

Evaluation of a Pharmacy Education, Training, Research and Professional Development Program in a Tertiary Hospital

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A **baseline workforce survey** was conducted in 2018 to evaluate the department's education, training, research and professional development program. **Changes were made** to the program based on respondents' feedback and a **repeat survey** was conducted in 2020. The **aims** were to evaluate staff perspectives on changes to the education, training, research and professional development program and identify new program development opportunities.



Changes to the program included the introduction of **Entrustable Professional Activities (EPAs)** assessment tools; assigning a **pharmacist buddy** to new clinical staff; enhanced **research support** including a central register of research projects and senior review of departmental research; delivering departmental Continuing Education and Journal Club sessions using a **virtual platform** and hybrid model; and recording education sessions to **improve access** to professional development resources.



PERCEPTION OF BUDDY SYSTEM FOR NEW STAFF

Implementation of a buddy system to support integration into the workplace was perceived as 'very useful' by almost half of respondents (n=13, 45%).

IMPORTANCE OF TEACHING & TRAINING

Fewer respondents (n=17, 59%) in 2020 perceived teaching and training as a 'very important' part of their role, compared with 73% (n=35) in 2018.



RESEARCH PARTICIPATION

Added support and mentorship increased involvement in research activities from under a third of respondents (n=13, 27%) in 2018 to over half (n=15, 52%) in 2020.



360° FEEDBACK

Most respondents (n=24, 80%) in 2020 had never done a 360° feedback previously, despite three-quarters (n=22, 72%) indicating they would be interested in this opportunity.

CONTINUING EDUCATION ATTENDANCE

Continuing Education and Journal Club sessions were initially moved to an online platform with the emergence of COVID-19, with subsequent development of a hybrid virtual/face-to-face model. Despite the pandemic, more than a third (n=9, 39%) of respondents report an increased attendance with the introduction of an online platform.



More respondents felt the **current** education program was **tailored** to their **needs**

(86% in 2020 vs 71% in 2018)

Reduced response rate was a **limitation** of the repeat survey, possibly caused by heightened stress levels due to COVID-19 and the Christmas period. The program evaluation has instigated **further changes**, including the development of an education recordings repository, embedment of regular pod/team education meetings and the commencement of a competency-based 360° feedback program pilot.

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