Faculty of Pharmaceutical Sciences, University of British Columbia

Hybrid Learning in the PharmD Program (HIPP)

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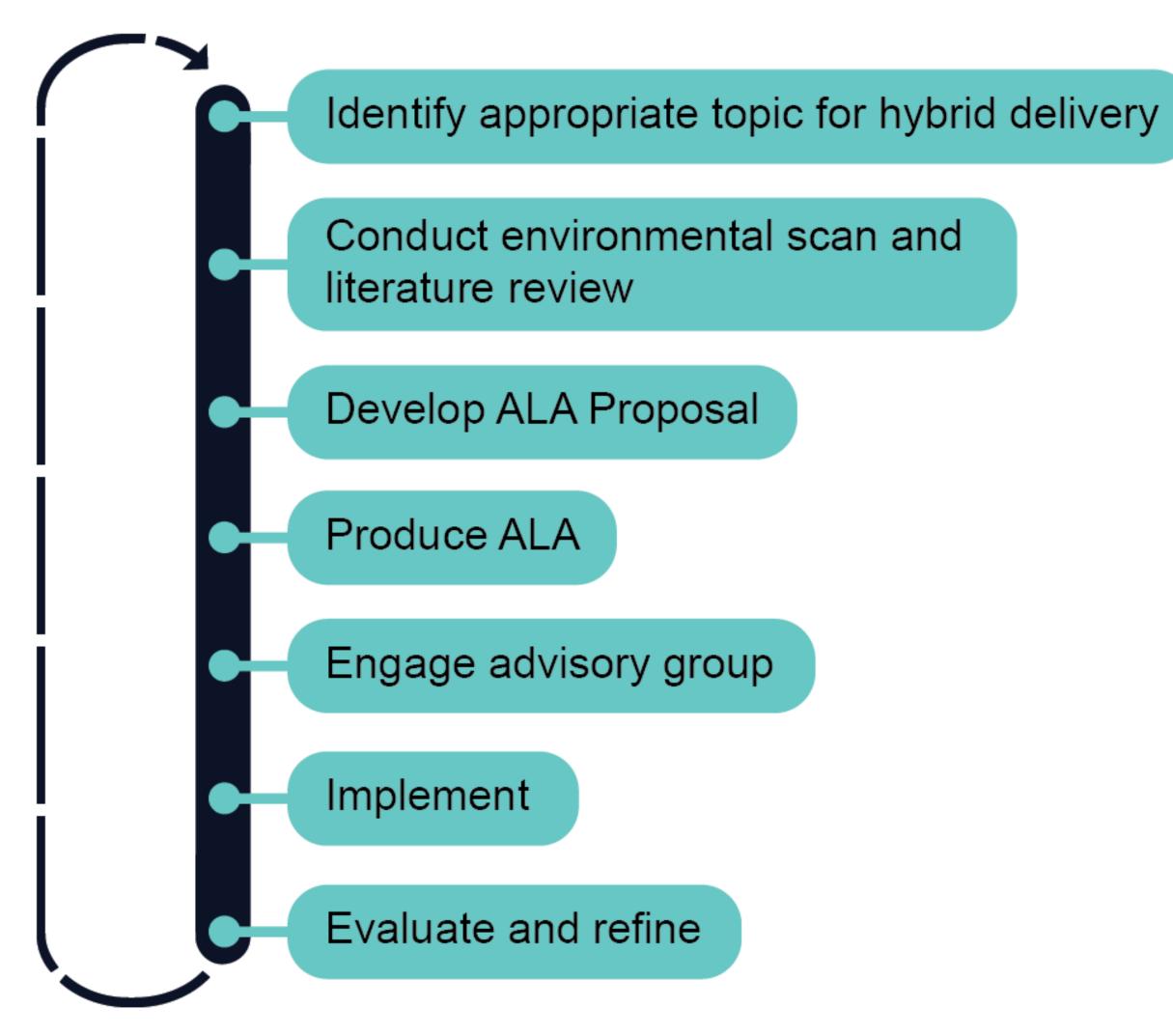
Introduction

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:
 - Universal Design for Learning (UDL) principles and equity, diversity and inclusion (EDI)
 - Student collaboration Ο
 - 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

