

EPIC-PPT Cross Study: Enhancing Prescribing Safety in Medical Students: The Impact of Pharmacist Peer-Led Teaching Intervention

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Background: Prescribing safety is a critical aspect of medical practice, ensuring optimal patient care and minimizing medication errors. In the United Kingdom, medical students are required to pass the National Prescribing Safety Assessment (NPSA) to demonstrate their competency in safe and effective prescribing practices. However, the NPSA poses challenges for medical students, demanding a comprehensive understanding of pharmacology, drug interactions, and prescribing guidelines. Graduate entry medicine courses, which enrol students with prior qualifications in pharmacy, offer a unique opportunity for peer support, potentially enhancing students' preparation for the NPSA.

Aims: Primary outcome: The score of participants sitting the NPSA mock exams following pharmacist peer-led teaching.

Secondary outcomes

- Confidence of students in prescribing by survey
- Qualitative analysis: Interviews conducted with participants regarding their experiences of prescribing training and teaching

Methods: A cross-study method will be employed, recruiting two streams of 30-40 participants each who will undertake six teaching sessions and three 50 mark NPSA style examinations at set point intervals. Feedback forms and confidence questionnaires will also be administered throughout the program to evaluate the effectiveness of the teaching intervention. Additionally, individual interviews will be conducted with willing volunteers at the end of the program to gain deeper insights into their experiences with prescribing training.

Expected Results: We anticipate that the pharmacist peer-led teaching intervention will lead to significant improvements in NPSA scores among the participants. Furthermore, we expect to observe an increase in participants' self-perceived confidence in prescribing after completing the program.

Conclusions: The findings from this study will contribute valuable insights into the effectiveness of pharmacist peer-led teaching intervention in enhancing prescribing safety among medical students. These findings hold significance for medical educators and institutions seeking to enhance prescribing training and promote patient safety in medical practice.

