



FACULTY OF
PHARMACY &
PHARMACEUTICAL
SCIENCES



Engaging Large Classes in Active Learning

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Beg, borrow, & steal!

(with proper credit of course)

This set of slides represents my favorite techniques acquired over the past 10 years of teaching, attending CTL sessions, watching others, and reading about teaching.

SETTING THE STAGE

Thinking of what you want to get out of your pharmacy education *and* 314, which of the following is *most important to you?*

1. Acquiring information (facts, principles, concepts)
2. Learning how to use information and knowledge in new situations
3. Developing lifelong learning skills.

My thoughts....

All three are clearly important.

Which do you think you can make headway on outside of class by your own reading and study?

- Acquiring information
- Developing lifelong learning skills

Which do you think would be best achieved in class working with your classmates and me?

- Learning how to use information and knowledge in new situations
- Developing lifelong learning skills

Learning is not a spectator sport....



A photograph of a dense forest with tall, thin trees. Sunlight filters through the canopy, creating a dappled light effect on the forest floor. The ground is covered in fallen leaves and a few tree stumps are visible.

You need to find your OWN path
to strong communications skills.



The forest may look like for
Pharm 334 in Jan.



My job is to provide you the tools to find
your own path to “good communication”

GETTING INPUT

How would you describe “good”
communication between a patient and
pharmacist?

Class of 2015 “Good Communication”

- Ideas
 - More Ideas

This is the vision for this class.

**This is what I want to help you
achieve in Pharm 314 & 334!**

Words to Describe Patient-Pharmacist Communication

A word cloud on a black background featuring various terms related to patient-pharmacist communication. The words are arranged in a roughly triangular shape, with 'Trust' at the top left and 'Professional' at the bottom right. The words are in various colors and orientations, including horizontal, vertical, and diagonal. The largest words are 'Ownership-of-Problems', 'Empathetic', 'Patient-centered', and 'Understandable'. Other prominent words include 'Trust', 'Respect', 'Educational', 'Confidential', 'Informative', 'Accessible', 'Patience', 'Evidence-based', and 'Professional'. The word 'Going-chem-30' is written vertically on the right side, and 'Unbiased' is written vertically next to it.

Trust
Respect
Educational
Ownership-of-Problems
Clear
Empathetic
Confidential
Informative
Patient-centered
Accessible
Understandable
Patience
Evidence-based
Professional
Going-chem-30
Unbiased

Class of 2015

A word cloud of professional skills and traits for the Class of 2015. The words are arranged in a roughly triangular shape, with the largest word at the top. The colors of the words vary, including shades of red, orange, and yellow.

Respectful first-name
Brief Understanding Professionalism
Approachable Nonjudgmental Honesty
Compassionate Non-verbal
No-textbook-talk Eye-Contact Know-the-person
Active-Listener Patience
Privacy Confidentiality
Confidence

TAKE A VIDEO BREAK



Pharmacy Teaching..Videos Used in Communications Lectures

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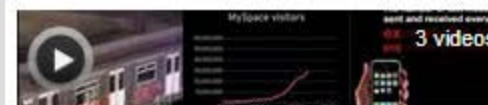
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The Escalator

- <http://www.youtube.com/watch?v=oRBchZLkQR0>
- What to do when you are stuck?
 - Visualize the escalator anytime you feel stuck and ask if there are simple steps that can be taken to "get off the escalator".

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March 10th, 2010 | 1 Comment

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IClickERS

**PLEASE bring
your iClicker to
class.**



What is the pharmacists' primary role when interacting with a patients who has a new prescription medication?

- a) Educate the patient
- b) Assess medication therapy
- c) Gather patient history
- d) Determine long term monitoring plan

1-MINUTE ESSAY

Coping with Hitchhikers and Couch Potatoes on Teams

- Please write half a page on how does the hitchhiker apply to your past or present situations?
- Place Name and Lab Number at top of page.
- You will receive 0.5 bonus marks for a relevant, thoughtful, and legible answer.



DEBATE

The Refill Debate: Setting the Stage- From Reading

- US statistics (p 175)
 - 100 000 deaths per year
 - ADRs may be the 4th to 6th leading cause of death
- Medications are focus of Safety chapter
- “Effective communication is the cornerstone of patient safety” p175



- Sue, a new pharmacy grad, had been working at Drugs'R'Us for 6 months.
- Sue enjoys her work and is starting to build relationships with her patients, despite the busy workload.



- Yesterday, her store managers asked to speak with her.
 - “Sue, we do not routinely counsel patients at refill. There is just not enough time in the day. Could you please save your time for counseling for the new prescriptions that really need your help? Leave the techs to hand out the refills. They can find out if the patients have any questions and get you if needed.”
- Sue is not sure what do. What is your opinion?
- Should pharmacists routinely counsel patients at refills?
- Be prepared to take a position and defend it.

- Consult Refills

- Skip Refill Consults

Questions?