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Hybrid Learning in the PharmD Program (HIPP)
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Introduction
An evaluation of online modalities used during the pandemic yielded important guiding principles related to hybrid delivery in the Entry-to-Practice PharmD curriculum. The goal of the HIPP project is to integrate intentionally and flexibly designed hybrid content to support learner autonomy and flexibility.

In year 1 of HIPP, the project team has:
• Refined a change management informed approach for this project that centers:
  o Universal Design for Learning (UDL) principles and equity, diversity and inclusion (EDI)
  o Student collaboration
  o Faculty and staff expertise
• Created templates and processes for planning, production and evaluation of hybrid content
• Developed, piloted and evaluated three hybrid sessions which includes asynchronous learning activities (ALAs) to complement synchronous session
• Initiated planning and development of HIPP-Y2 ALAs
• Identified sustainability-related priorities

Examples from ALA
The ALAs have been built within Articulate Rise and are available within the Canvas Learning Management system. Features of ALAs include:

**Introductory materials:** Welcome video from instructor, navigation instructions, learning objectives and downloadable pdf hand-out

**Navigation:** Content divided into topics that are aligned with learning objectives to support student engagement

**Interactive Learning:** Interactive activities, video, audio and text for dynamic learning experience

**Self-Assessment:** Knowledge check questions and explanations to assess progress towards learning objectives

**Evaluation**
An evidence-based approach was used to develop the evaluation questions for each ALA. We conduct the following activities and consider the different levels of decision making:

• Develop and pilot data collection tools
• Collect data
  o Administrative data (e.g. usage, old vs new activity types)
  o Focus groups and interviews (faculty, staff and students)
  o Surveys (students)
• Analyze data
• Report and make recommendations for all involved

Early Findings
Overall, the Pharmaceutical Care ALA was well received by students (97% rated it good, very good, or excellent; 93% agreed that the ALA prepared them well for the synchronous session)

Student feedback highlighted the following positive themes:

- **Autonomy/Independence:** enabled completion according to personal schedules
- **Flexibility:** enabled progression at own pace
- **Balance:** Complemented and enhanced synchronous experience

Student suggestions for improvement that we plan to work on:

- **Knowledge check questions:** Add complex questions that progress to the difficulty level of synch sessions
- **Redundancy:** Reduce repetition between asynchronous/synchronous sessions

Faculty members appreciated developing the ALAs:

- **Time:** ALAs took longer to create than expected
- **Team:** Communication and support from the educational technology and learning design team and the student staff were essential and much appreciated in developing ALAs