

Transcript

Elsbeth Boxall

Hello and welcome to the next in our series of NES Pharmacy podcasts. Today we are going to discuss Pharmacy Simulation and the Simulation Faculty and joining us we have Jenny Allardyce and Jo Garrod, who both work with the NES Pharmacy Simulation Faculty. So welcome Jo and Jenny. Um, I'll just start by letting you give us a, a brief introduction, bit background about yourself. So go to yourself, Jo, first.

Jo Garrod

Thanks Elspeth. Um, I'm Jo Garrod and I'm Lead Education and Training Pharmacist for Medical Education. Um, and I'm also part of the NHS Highland and Islands Pharmacy Education and Research team, otherwise known as HIPER. Um, my background is in hospital pharmacy and in my previous role I was the Specialist Renal Pharmacist for NHS Highland. Um, Education and Training, particularly helping learners in their early careers has always been a real interest of mine and I especially enjoy developing and facilitating interprofessional learning opportunities. That's great. Thanks Jo and over to you Jenny. Thank you. How do I follow that?

Jenny Allardyce

Um, so my name's Jenny and I am a Primary Care Pharmacist. I'm a Lead Pharmacist in, in one of the areas in Glasgow at the moment. Um, but I have previously worked in community pharmacy and hospital in, in earlier in my career. Uh, I also have an interest in education and training and, um, partly why I got involved with sim, um, having worked with NES a little bit on the Post-Reg Foundation programme before, um, and really, yeah, um, interest in developing, in developing our, our teams, um, all of our team.

Elsbeth Boxall

That's brilliant. Thanks so much. So yeah, definitely got the right background for, for this and, um, I'll just want first of all then to explain to people what is the simulation faculty exactly and what are its main goals? So, going to yourself first, Jo, can you give us a bit of an explanation to what that actually is?

Jo Garrod

Yeah, sure. So, the SIM faculty are a team of health professionals such as pharmacists who have undertaken training in order to deliver simulation sessions to meet the needs of learners at any stage of their career.

Um, there are regional and national simulation programmes that pharmacists can get involved with, um, including those for the Foundation Training Year pharmacists and pharmacists who want evidence for their Advanced Practice portfolios. Um, faculty can also design scenarios for new simulations depending on the level of training that they've had.

Um, and I think probably one of the, the main goals of faculty is to ensure learners have an engaging and interactive experience where they achieve certain learning outcomes and it's enjoyable at the same time.

Um, and Faculty, we're not there to teach, we're there to facilitate the discussion, really, between the learners so that they can self-reflect on their own behaviours and skills during the patient scenario, um, to look at what went well and what presented maybe more of a, a challenge.

Um, and I think also what's really important for us as Faculty to make sure that every person in the group participates in the debrief, including the observers of the simSIM, so that all points of view can be listened to and, and discussed. Um, and I think another part of my role as Faculty started the sim or the, the pre-brief is to ease any nerves or apprehension that the learners might initially have and to establish what we would call a kind of high level of psychological safety.

Um, I often find the Experiential Learning pharmacy students who come, um, and attend our sims, as well as the Foundation Training Year pharmacists, they've never had any experience of simulation education before, so they're really unsure what to expect. Um, but once they start and get into the swing of it, um, it's really rewarding to see their confidence grow and becoming active participants really during the debrief. Um, so yeah, that's why I think is are the main goals for me.

Elsbeth Boxall

That's brilliant and Jenny, have you got anything different at all you'd like to add to that?

Jenny Allardyce

Just gonna say, I share that experience with people be- being quite nervous regardless of their level of experience going into sim, not quite being quite sure what it is and then, yeah, you see them kind of, you know, a good facilitator, a good, um, member of Faculty will be able to put them at ease, um, and sort of help them to sort of enjoy the experience. 'cause sim should be enjoyable.

Um, and I think another skill that you need as a, as a member of Faculty is being able to keep the discussion on track, um, because we'd like to have really sort of free- flowing discussions, but, um, ensuring that we're meeting the, the objectives of the session is also really important, um, role of the faculty as well.

Elsbeth Boxall

That's brilliant. That's a really good explanation. Um, can really imagine now how it works and, um, I suppose now thinking about specifically, um, your roles, going to you first Jenny, what, uh, is your role as a Simulation Faculty and how, how did you get involved in that?

Jenny Allardyce

Uh, so originally, um, I was in a different board, um, and I was asked does someone want to go on this course and I kind of had a brief look at it and thought that looks interesting and given, you know, I've already said that I have, um, an interest in education and training, that, that seems like a good thing for me to get involved in and, and to lead on as well, 'cause it was a good development opportunity for me, um, to be able to lead on ,on a particular project.

