy student’s competencies in relation to carrying out HMRs – seen from the participating student’s, tutor’s and GPs point of view?

Methods: The aim of the study was to evaluate if Medisam was an effective way to induce HMR collaboration between pharmacy internship students and GPs. In order to conduct joint HMRs, though, students need to possess special competencies. So what were the pharmacy student’s competencies in relation to carrying out HMRs – seen from the participating student’s, tutor’s and GPs point of view?

Findings: Generally the GPs, the students and the supervisors agreed that students possess good technical HMR skills, but that their joint competencies were challenged by issues concerning professional socialization and judgement. The three groups also agreed that the student’s communicative skills were sufficient for doing HMRs, but that they lacked clinical expertise and understanding for the patient’s entire clinical picture. As to professional socialization, the majority of students stated that they –in the pharmacy – were socialized into a set of values based on humbleness and cautiousness concerning the GP dialogue – and the GPs agreed. Another component of professional socialization dealt with tutors’ and students’ attitudes towards patients; thus in order for a patient to be of pharmaceutical interest many and/or potentially serious drug-related problems are “needed”. With regard to judgement, students stated that they would like to make patient advice judgments themselves without permission from their tutor; that they realize their own limitations and know when to ask their for advice; and they agree with their supervisors that GPs are to be treated differently in the HMR-dialogue. Tutors and GPs state that student’s HMR-related trust and confidence comes with experience and can’t be learned from basic university teaching and reading.

Conclusion: The study has shown how skills, professional socialization and judgement are closely woven, and that student’s technical skills were not sufficient for doing good HMRs.

Location of Primary Work: Denmark

