

“This is one of the most engaging sessions we’ve had”

Using randomly generated scenarios as a novel method for consolidating knowledge and public health communication skills

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Background

The 3Cs model proposed by the WHO EURO Vaccine Group describes the complexities of vaccine hesitancy being driven by confidence, convenience, and complacency.

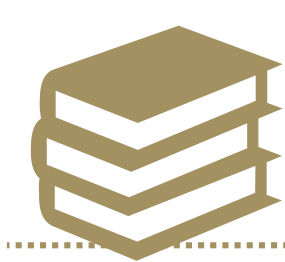
The COVID-19 pandemic refreshed research into vaccine hesitancy and highlighted the role of pharmacists in increasing access to vaccinations and tackling hesitancy and misinformation.

Aim

To deliver sessions for Level-7 MPharm students designed to strengthen vaccine knowledge and develop important health communication skills.

Learning outcomes

- Discuss key drivers for vaccine hesitancy and vaccine uptake
- Highlight differences in drivers and barriers to vaccine uptake and behavior amongst different groups of patients, public, and health professionals
- Design materials to address barriers to vaccine uptake; justifying decisions relating to content and design.



Programme of Learning

Pre-session work

Online lectures and reading relevant literature relating to vaccine technologies, vaccine research, and vaccine hesitancy from the perspective of patients, public, and pharmacists.

Initial face-to-face workshop evaluating COVID-19 vaccine research and applying this to clinical scenarios and health policy with regards to vaccine roll-out.

Public Health Communication Workshop

Small groups of
2-3 students

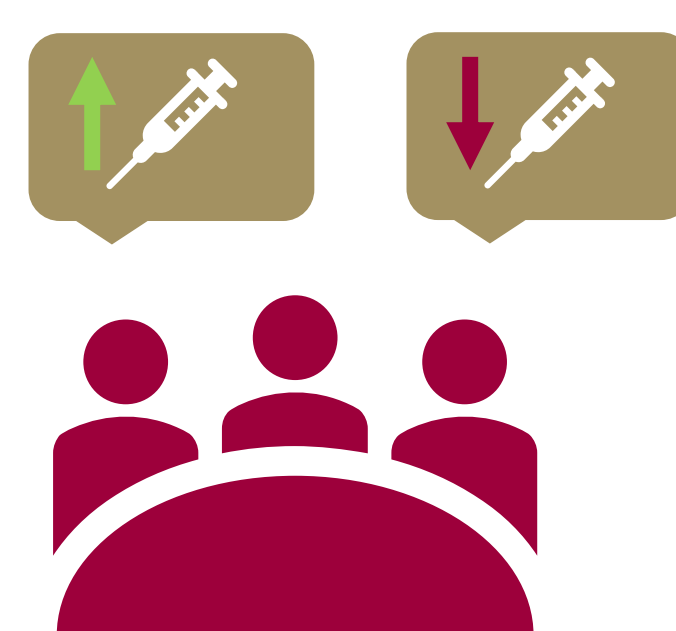


Group randomly assigned
one target audience



Nurses
Physicians and Surgeons
Community Pharmacists
Care home staff
Pregnant women
Parents of children aged 12-15
Immunocompromised patients
College students (age 16-18)
University students (age 18+)

