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.
Bulletin Board

1. List Announcements
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....

IF YOUR ENTIRE CLASS CAN BE CAPTURED AND DELIVERED ON LINE, WHY SHOULD ANYONE COME?
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

- Trust
- Respect
- Educational
- Ownership-of-Problems
- Clear
- Empathetic
- Confidential
- Informative
- Accessible
- Patient-centered
- Understandable
- Evidence-based
- Professional

Pharmacy Class of 2012

http://www.wordle.net/
Class of 2015

Respectful, first-name, Brief, Understanding, Professionalism, Approachable, Nonjudgmental, Compassionate, No-textbook-talk, Active-Listener, Eye-Contact, Know-the-person, Patience, Privacy, Confidentiality, Confidence, Honesty, Non-verbal
TAKE A VIDEO BREAK
Pharmacy Teaching Videos Used in Communications Lectures
by Iguirguis's channel

- Seinfeld - Jerry as a pharmacist
  by OlivePizzaSlice  16,050 views
  0:40

- RMR: Rick's Rant - Flu Shot
  by MercerReport  89,765 views
  1:54

- People in your Neighborhood
  by SesameStreetGallery  8,498 views
  2:22

- "I Am a Pharmacist"
  by gholland951  1,575 views
  0:30

- Ask Your Pharmacist TV ad
  by doubleartTV  1,128 views
  0:39
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".
How about learning new things?
This Too Shall Pass - Rube Goldberg Machine - Official Video

Get It Direct From OK Go

http://okgo.net/2010/03/10/this-too-shall-pass-rube-goldberg-machine-official-video/
<table>
<thead>
<tr>
<th>Talks Tagged &gt; Engineering</th>
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<td>Adam Sadowsky engineers a viral music video</td>
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<td>Jun 2010</td>
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<td>Amy Smith shares simple, lifesaving design</td>
<td>15:06</td>
<td>Aug 2006</td>
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<td>Aubrey de Grey: A roadmap to end aging</td>
<td>22:45</td>
<td>Oct 2006</td>
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<td>Burt Rutan sees the future of space</td>
<td>19:37</td>
<td>Oct 2006</td>
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<td>Amos Winter: The cheap all-terrain wheelchair</td>
<td>11:14</td>
<td>Nov 2012</td>
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<td>Arthur Ganson: Moving sculpture</td>
<td>15:44</td>
<td>May 2008</td>
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<td>Bertrand Piccard's solar powered adventure</td>
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<td>Jan 2010</td>
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<td>Cat Laine: Engineering a better life for all</td>
<td>14:49</td>
<td>Dec 2009</td>
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ICLICKERS
PLEASE bring your iClicker to class.

Google Forms?
Webplatforms
What is the pharmacists’ primary role when interacting with a patient who has a new prescription medication?

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

https://docs.google.com/a/ualberta.ca/forms/d/1viuaLImchQvQEOlhuSuV7fVoXoeLZUg6eeej4sO3yaQ/viewform
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 to 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
Draw on what people already know
Lectures....

Poor...
- tech does not work
- too fast
- busy powerpoint
- no qs time
- monotone
- reading from slides
- no slides/notes

Good...
- passionate
- interaction: video stories
- personal examples
- humour
- layman terms
- loud and clear

From a current pharmacy class in 2014!
Education

A Nice Cup of Tea
By George Orwell

Evening Standard, 12 January 1946.

Try skills in safe and/or familiar context.
History Taking Game

- **Goal:** Pharmacist replicates the patient’s picture in 2 minutes.
- **Rules of Engagement**
  - Pharmacist may NOT look at patient’s picture
  - Patient may look at, but not touch pharmacists’ picture
  - Pharmacist may ask questions
  - Patients only responses are “yes”, “no” or “I don’t understand”
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Detailed Instructions

Each round has a patient and a pharmacist. The patient has a picture that you can get the patient to draw or you can drop. It has to be harder than a simple happy face, but not too complex that would it would be impossible to copy.

• Round 1: the rules are listed on the slide. The patient is allowed to see the pharmacist picture. The pharmacist is not allowed to look at the patients picture. Patient can only answer questions with a yes no and I don't know. This should force the pharmacist to ask closed ended questions. Discreetly, I track the number of open and closed ended questions either on a whiteboard or piece of paper.

• Round two: everything is the same, but the patient can answer any way they want. Again, I do not mention that the pharmacists can use open-ended questions. I hope the student figures it out themselves. Usually, the pharmacists use closed questions as that is what they're used to doing (and to be honest they just saw the last person do it too). Again, I discreetly track the opened and closed questions.

• Round three: I usually pull the pharmacist aside and suggest a new technique. I ask the pharmacist to start with "tell me how to draw the picture" and use open-ended questions.

• Finally, I reveal my tracking of the questions and ask the students what works best? What was the easiest for the pharmacist? What was easiest for the patient?
Questions?