

alternative for refractory CMV infection, even if resistant to ganciclovir.

REFERENCES AND/OR ACKNOWLEDGEMENTS

Conflict of Interest No conflict of interest

5PSQ-142 EVALUATION OF ADEQUACY, ADHERENCE AND SAFETY OF HUMAN IMMUNODEFICIENCY VIRUS POST-EXPOSURE TREATMENT

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Background and Importance Preventing human immunodeficiency virus(HIV) transmission is a major public health challenge. Consideration is given to the role of post-exposure treatment(PEP) of HIV prevention strategies.

Aim and Objectives To describe the adequacy, adherence and safety of PEP.

Material and Methods A retrospective observational study conducted in a tertiary hospital: patients older than 16 years old treated with PEP who consulted to emergency department(ED) January 2021-july 2022. Sex, age, risk and type exposure, adequacy of PEP based in clinical guidelines (<72 hours to start PPE, combination:EMTRICITABINE/TENOFOVIR/RALTEGRAVIR), previous PEP, HIV-status source, basal/monthly serology, dispensing-shift, suitable patient for pre-exposure treatment(PrEP), adherence, completeness and safety of PEP were collected as variables. Statistical analysis was performed using Stata MPv17.0.

Results 70 patients(67.14% men; median age 24.44, Interquartile range[IQR:21.69–35.91]) visited de ED 77 times to get PEP: 5/70(7.14%) presented twice and 1/70(1.43%) three times. 13/70(18.57%) were suitable to start PrEP and 1/13 had already started PrEP.

67/77(87.01%) of dispensing treatment were carried out in our centre and 70/77(90.90%) were the standard combinations. Exposure risk were: 36/77(46.75%) low, 32/77(41.56%) minimum, 7/77(9.09%[CU1]) high and 2/77(2.60%) unknown. Of all, only 3/77(3.89%)PEP were not adequate according clinical guidelines. All patients were provided by pharmaceutical care and a large proportions of all PEP visits 46/77 (59.74%) were between 10pm-8am.

75/77(97.40%) of exposure were non-occupational: 54/75 (72%) sexual exposure, 18/75(24.00%) suspected sexual aggression and 3/75(4.00%) accidental puncture. Most of HIV-status of the source were unknown(63/77;81.82%), followed by positive status(12/77;15.58%) and negative status (2/77;2.60%). HIV serologies at the baseline were negatives(72/77) or unknown(4/77) except 1 who had positive status. In the monthly serology, most of the patients had a negative result(55/76) or unknown due to loss of follow-up(LFU)(21/76).

After finishing PEP, 60/77(77.92%) patients had adherence, 8/77(10.39%) had no-adherence and 12/77(15.58%) unknown because of LFU.

21/77(27.27%) PEP were not finished due to LFU(15/21;71.43%), medical decision (5/21;23.81%) or treatment intolerance(1/21;4.76%).

Side effects(SE) were reported in 24/77(31.17%):(4;16.66%) patients reported moderate SE[CU2].

Abstract 5PSQ-142 Table 1

SE	%
GASTROINTESTINAL	65.62
CENTRAL NERVOUS SYSTEM	19.35
PSIQUIATRIC	6.45
GENERAL DISORDERS	6.45

Conclusion and Relevance In summary, PEP decision-making was adequate in the majority of visits. It should be noted the large number of patients who are LFU[CU1] . Therefore, work should be done to avoid such losses.

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6ER-002 WHAT'S ANOTHER PEER? EXPLORING THE USE OF NEAR PEER TEACHING OF MEDICATION HISTORY TAKING IN PHARMACY UNDERGRADUATES IN THE UK

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Background and Importance Ten Cate and Durning (2007)¹ propose that a fundamental goal of higher education is to achieve 'progressive independence of the learner'. They argue that when fostering independent thought and decision-making, learning may also incorporate elements of teaching and mentorship. One way to achieve this is to facilitate the teaching of others or the concept of 'peer' or 'near peer' teaching (NPT). Final year pharmacy students were introduced to the concept of NPT via a workshop and then taught second year pharmacy students completing medication histories on placement.

Aim and Objectives To explore final year undergraduate pharmacy students' experiences of near peer teaching as part of their hospital experiential learning programme.

Material and Methods This qualitative study involved the use of a focus group in February 2022, with eight final year students who had taken part in NPT on placement in December 2021. A topic guide directed the discussion of the focus group which was digitally recorded. The data was transcribed verbatim, and the transcript analysed using Thematic Analysis.²

Results Four main themes were identified from the analysis. The theme of 'relationships' had subthemes of 'trust', 'role modelling' and 'being valued'. The theme of 'emotions' had subthemes distinguishing negative and positive feelings as a result of feedback. The theme of 'curriculum and organisational culture' had subthemes of 'timing' and format of feedback' and 'feedback literacy'. Finally, the theme 'views of peer teaching' had the subthemes of 'power' and 'two-way learning'.

Conclusion and Relevance Final year pharmacy students demonstrated an appreciation for the teaching activity, stating it had improved their confidence and enhanced their professional identity. They indicated that their second year peers benefitted from the activity as they learnt to take accurate medication histories. As the UK Pharmacy degree will be updated in line with new standards this year, it is imperative that students