

Rationale

A key part of the Pharmacy Simulation Strategy 2024-27¹ aims to assess the impact of novel simulation-based education (SBE) programmes for post-registration foundation pharmacists, developed and co-ordinated by PSD Scotland (previously NES) and to promote interprofessional learning opportunities at each stage of practice. With the successful implementation of SBE for other groups of the profession proving highly beneficial, there is a significant drive to support foundation pharmacists to reach their full potential particularly in relation to independent prescribing.

Methods

The development of 2 bespoke immersive SBE programmes took place, both providing a psychologically safe space for learners to engage in scenarios and participate in a group debrief. Learners have the opportunity to utilise independent prescribing skills without the risk of patient harm. **1) The Foundation Interprofessional Simulation Programme (FISP)** was created for foundation pharmacists and foundation year 1/2 doctors using traditional consultation style scenarios alongside the use of shadow boxing (pre-recorded video scenario). Learning included medicines rationalisation, management of error and risk, and relational co-ordination within the multidisciplinary team. **2) The Foundation Pharmacist Simulation Programme (FPSP)** involves foundation pharmacists from all sectors of practice undertaking consultation and escape room style scenarios. Topics include the management of depression, prescribing in pregnancy, and polypharmacy whilst bolstering team working and decision making skills in relation to prescribing.



Results

Feedback questionnaires were completed following each session; FISP (n=7) and FPSP (n=4). Both programmes were highly rated for engagement with learning and realism with all participants recommending this type of training to a friend or colleague, and all planning to implement positive changes to the way they practice going forward.

FISP Feedback Summary

- Built **confidence in prescribing and decision making**
- Strengthened **communication around errors and difficult conversations**
- Improved **collaboration and understanding across the multidisciplinary team**
- Increased **appreciation of pharmacists' roles and pressures**
- Encouraged a **safer, more open approach to learning from errors**

FPSP Feedback Summary

- Increased **confidence in managing uncertainty and prescribing decisions**
- Strong **team-based learning**, valuing different approaches and perspectives
- **Engaging, fun, and challenging** activities that supported learning
- **Escape room highly effective** for collaboration and easing into prescribing tasks
- Safe, relaxed environment with **thorough debriefs** highlighting strengths and improvements

Conclusions

Immersive SBE targeted at post-registration foundation pharmacists has shown to be highly valuable, improving skills which can be directly implemented into daily practice. Further work is required to explore wider implementation of SBE for foundation pharmacists adapting to the evolving role and educational programme refresh currently in progress.