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**Concordance : The impact of experiential learning
through simulation**

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Background

- Medicines management
- Concordance
- Preparedness for professional practice
- Simulation as an educational approach

Design of Tic Tac exercise

Week long exercise designed to simulate an authentic experience of following a medicines regime

PG Dip and BSc Adult Nursing Students



Simulation

Each student was asked to:

- Collect a prescription from the Myddelton St GP
- Collect prescribed medicines from Myddelton HC Pharmacy during opening times
- Take medicines as prescribed for 5 days
- Reflect upon their experiences



Simulation

3 medicines:

- different doses
- different frequencies
- different instructions



Engagement of learners

25% of students did not engage with simulation exercise:

- Forgot
- Pharmacy was closed
- Written permission not given to friend for collection
- Lost prescription/did not collect medication
- Already taking medication
- 'couldn't see the point'



Unwrapping the experience

- Did not know why they were taking them
- Did not like taking them/ hard to swallow
- Did not like others knowing they were taking tablets
- Did not like people asking why they were taking tablets
- Did not eat 3 times a day
- Ignored the no alcohol warning or omitted them so they could drink
- Forgot to take them/ did not complete course
- Lost them
- Too much to remember- needed reminders from friends/partners
- Friends took them

Lessons learned- students' perspectives

Students noted:

- Greater appreciation of factors that influence adherence/non-adherence
- Recognition of issues of polypharmacy and co-morbidities
- Recognition of the emotional impact
- Appreciation of the need for detailed patient information
- Importance of active listening to patients' concerns
- Importance of involving patients in prescribing decisions

Lessons learned- academics' perspective

- Creating **authentic** learning experiences
- Detailed plan and timeline required for simulation exercises
- Need to factor in time investment required
- Recognising importance of team approach
- Incorporate evaluation

Simulation in other disciplines:

- Think outside the box to identify potential authentic experiences
- Consider intended focus of simulation experiences- are they 'red flag' situations, areas of concern within the discipline or areas where there is limited opportunity for practice.
- How can best practice in the relevant discipline be reinforced?
- Need to build team- simulation is an investment



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