So went along to the session, really enjoyed it. Um, that was the, the sort of longer course, so it involved not just how you set up a sim and how a sim is set up, but also, um, writing the scenarios. So, I was really lucky to be, have that opportunity.

Um, and I think there are still kind of courses ongoing. Um, and yeah, then actually was able to implement that in my board, which was a great opportunity for me and then take that learning on.

So I've been involved in kind of, um, some of the, a little bit of the national work with NES as well as board wide, trying to extend, uh, sim, um, it's not me that leads on it in Glasgow, but, um, I support my colleague who does and, uh, trying to increase the amount of sim that that we do, and also develop more scenarios, um, to make sure that the scenarios we have meet the needs of our, our, our, our staff, our, our team members.

So, so yeah, making sure that, um, we're, we're progressing with sim and, and we've made really good progress with that.

Elsbeth Boxall

Yeah, that's, that's brilliant. Thank you. And Jo, how about yourself? How did you get involved?

Jo Garrod

Sure. So, I'm quite early on actually in my Simulation journey, so to speak. Um, when I joined the HIPER team nearly two years ago, most of the pharmacists were trained sim faculty and there were already locally established sim programmes such as for the Advanced Practice, uh, curriculum, and also interprofessional sims for final year EL students, pharmacy students and medical students.

So not ever having participated even in a simulation myself, I went along to observe a sim session run by our local medical education team, um, um, some Faculty for medical students and to me observing, it felt like simulation was very different to any kind of teaching session I'd been involved with before and what really struck me was how relaxed and interactive it was and how engaged the students were during the debrief discussions.

So, I was really keen to get involved, so I was able to attend the two day Introduction to Simulation course at the National sim Centre at Forth Valley Royal Hospital. My fund, my place was funded by, by NES, and this was a really intense course, but I found it really

enjoyable because it was multidisciplinary, very hands-on learning, and it really motivated me to get stuck in, really.

Um, so subsequently I've been Faculty for our local pharmacy and undergraduate interprofessional simulations and in May this year NES gave me the opportunity to be faculty member for a large interprofessional ward based-simulation held at the Queen Elizabeth Hospital in Glasgow and Foundation Training Year pharmacists, final year Medical, Nursing and Physiotherapy students participated in acute multi-patient scenarios and it was so valuable for me to develop my own sim skills and to collaborate with other members of the faculty who are often quite more experienced than I was.

Um, and so when I came back to my own health board in the back of this, uh, locally, my sim colleagues and I from medical education have, we've developed our own interprofessional simulation for FTY pharmacists and Medical and Nursing, final year undergraduate students.

Um, and the learning outcome, this simulation focuses on non, the non-technical skills such as, you know, the learners having an awareness of each other's roles on the ward, um, and multidisciplinary team working in acute care. Um, and we've just piloted a co... a couple of weeks ago and the feedback we received from the students has been really, really positive so far.

Elsbeth Boxall

That's brilliant. What a journey you've, you've been on and in quite a short period of time. That's, and really inspiring actually, and I think you, you kind of touched on this and maybe led us to the next question that you, you mentioned that when you first became involved, you thought it was very different to other methods of education that you'd seen in the past. So can you, I mean, you've touched on a bit already [mm-hmm]. But how, can you explain how simulation differs from other teaching methods that we use in pharmacy that people would be more familiar with probably?

Jenny Garrod

Yeah, sure. So I think one of the main differences between Simulation and other teaching methods is that Simulation is in a controlled artificial setting that mimics real-life patient scenarios and I feel it really bridges the gap between gaining the knowledge and actually doing, um, it allows learners to practice skills and make mistakes in a really safe place to self-reflect on their own skills and behaviours and to really develop those skills before applying them to, to real patients.

Um, and I think, so I think pharmacists, we can be quite risk-averse in certain clinical scenarios, and I think Simulation allows us to risk-assess challenging Simulations and make clinical decisions in a really safe place, safe way without actually causing any potential patient harm. And I also think interprofessional sims in particular allow pharmacies to learn alongside other professions such as Medicine and Nursing in a simulation environment.

Um, so they can develop their non-technical skills, um, which I think is difficult to teach in other kind of, uh, methods. Um, and I'm hopefully, you know, by, by working alongside together in a sim it should encourage better collaboration between each discipline in the future. And I also think that Simulation can kind of showcase the pharmacist's role particularly to those undergraduate students.

Um, because my own experience, um, from the interprofessional sims is that the medical students will often say at the debrief, oh, I didn't, I didn't know the pharmacist could prescribe, you know, I di..., I didn't know what actually the role of a pharmacist was.