ALA Development







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



Fig. 1 Welcome video by instructors



Fig. 2 Hand-out and Learning Objectives

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

Fig. 3 ALA index page with				
	=	References and Additional Resources	0	
	=	Regimen Dosing using Long and Short Acting Opioids $ \bigcirc$	0	
	=	Long Acting (LA) vs Short Acting (SA) Opioids $igsiremath{igsiremath{\circ}}$	0	
	=	Incomplete Cross Tolerance 💡	0	
	=	Morphine Equivalence 💡	0	
	=	Switching Opioids 💡	0	
	=	Calculations Within the Same Opioid	0	
	=	Equianalgesic Tables	0	
	=	Review of Conservatism in Opioid Management	0	
	=	Welcome	0	

progress tracker

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

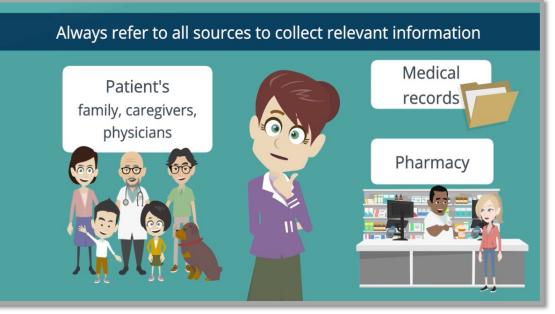
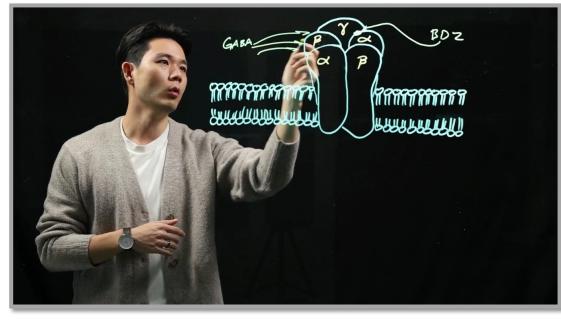


Fig. 5 Animated video created with Vyond



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

	s been using 12 tablets of MS-IR 5mg each day with a prescribed regimen is PO q4-6h PRN. What is AL's current daily opioid use provided as
\bigcirc	40 mg MEDD
\bigcirc	60 mg MEDD
\bigcirc	12 mg MEDD
\bigcirc	5 mg MEDD
	SUBMIT

Fig. 7 Knowledge check questions

We would like to acknowledge the Faculty members who have partnered with us to deliver ALAs in the pilot year of this project including Vaughn Chauvin, Larry Leung, Janice Moshenko, and Peter Soja. We would also like to acknowledge the students whose work has been integral to this project including Elizabeth Chan, Olivia Lee, Samantha Lee, Amirali Masoud, Aleczandra Reyes, Thiago Ribeiro, Jordan Tom, Maric Son, and Clair Yoon. We gratefully acknowledge the financial support for this project provided by UBC Vancouver students via the Teaching and Learning Enhancement Fund and project consultation and support from CTLT including Namsook Jahng and Natasha Pestonji-Dixon.

PDF	IMM01 ALA Handout.pdf 1.3 MB
Learr	ning Objectives
1	Describe the practice principles of pharmaceutical care
2	Describe the patient-centred pharmaceutical care process
3	Describe first step (Assessment) in this process
4	Define the "Thought Process" and its role in patient-centred assessment
	CONTINUE

Calculations	Long Acting (LA) vs Short Acting (SA) Opioids 💡
Conservatism in inagement	(i) This section is MANDATORY () to review prior to the synchronous session. Please fully engage with this section before attending the in-person session.
esic Tables	At this point in your pharmacy education, you should be aware that there are long acting and short acting opioids.
Opioids 🖓	

Fig. 4 Navigation bar allows quick access to previous sections

Fig. 6 Lightboard video created with Camtasia

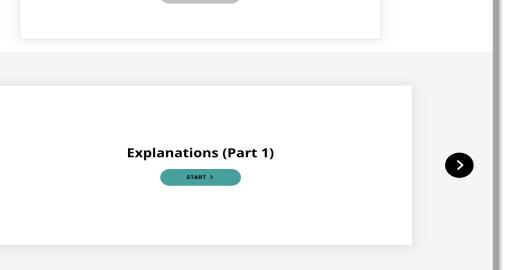


Fig. 8 Explanations provided after the questions

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

 - Surveys (students)
- Analyze data

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



Knowledge check questions: Add complex questions that progress to the difficulty level of synch sessions



Redundancy: Reduce repetition between asynchronous/synchronous sessions

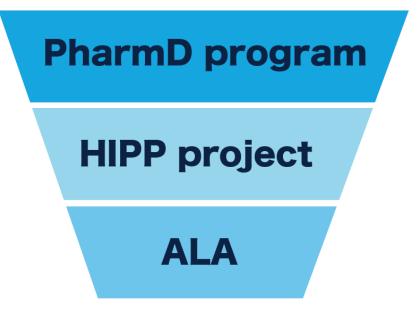
Faculty members appreciated developing the ALAs:



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



• Administrative data (e.g. usage, old vs new activity types) • Focus groups and interviews (faculty, staff and students)

Report and make recommendations for all involved

Student suggestions for improvement that we plan to work on:

