

# Intersectoral working in schools between education staff and primary healthcare professionals



## Case study description

Title of the initiative / case study	A Pharmacist in Schools
Country / Territory	England - Yorkshire
Summary of the intersectoral initiative	<p>Through external connection to a member of school staff, an invitation was extended to attend a school to discuss healthy lifestyle with age 4-7. When I first attended the school, I was a community pharmacist and arranged to attend with various resources, including NHS leaflets and baskets of fruit donated by my employer. Following the initial first contact to deliver these sessions, I was invited back to the school to deliver sessions on broader topics, including careers talks, mathematics in the world of work (to support World Maths Day), and drug safety for those aged 10-11 preparing to leave for secondary school.</p> <p>I now routinely attend the school to deliver talks, and have been invited to attend nursery schools and other schools in the area.</p>
Focus of the initiative	Both mental health and physical health
Goal and objectives Overall goals and specific objectives.	I attended the schools initially to support the local community, already invested given the school hosts my children as pupils. After the first few sessions, I realised just how much I enjoy going in to deliver the sessions and sought opportunities to go back in to raise awareness of the pharmacist role, but also to support the curriculum and share how their learning reflects true-to-life experiences.
School setting	4-11
- Age group of students covered (0-18)	
- Number of students in the school	Please write total here Unsure

- Public ( <i>no fees</i> ) or Private ( <i>pay fees</i> )?	Public
- Location	Rural
- Socioeconomic environment	All types
<p>Description of the initiative</p> <ul style="list-style-type: none"> <li>- What was the driver to start the initiative? <i>Was it the pandemic, or something else?</i></li> <li>- From when to when did the initiative take place? <i>Does it continue now?</i></li> <li>- Did it get funding? How was it funded?</li> <li>- What type of activities took place <i>e.g. health professionals seeing students or staff for consultations, health professionals training education staff, teachers training health professionals?</i></li> </ul>	<p>I started this work back in 2018, after an invite from a staff member to attend. The school were looking for local speakers as they are keen to involve the local community in supporting the school curriculum.</p> <p>After the success of the first few sessions, I am now regularly invited back into school to deliver sessions ranging from careers talks, maths in everyday life, healthy living and healthy eating, and drug safety for the older pupils.</p> <p>I deliver the sessions as a volunteer in my time outside of work – this is non-funded and any materials I use are either printed by the school or by me.</p> <p>Healthy Eating – I have delivered sessions on the topic of eating healthily, discussed and taught students of all ages (within primary school) about the different food groups. I have delivered games, practical exercises for matching foods to their associated group and focused on what matters for healthy intake.</p> <p>Healthy Living – I delivered a session on the ‘Five Things for Healthy Living’ and covered: healthy eating, hydration, exercise, sleep and ‘happy hobbies’. The sessions I deliver are all interactive, and the students provide all the answers with encouragement. Students are invited to talk and participate with their own ideas.</p> <p>Maths in the Everyday – I delivered a session as part of World Maths Day to the year 1 and year 4 pupils. With year 1, I was able to talk about counting medicines and how the knowledge of times tables helps me do my role as a pharmacist. With year 4, I was able to involve the students in</p>

	<p>calculating a reducing dose of prednisolone based on a dummy prescription, discuss the use of the 28-times-table in my everyday work, involve them in calculating an infusion rate for a neonate based on weight, and discuss the calculation of kidney function involving age/weight/creatinine levels and how that differs relating to individual characteristics. We talked about drug clearance and drug accumulation based on kidney function and the impact of the organs in the body on drug delivery.</p> <p>Drug Safety – I deliver sessions with year 6 on an annual basis now. The session I deliver is very interactive and requires whole class participation. We talk about medicines vs drugs – I often ask the class “are all drugs medicines?” and “are all medicines drugs?” and we discuss around the topic of understanding how to identify if something is safe to take. We discuss as a group the impact of drug misuse and each student labels the outline of a human body with the impact of drug misuse on our bodies and mental health. I provide the students with a safe space to ask about drugs, we talk about the impact on not just physical health, but mental health and our social groups. I also give advice on how to deal with circumstances if the children find themselves being offered or encouraged to misuse drugs.</p>
<p>Partners</p> <ul style="list-style-type: none"> <li>- Who are the partners involved?</li> <li>- Who are the education professionals involved in the initiative?</li> <li>- Who are the health professionals involved in the initiative?</li> <li>- Where are the health professionals located? (<i>e.g. In the school, in the community?</i>)</li> <li>- At what stage/s did intersectoral work happen (<i>eg conceptualization, co-design, implementation or evaluation</i>)?</li> </ul>	<p>The school have a member of teaching staff who liaises with me to invite me in; she will email me when they feel I can support with a topic.</p> <p>Occasionally the teaching staff have approached me directly.</p> <p>I am affiliated with the school as a parent – however I am also a local PCN pharmacist and work in all the local GP practices.</p> <p>The school do not dictate the sessions that I run, they will provide me with a loose topic and allow me to decide how I will deliver the session.</p>
<p>Results of the initiative</p>	<p>In terms of results, I do not evaluate the sessions, nor do I often get to see the students after the</p>

<ul style="list-style-type: none"> <li>- What were the deliverables?</li> <li>- Can you give some examples of actions resulting from the initiative?</li> <li>- What do you think was the impact of the initiative, if any?</li> </ul>	<p>sessions.</p> <p>I have received feedback directly from parents of the children who have discussed my sessions at home and I have received feedback from the school staff themselves.</p> <p>In particular, parents have commented about how my drug safety sessions facilitated open conversations at home about drug safety and gave children the opportunity to talk about their worries at home.</p> <p>Staff have commented on the positivity that the interactive sessions bring, how much the children enjoy when I attend, and how interesting the sessions are for staff and children alike.</p>
<p>Evaluation of the initiative</p> <ul style="list-style-type: none"> <li>- Was the initiative evaluated? If Yes - <i>How, and by whom?</i></li> <li>- Name two things that went well.</li> <li>- Name two things that could be improved.</li> <li>- What were the main <u>barriers</u> to intersectoral working?</li> <li>- What were the main <u>facilitators</u> for intersectoral working?</li> <li>- What advice would you give to others who would like to do a similar initiative?</li> </ul>	<p>I am not aware that my sessions were evaluated or measured.</p> <p>As a healthcare professional, the knowledge I share is evidence-based and linked to genuine examples of day-to-day healthcare provision which I think is more engaging for the children. The sessions were interactive and allowed the children to actively participate which will encourage confidence in the subject matter and empowers them to make decisions about their own health.</p> <p>The biggest barrier to intersectoral working was the impact of my prior commitments in my day-to-day role; I work full-time and on occasion have needed to book annual leave to volunteer at the school. Being a parent at the school where I have done most of my teaching has undoubtedly helped circumstances, though when initially invited to speak, my children did not attend the school.</p> <p>For others wanting to replicate or evolve the initiative, I would advise reaching out to local schools to network and build a relationship. I have run sessions in two local schools and a nursery (age 0-5) and if the school recognise that there is a desire to keep supporting the teaching, they will undoubtedly welcome offers to help.</p>