Um, so it's really lovely for the penny to drop at these debriefs that actually, you know, how can I work with a pharmacist on the ward? Um, hopefully that will lead to better collaboration once they're qualified and working alongside each other in, in practice.

Elsbeth Boxall

That's absolutely brilliant. And Jo, lots and lots of positives there. And, um, Jenny, could you add anything to that at all? Yeah, I would agree with everything Jo has said about the, being the safe space. I think, um, what it can also do is just encourage reflection on your broader practice, um, in terms of kind of how you're, how you're delivering services, and it just gives you that kind of opportunity and that space to just think and reflect on, on that. Um, also it can give you just a bit of confidence.

So, it's not always about stepping into the unknown, it's saying, well, actually, that was really good, and my peers are telling me they thought my consultation that was, was really good. I think that's really important.

A lot of what the other educational training sort of programmes that we do are involved supervision and, and learning from, or being supervised or shadowed by a colleague who's more experienced, but that peer-to-peer-discussion is really, is really enjoyable and I think we know we've said that along, along the way that it should be just a really enjoyable discussion around, um, around practice and around a particular scenario rather than it being a, a, a, a learner and a, and a and a teacher kind of set up. Um, so that, that can be really what makes it enjoyable. It's, it's kind of not hierarchical. Um, whereas other things, um, can be, you're not given the answers or teaching in that kind of facilitator, uh, faculty role.

Elsbeth Boxall

That's brilliant. Thank you very, very much. That's, um, a really positive outline to what you do and, um, I suppose moving on as well, like what people might wonder, uh, a bit about how you manage to ensure that simulations are both realistic and actually relevant to current pharmacy practice. So, Jenny, can you explain a bit about how you do that?

Jenny Allardyce

Yeah, uh, I think we had, um, some scenarios which were initially kinda developed by NES, which were really helpful, and they aligned to the, uh, GPCP framework that we had in Primary Care at that time. Um, and they were really helpful and allowed us to kinda get,

get started and I think what we reflected on was that then the kind of clinical and practice landscape had changed and our pharmacists were maybe doing slightly different things, um, in practice related to our clinical priorities, which kinda diabetes, polypharmacy review, you know, respiratory review.

So I, I suppose with anything it's about listening to your, to your team, um, and asking them what, what, what, what is it that they want, you know, help with or what, what are kind of pieces of work telling you that people are struggling with in terms of their, their con... confidence, um, that, you know, um, just making it really clear that sim isn't about competence. Um, you know, you don't test them on their knowledge, it's about, about their own confidence in dealing with these things.

Um, so that's what we've kind of done in terms of developing our, um, our scenarios is making sure that it meets the service need in terms of what we're asking our teams to deliver, but also listening to them about what they, what they need. Um, and we kind of extended that now to the, um, Pharmacy Technicians to make sure that they're included in that because obviously we want to develop the, the whole pharmacy workforce.

Um, and they kind of adopted the same, the same approach and in terms of making sure it's realistic, I think is just acknowledging that sometimes it won't be, and holding your hands up and saying, you know, it's never gonna be ideal, but we'll do the best we can to listen to feedback and try and refine our, our setup and our, and our scenarios as much as we can to get that, get that as, as close to real life as we can.

Elsbeth Boxall

That's really excellent. Thank you so much. Good to get that understanding and Jo, would you like to add anything to that at all?

Jo Garrod

Yeah, just, just a bit about, um, learner feedback. After every simulation we always obtain, uh, feedback from the students or the pharmacists, whoever's, whoever the learner is really.

Um, and we do that by kind of questionnaires sort of through Microsoft Forms or more recently in our pilot, um, we use learner focus groups, um, to get good quality data about, you know, what went well, what didn't go so well and so we can amend, like Jenny was saying, we can amend our scenarios based on, on that feedback as well.

And, um, as a faculty we often use meta debriefs is where we kind of debrief ourselves after the simulation has occurred. Um, and we, so maybe people will sort of sit down and reflect on parts of the simulation again, that went well and do a little bit of peer review. Um, so from, for example, looking at my debrief skills, is there something that I could do? What went well and really, and what, what could I have done a bit better? And so, we are kind of continually developing our own, um, simulation skills, um, at the same time, which is really helpful for me, for my own professional development.

Elsbeth Boxall

Yeah, that's great. So, it's a cons.. constantly evolving, um, which is really important, isn't it? Because practice is changing all the time. So, um, I guess this is probably a, a, a chance to reflect on a lot of the, the benefits that you, you've already alluded to and going to you, Jo, first, what benefits do you think, if people are listening to this, what, what benefits do you think they would gain from joining the Simulation Faculty?

