The Village Pharm

What did we flip?
Siva Krishnan
Jennifer Schneider
Irene Munro
The Village Pharm

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Institutional initiative
- To improve student learning and provide opportunities for deeper learning to occur
- Align assessment with
  - course and program learning outcomes
  - professional accreditation requirements
  - evidence application of knowledge and skills in the context of the discipline
- Required to change approach to teaching using blended and online learning
Institutional initiative

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After taking that course, my brain grew this much.
Fixing the shaky legs

- Flipped classroom
- Blended learning
- Problem based
- Project based
Master of Pharmacy

- 2 years - 6 Trimester
- Entry requires Science Bachelor Degree
- Intensive - Full time
- Strict accreditation requirements
- External accreditation exam + 1 Year internship for employment as pharmacists.
At the program level

Curriculum design
- holistic, integrated and collaborative
- about the student experience – clarity, control and progression
- evidencing learning outcome attainment
Curriculum design

- Diagnostic and formative
- Developmental and decisive
- Professional and directive
- Synthesis and distinctive
Aligning learning opportunities to graduate destinations

- Face-to-face learning
- Online learning
- Experiential learning
- Work-Integrated

- Apply learning in real world
  - Community pharmacy
  - Hospital Pharmacy
  - Clinical Pharmacy
Action plan

- Where are the opportunities for blended learning?
- How can we provide opportunities that are aligned to the program outcomes?
  - define blended-ness
  - define evidence
Pharmaceutics

- a discipline of pharmacy that particularly deals with the process of turning a new chemical entity into a medication
- design of devices for the delivery of medications to patients

**Drinking from the end of a fire hose**

- Lecture delivery followed by tutorials
- Emphasis was on covering content
- Teaching method did not foster
  - development of professional pharaceutics skills in the context of the discipline
  - synthesis and application of learning

**Using the garden hose approach**

- We flipped the cone of learning
- Learning materials were prerecorded using
  - Adobe captivate® - reading material
  - CrazyTalk® - case studies
- Lecture time was subsumed within tutorials

**Flipped classroom model**
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Flipped classroom model

The village

- Meet our local Pharmacist Bruce
- He delivers advice on medication and the use of medical devices
- He works with a local nurse
- Characters are built around a local community of people
- Stories were constructed around age, cultural, ethical, social and economic situations
- Complex issues including patient education, counselling and dealing with sensitive ethical problems were included in the course to help students develop professional skills for their practice
Did we achieve our GOAL?