PERCEPTIONS OF PHARMACY STUDENTS TOWARDS PEER CROSS-CHECKING OF DISPENSED MEDICATIONS DURING PRACTICAL CLASSES

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OUTLINE

• Background
• Objectives
• Methods
• Results
• Discussion
• Conclusion
BACKGROUND

• Peer learning has been extensively applied to facilitate learning and reported outcomes have been positive.¹

• Peer assessment² is part of peer learning and is utilised in healthcare education including professional pharmacy degree programmes.

BACKGROUND

• Routine responsibilities of pharmacists involve the checking of medications prepared/packed by support staff.
BACKGROUND

• Learning to check and correct the finished work of another person is a relevant and essential skill set to inculcate in pharmacy students.

• Introduce cross-checking or peer grading of medication dispensing assignments in undergraduate programme.
BACKGROUND

• Medication dispensing practical classes

• 3 hour weekly practical class

• Variety of exercises of different dosage forms
BACKGROUND

• First 6 exercises are graded.
BACKGROUND

• Peer cross-checking by assigned peer students
BACKGROUND

- Group debrief by faculty
OBJECTIVES

To investigate student’s perception of:
• Cross-checking by peers
• Receiving timely feedback from peers
• Preparatory training for own eventual pharmacist-supervisory role
METHODS

• Cross-sectional questionnaire survey
• Administered to all Year 1 and Year 3 students
• Upon completion of all dispensing practical sessions
• Participation was voluntary
• Informed consent was taken
Please circle against the statements below.

1. Cross-checking has helped me learn to check my classmate's work.

2. With cross-checking, I received more feedback to different aspects of my work.

3. With cross-checking, I received timely feedback on my work.

4. Cross-checking has enhanced my learning experience in the dispensing practicals.

5. Cross-checking is preparing me for my future role as a pharmacist supervising and checking the work of the pharmacy assistants and technicians.

Please share other comments and feedback in the box below.

I give my consent to take part in this survey.

Name: ___________________________ Signature ___________________________
RESULTS

Responses

Year 1
students
n = 199
• 71%

Year 3
students
n = 150
• 66%

PERCEPTIONS OF PHARMACY STUDENTS TOWARDS PEER CROSS-CHECKING
RESULTS

1. Cross-checking has helped me learn to check my classmate's work.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree &amp; Disagree</td>
<td>18.8</td>
<td>7.1</td>
</tr>
<tr>
<td>Neutral</td>
<td>26.8</td>
<td></td>
</tr>
<tr>
<td>Strongly Agree &amp; Agree</td>
<td>54.4</td>
<td>56.6</td>
</tr>
</tbody>
</table>
RESULTS

2. With cross-checking, I received more feedback to different aspects of my work.

![Bar Chart]

- Year 1
- Year 3

PERCEPTIONS OF PHARMACY STUDENTS TOWARDS PEER CROSS-CHECKING
3. With cross-checking, I received timely feedback on my work.

- Strongly Disagree & Disagree: Year 1 (33.6%), Year 3 (19.2%)
- Neutral: Year 1 (28.9%), Year 3 (35.4%)
- Strongly Agree & Agree: Year 1 (37.6%), Year 3 (44.4%)

PERCEPTIONS OF PHARMACY STUDENTS TOWARDS PEER CROSS-CHECKING
RESULTS

4. Cross-checking has enhanced my learning experience in the dispensing practicals.

PERCEPTIONS OF PHARMACY STUDENTS TOWARDS PEER CROSS-CHECKING
5. Cross-checking is preparing me for my future role as a pharmacist supervising and checking the work of the pharmacy assistants and technicians.
RESULTS

• Created self-learning opportunities and fostered better self-awareness as students learnt to identify common mistakes made by peers

• Some preferred grading by faculty to peer cross-checking
  – Peers not as sharp in picking up mistakes
  – Mistakes overlooked by peers
RESULTS

• Some felt it would be good if faculty could go through their cross-checked exercises individually in addition to group debrief.

• Group discussion led by faculty helped them acquire a more critical and clearer understanding of their practical exercises.
CONCLUSION

• Students perceived that peer grading activities helped them learn better and faster.

• Cross-checking helped prepare the students for their eventual supervisory roles as pharmacists who will check and correct work done by subordinates and fellow colleagues.

Patient Safety Starts HERE!
CONCLUSION

• More Year 3 students compared to Year 1 students preferred peer cross-checking.

• Faculty could provide more explicit guidance to the students for the peer cross-checking process.
THANK YOU