Jo Garrod

So, I think I've probably shown already that I find being a member of Sim Faculty really, really rewarding, uh, more so than traditional lectures. I, you know, I'm involved with, it's, it's really great to see pharmacists at different stages of practice have really good quality open discussions about their own skills and experiences.

Um, you know, learners often come out of the simulation telling me that they really enjoyed it and they feel much more confident in their skills, whatever skills that might have been, uh, especially as I was saying, the non-technical skills and that, you know, they want to, they say to me, I want to do more, particularly those pharmacy, uh, students that have never come across sim before they say, I want to do more. Well, you know, how can I do more?

So, it's just really, you know, really good, good feedback. Um, and, you know, I can practice my skills in running simulation snap scenarios and debriefing with the support of the wider simulation network, which is great. Again, as I say from my own development, um, you can use Supervised Learning Events like teaching observations for portfolio credentialing, uh, in the Education and Training domain of the core advanced pharmacist, uh, portfolio, for example.

Um, and I've also really learned different approaches to patient care for my own practice, um, from multidisciplinary colleagues involved in the debrief, um, such as patient consultation skills that I've gone on and used. So, you know, not only is it the learners' learning, faculty are learning at the same time, so, uh, yeah, I would ha.., I really recommend it. Um, so you can support your, in your trainees, um, and also locs... support local and national programmes.

Elsbeth Boxall

That's fantastic. So definitely lots of benefits. And Jenny, would you like to add to that as well?

Jenny Allardyce

Um, yeah, I think satisfaction and, and just something that's a bit different to your normal day- to-day, but that's really fun but still work-related. Um, and, and great for, for your, um, career development. Um, you know, like Jo mentioned, like the um, framework development but also kind of working in those four pillars. It can be a really good way to tick off like, you know, Leadership and Education and Training and um, in a really easy kind of fun way.

Um, and yeah, I would agree with that point that the faculty learn as much, um, and get great insight, um, from the discussions as well. So definitely agree with that.

Elsbeth Boxall

Yeah, it sounds like a really positive way to learn, a really positive environment and, um, I suppose like just to kind of round up, um, Jenny, what would your, be advice be if, for the first steps for someone who wanted to become involved in Pharmacy Simulation?

Jenny Allardyce

So, I think checking in with your, probably your own sort of E&T team, obviously Jo is involved with that in, in Highland, we have an E&T team who can direct people into who's involved. 'cause they might not, you might not know who's involved in sim in your area. Um, and it might be at different stages of development depending on the size of your board and, um, you always quite, we are quite lucky to have quite a lot of people have been trained in, in Glasgow or been involved and kind of got kind of joined in, um, with sim just from undertaking it.

That's often quite, um, a common route you go, this is fun, I want to do more of this and then, and then you end up sort of going on the training and then obviously if you're not sure on your board who would deal with that, then uh, speaking to NES directly, um, is a really good, um, option just to find out what's happening.

Elsbeth Boxall

So that's fantastic. Um, and Jo, any final comments on that?

Jo Garrod

Yeah, I agree with what Jenny has said, and I think like myself, I would just recommend finding out what local simulations are happening in your health boards. Um, doesn't necessarily have to be pharmacy, it could be for me it was the medical education team.

Um, because simulation is very much embedded into the undergraduate medical degree, um, and just, just going along and having a, a, a watch going, observe a simulation, um, that's what really sparked my interest. Um, so yeah, just go and have a look, just go and we don't mind observers, we don't mind people coming along. Um, everyone's very welcome. So yeah, I'd recommend do that if you're just not that sure, but whether it's something for you.

Elsbeth Boxall

That's brilliant. And, and Jenny, what did you want to add to that?

Jenny Allardyce

I was just gonna say, um, if I've found that actually being the patient first could be a really good way to get into it. If you want to become, if you've done a bit of sim and you want to get, kinda get involved in the faculty, but doing the patient role, it could be quite fun, especially if you're quite creative and enjoy kinda that, um, side of things and, and then that kinda gives you a better idea of the process as well.

Elsbeth Boxall

That's an excellent tip. Yes. Like, um, channel your inner amateur dramatics skills. [Yeah],

No, it, it sounds really, really, really fun and um, it's great to hear about such an enjoyable way to learn, um, in a safe space. So, thank you very, very much both of you for those valuable insights, Jenny and Jo. And, um, I think you probably have inspired a lot of people to get involved in Simulation. Um, and, and we will ensure that we have the link to the NES Pharmacy Simulation page, um, included in the podcast notes so that people can, um, have a little bit more detail from that. Um, but you've also given us some really good practical tips for getting involved. So, thank you both very, very much for your time. Um, and I hope everyone has enjoyed listening. Thank you.

Jo Garrod

Thank you.

Jenny Allardyce

Thanks.

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