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## Introduction and Aims

The development of Clinical Pharmacy in the United Kingdom (UK) has been established since the 1980's. The concept of pharmaceutical care has developed over the past 30 years and more recently the pharmacists role in medicines optimisation and safety was endorsed by the UK government 2010. The University of Hertfordshire (UH) established a memorandum of understanding with Meiji Pharmaceutical University (MPU) in 2009. Staff exchange and the delivery of clinical pharmacy and patient safety seminars was established in 2009. A unique six week student clinical pharmacy programme was launched in 2010. Tutors at MPU identified students who had completed the 4/5th year of the pharmacy programme and had the appropriate level of language skills to benefit from the programme. MPU identified students were selected through interview with UH tutors.

The goal of the clinical programme was to enable students from MPU experience UK educational methods of learning, interaction with UK students and develop a portfolio of clinical practice. The students also had first hand observational experience of a wide range of UK clinical practice. The aim was to evaluate the achievements of this programme.

## Method

- Qualitative analysis of 14 students' experience following delivery of the programme from 2010 to 2015 was undertaken. Materials reviewed included written feedback based on student experience, MPU and UH tutor evaluations.
- The student experience was based on attendance at lectures and workshops undertaken by undergraduate pharmacy students and Overseas pharmacists' assessment programme students; undertaking research on a specified area of pharmacy practice; reviewing and presenting case studies based on the pharmaceutical care of patients; undertaking placement visits at hospital and community pharmacies, industry and established pharmacy organisations. Students are expected to deliver an oral and poster presentation as well as produce a portfolio of clinical placement practice.
- MPU and UH tutor evaluations were based on oral and written site visit feedback, programme review reports written by UH programme tutors and support tutors who facilitate the delivery of the programme.
- Content analysis of reports and written feedback was undertaken. This facilitated an analysis of descriptive accounts. Reflective quotations were drawn from the various reports used and represented in results section. Ethical approval was not needed to undertake this service evaluation.

## Results

Students reported positive achievements including the opportunity to undertake a literature review in a specific area of practice, usually in comparison to the clinical or patient service provision in Japan; an appreciation of the student-tutor interactions within the teaching sessions; the opportunity to experience real world pharmacy practice in hospital, community and industrial sectors within the UK (see Figure 1); improvement in English language and communication skills by undertaking an oral and poster presentation and new friendships formed with peers. These conclusions are represented in the following quote:

*"It was such a great experience to have a placement in a hospital, pharmacy, and Pharmaceutical company. Having an opportunity to talk with many health professionals in person in the UK was exciting for me, and learning their work was interesting too. They showed me many range of works they do daily which made me realize a big potential that the pharmacists in Japan have"*

Students' action plan often included continuous reflection on their learning for development. These conclusions are represented in the following quote:

*"I learned that knowing the health care system or the role of the pharmacists in other countries would help to realize the advantages and disadvantages of one's own country's health care system. I will continue learning about things related to medical field world widely"*

Tutors from MPU reported on the positive impact of the programme and provided suggestions for supporting students at each stage such as providing access to language support, resources for pre course reading to contextualise UK health care practice and the use of a buddy system for peer-to-peer support.

UH tutors reported on the notable development in students' communication skills and increased understanding of the practice of pharmacy within the UK.

## Conclusion(s)

This has been a successful clinical pharmacy programme with good feedback from participants. The student's portfolio of work enables them to select areas of their personal interest.

The programme has also benefited UK academic staff in that they need to enhance their teaching skills to adapt to students learning needs. The involvement of a Japanese speaking clinical pharmacist was a positive development and enhanced the students learning experience. The use of a wide range of sectors enabled the students to understand the breadth of pharmacy practice and has benefited them on their return to Japan to explore wider employment opportunities. Current final destinations include roles with established pharmaceutical companies in Japan and UK (PAREXEL and AstraZeneca respectively), Japanese regulatory agencies and work in the community and hospital pharmacy sectors in Japan.

