



## INTRODUCTION

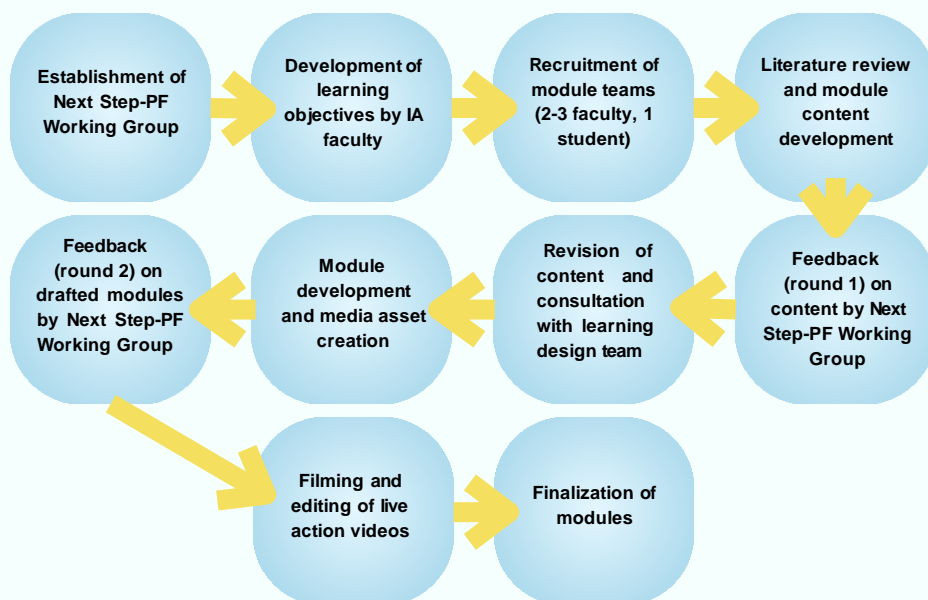
In the Entry-to-Practice (E2P) PharmD program, students participate in 7 to 10.5 hours of Integration Activities (IA) every week from years 1 to 3. IA sessions include

- skills laboratories
- case-based learning (CBL)
- physical assessment training (using human-patient simulators)
- small-group tutorials

Through individual and small-group learning activities and assessments, students are supported to integrate and apply knowledge learned in the classroom to develop the skills to be effective healthcare providers. To support IA sessions, practicing pharmacists are employed by the faculty to serve as pharmacist facilitators (PFs) of teaching and evaluation in IA. As a result of their importance to the training of students, a need to grow the existing 1-day training workshop into a more flexible and robust program arose.

Our goal is to create a sustainable, freely-available, continuing-education unit (CEU) accredited online training course available on the Canvas catalog that addresses the need for PF training within the Faculty of Pharmaceutical Sciences E2P PharmD program.

## MODULE DEVELOPMENT METHODOLOGY



## OVERVIEW

The Next STEP-PF consists of 5 modules:

- |             |                                 |               |
|-------------|---------------------------------|---------------|
| 1) Pedagogy | 2) Inclusive Teaching Practices | 3) Engagement |
| 4) Feedback | 5) Assessment                   |               |

## EXAMPLE: MODULE 3, SECTION 3.2 STRATEGIES FOR ENGAGEMENT

Four **key strategies** of engagement are introduced in this module. This section starts with brief scenarios PFs may have encountered that apply these strategies in their pharmacy practice.



(Salinitri et al., 2015)

Each strategy includes:

1. IA definition  
e.g., **Scaffolding**: occurs when facilitators guide and support students while they are still learning
2. **Evidence-informed** role of the strategy in engagement



Fig 1: Vyond animation, Role of scaffolding

3. **Specific actions and applications** of the strategy that PFs can practically execute. Strategies are organized into a stage-based approach.



Fig 2: HSP hotspot learning activity

4. Examples of the **strategy in action** via media assets showing scenarios that PFs may encounter



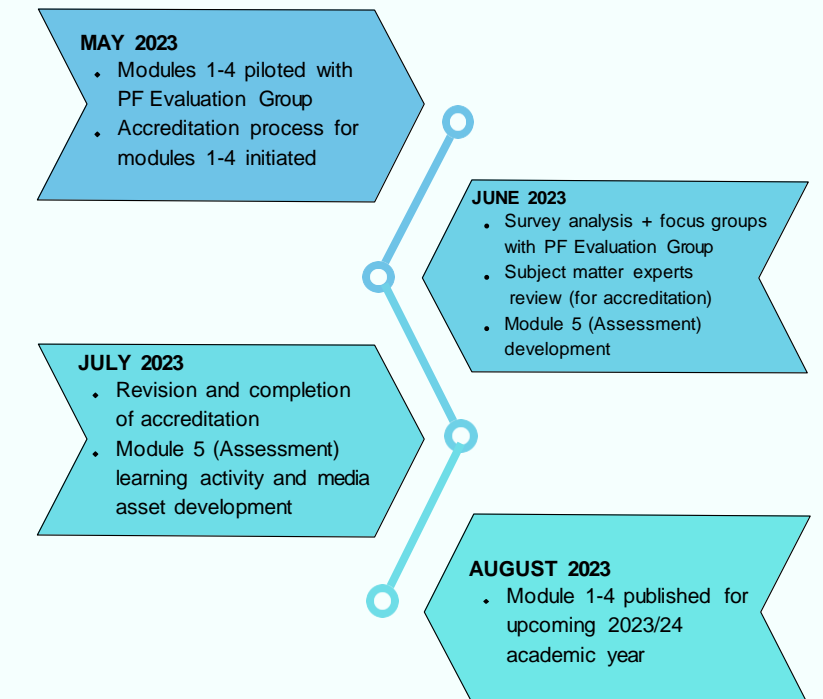
Fig 3: Live action video on cognitive congruence

## NEXT STEP-PF'S EVALUATION

To evaluate the online training program in

- Enhancing perceived preparedness of PFs
- Perceived utility/usefulness by PFs
- Perceived interest by PFs
- Improving PF knowledge of foundational content

## FUTURE DIRECTIONS



## ANTICIPATED STUDENT IMPACT

Student experience in IA sessions enhanced through provision of effective feedback, improved engagement opportunities, and an inclusive learning environment

- **651 students** and **315 IA session hours** impacted per term
- **116 PFs** to complete required training
- **1,750 total hours of PF time per term**

## REFERENCES

Salinitri FD, Wilhelm SM, Crabtree BL. Facilitating facilitators: Enhancing PBL through a structured facilitator development program. *Interdisciplinary Journal of Problem-Based Learning*. 2015;9(1).

## ACKNOWLEDGEMENT

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