Group presents drivers for
vaccine hesitancy and
uptake for their population



Group randomly assigned
one method of
communication



Leaflet

Group presents poster or
leaflet, discussing evidence
and rationale

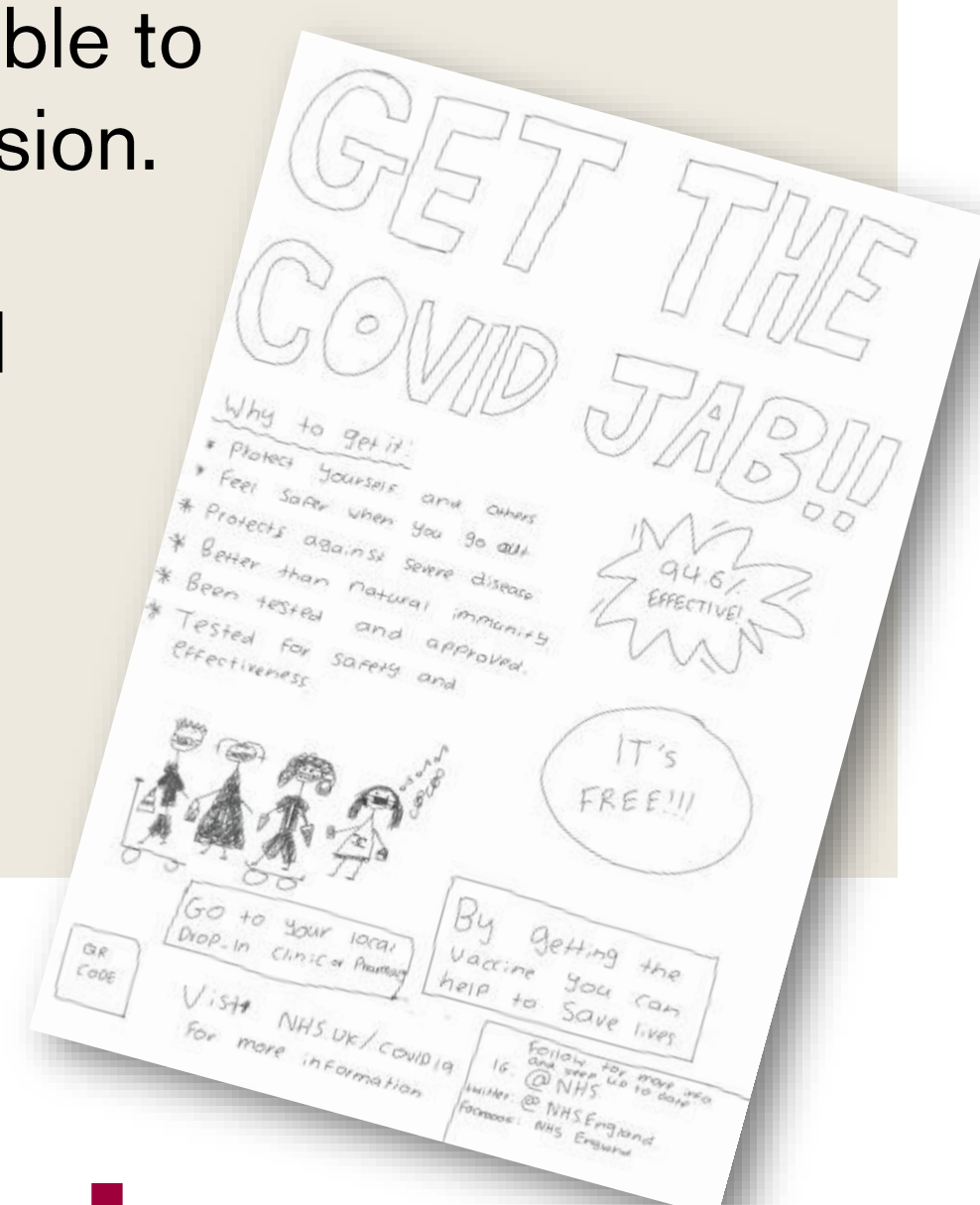


Evaluation

Materials Produced

There were 18 different situations that could be covered, so it was not possible to cover every one in each session.

Materials were scanned and uploaded onto Blackboard for all students to review.



Student Perspective

Student experience and feedback was positive with students stating:

“This is one of the most engaging sessions we’ve had”

“[this would] make a good professional-practice assessment”.

Educator Perspective

Engagement was high during the sessions and through review of student-generated materials, which also demonstrated application of learning and achievement of learning objectives.

Students seemed to enjoy having a different, creative, session in their programme.

Moving Forward

- ⦿ Future sessions will consider additional health-communication media, such as social media.
- ⦿ Content-analysis research of student-generated materials across two cohorts will be undertaken to identify common themes presented by students, and identify knowledge gaps.