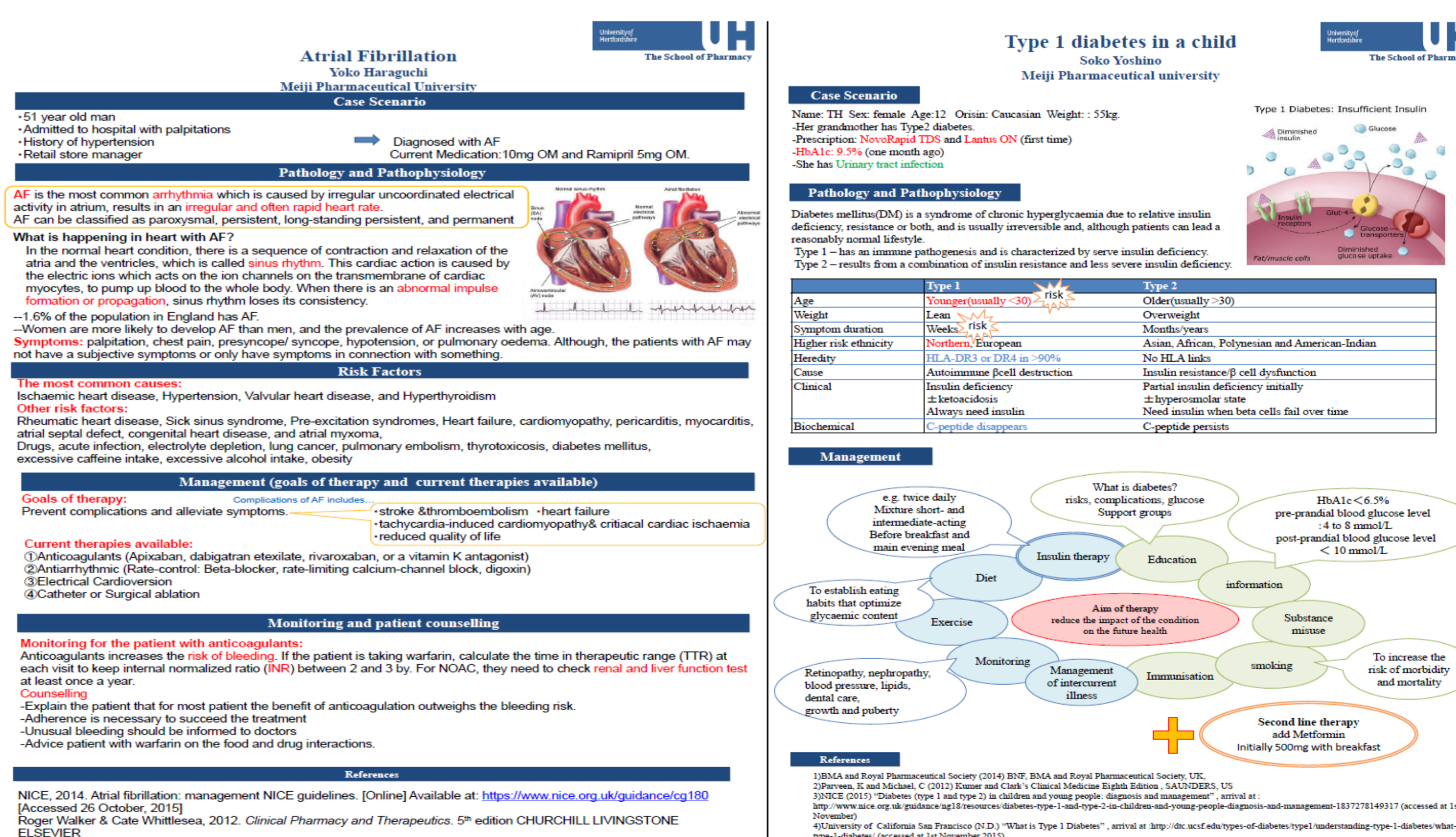
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Figure 1: MPU students on industry placement with Pharmidex staff members



Figure 2: Poster presentations by MPU students at the end of the programme



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