



MASTERCLASS PHARMACOTHERAPY: A SUCCESSFUL AND EFFICIENT CONCEPT TO ORGANIZE NEAR PEER PHARMACOTHERAPY TEACHING

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Introduction

- Pharmacotherapy education is an essential part of medical education
- Departments of (clinical) pharmacology are usually small and its therefore difficult to deliver a labour-intensive contextual learning programme
- The Masterclass Pharmacotherapy (near peer teaching) could solve this problem

Aim

- The aim of this study was to investigate how student-teachers evaluate the Masterclass Pharmacotherapy (MasPharm), and subsequently how students evaluated the pharmacotherapy training sessions with student-teachers from the MasPharm

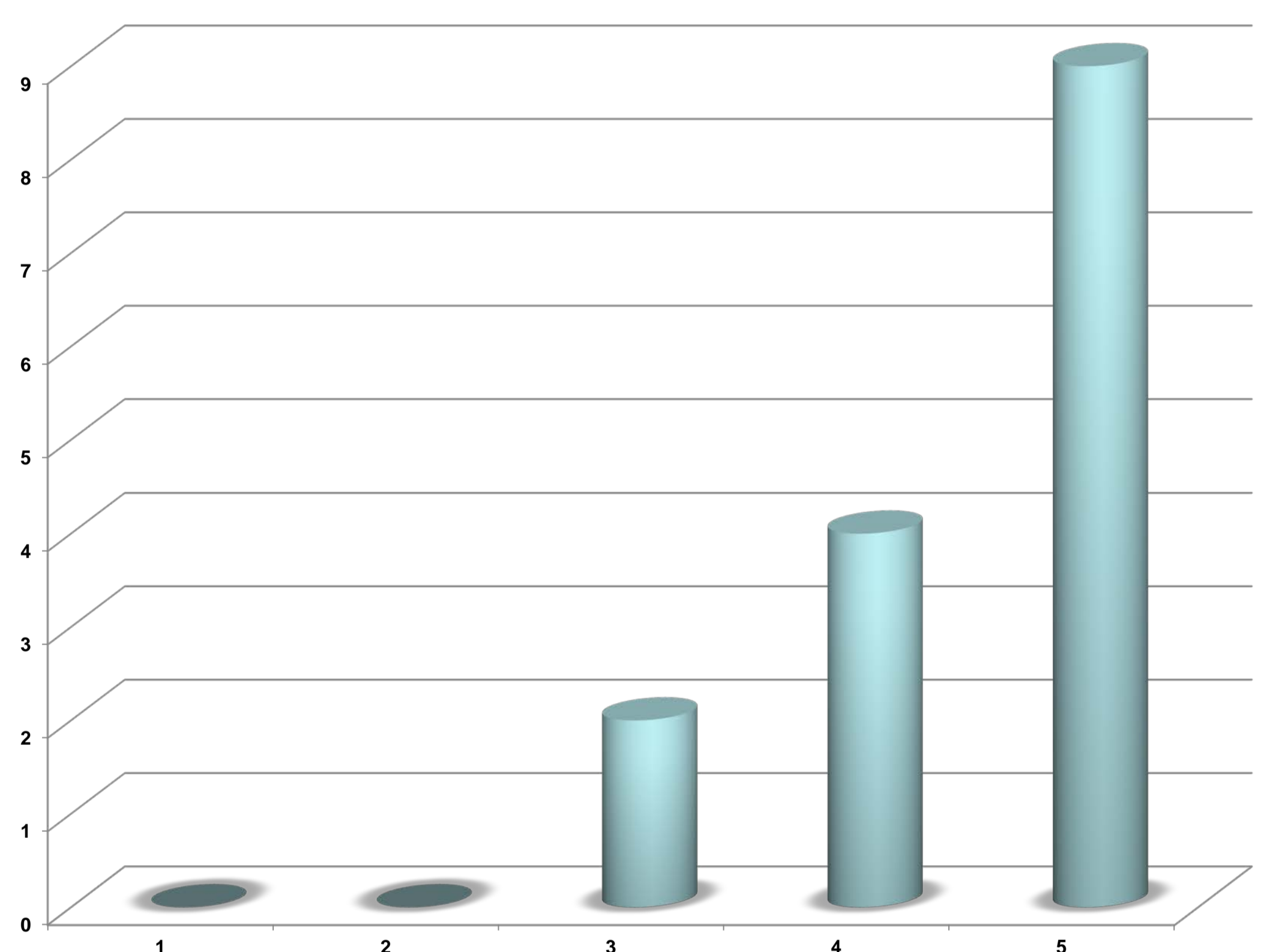
Methods

- Student-teachers were questioned once by an electronic questionnaire (SurveyMonkey®) regarding all aspects of the MasPharm (e.g. quality supervision, motivation, reward)
- As part of the general course evaluations, students were able to evaluate the quality of the pharmacotherapy training sessions (bachelor 1-3)

Results

- 15 student-teachers completed the survey and were included in the study (response rate = 60%)
- The MasPharm was evaluated with a score of 4.46 on a 5-point likert scale. Most important reasons to participate in the MasPharm were to improve pharmacotherapeutic knowledge and skills (53,3%) and near peer teaching (26,7%). Least important reason was earning money (6,7%)
- Student evaluations of these training sessions consistently show high rating scores (average of 4.0-4.3 on a five point rating scale)

MasPharm evaluation (0 - 5 scale)



Conclusions

- Both student and student-teacher evaluation were highly positive, with average scores >4.0 on a five star rating scale
- With the concept of the MasPharm it is possible to cost effectively organize 14 differently themed pharmacotherapy training sessions for 350 students per year divided in 30 groups (2hrs each)

Why start a MasPharm?

- Motivated students
- Highly appreciated education
- Extra-curricular events with experts for extending knowledge