



Pharmacy Education Unit

2008 Annual Report to Faculty

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Introduction

This document outlines PEU objectives and outcomes during 2008. During this period the Unit has addressed the following core objectives:

- initiating and managing a process of curriculum review;
- conducting pharmacy education research;
- assisting staff in applying for education research funding;
- supporting distance learning and off-campus activities;
- initiating, guiding and supporting the Faculty in the use of educational technology tools; and
- promoting professional development opportunities for Faculty staff.

Successful collaborative working relationships continue to operate across the Faculty, and members of the Unit are increasingly consulted on a wide range of learning and teaching issues. We also continue to look beyond the Faculty, establishing and maintaining successful contacts and collaborations that are of benefit both to the Faculty and to our outside colleagues. Examples of collaborative projects are outlined in Tables 1 and 2.

As an academic unit, the PEU aims for a sustainable balance across its teaching, research and community service commitments. By their nature, the teaching and research components are interconnected, as our research is about learning and teaching. To date, our time has been apportioned, on average:

- Approximately one half to the teaching role – through support of Faculty UG & PG learning and teaching activities (e.g. curriculum development and review, design/development support for WebCT implementation, implementing and managing teaching quality assurance processes, and staff development);
- Approximately one-quarter to learning and teaching research, development and innovation; and
- Approximately one-quarter to community service (predominantly through membership on several Faculty and University committees/working parties).

Two staffing changes happened during 2008: Kathryn Bartimote-Aufflick left the Unit in July to join the staff of the University's Institute for Teaching and Learning; and Lindsay Walker joined the Unit in October as Project Officer, Educational Development and Support.

A more detailed overview of PEU activities is provided in Tables 1 and 2. Collectively, these activities contribute significantly to the Faculty's achievement of its strategic goals in relation to learning and teaching, and enhancement of the student experience (see extract of Faculty Strategic Plan 2007-2010 in Appendix). We will also continue to ensure that wherever possible our research and development activities will result in contributions to the University's Scholarship Index.

Three key areas of focus for the Unit have been the BPharm curriculum review, audit and review of assessment activities across all course units in the Faculty's teaching programs and research and innovation in pharmacy education.

BPharm Curriculum Review

The planning group that was established in March 2006 has continued to meet approximately every 4-6 weeks, chaired by the Director of the PEU with two representatives from each discipline, and the Associate Dean (Learning and Teaching). Achievements during 2008 are outlined in Table 1. Each of these key developments has involved extensive consultations both within the Faculty, and with



external stakeholders. During 2008, the focus was on implementing and evaluating the new 1st year units of study, and designing the new, aligned 2nd year units. The 2009 focus will be on implementing the 2nd year units and designing the new integrated 3rd year units.

Audit and Review of Faculty Assessment Practices

During 2007, the PEU conducted an audit and review of assessment activities across all units of study in the Faculty's teaching programs. The first stage report was presented to Faculty in December 2007, and the final report followed in June 2008.

Teaching, Research and Innovation Achievements

See following Table for overview of teaching, research and innovation projects and outcomes during 2007.

Table 1: 2008 Projects and Outcomes

1. Teaching

Project	Outcomes
Continue coordination of BPharm curriculum review	<ul style="list-style-type: none"> Refinement of the comprehensive statement of learning outcomes, clustered under four curriculum themes Secondment to the PEU of a Faculty academic to coordinate development of the 2nd year program Development of second year units of study (UoS) ready for implementation from March 2009 Detailed planning of year 3 units of study
Establish BPharm curriculum database using 'KnowledgeMap' CMS	<ul style="list-style-type: none"> Contract signed with Vanderbilt November 2008 Plans established for installation and testing in 2009
Continue to support Faculty use of USyd eLearning (formerly WebCT)	<ul style="list-style-type: none"> Reviews undertaken twice during 2008 of the Faculty's Sydney eLearning implementation and procedures Successful implementation of 53 online Units of Study
Continue expansion of technology-based learning within the Faculty	<ul style="list-style-type: none"> Provided targeted training in Sydney eLearning (formerly WebCT) environment for Faculty staff Promoted use of Sydney eLearning tools in Unit of Study assessments and communication Expanded the use of the PEU server Expanded Faculty's teaching materials archive on PEU server Expanded interactive student uses of PEU server



Project	Outcomes
Contribute to the development of innovative educational technologies	<ul style="list-style-type: none">• Trialled the use of reflective blogs in two MPharm Units of Study• Conducted an online evaluation (N=139) of use of streaming lectures – comprehensive report prepared - subsequently expanded to all BPharm Units of Study• PEU's evaluation report was incorporated into University-wide evaluation of streaming lectures project.• Completed the implementation of the Orientation to Pharmacy Practice Settings WebCT site in two Units of Study• Set up and trialled a student wiki for MPharm PBL case summaries• Expanded the use of an anonymous peer review process for fourth-year student medication reviews.
Work with individual Unit of Study coordinators to improve evaluation results	Individual consultations held with Coordinators whose 2007 evaluations indicated need for attention; changes planned and implemented; 2008 evaluations showed significant improvements in several units of study with a small number targeted for further attention in 2009
Faculty assessment audit and review	Completed and presented to Faculty in June 2008.
Staff training and development	<ul style="list-style-type: none">• Workshop for new PBL facilitators• Training program for new lab demonstrators/tutors• Writing MCQ assessment items

2. Research and Innovation

Project	Outcomes
Plan and conduct Pharmacy Education Symposium to showcase development/innovation	<ul style="list-style-type: none">• Second Pharmacy Education Symposium held 3 December 2008• Outcomes included:<ul style="list-style-type: none">- Publication of the peer-reviewed Symposium abstracts in the Australian Pharmacist, December 2008 issue.- Small TIES grant to investigate the feasibility of using Drupal software to create a transferable version of an automated, personalised, electronic student feedback system.



Project	Outcomes
Development of a national experiential learning database (ALTC \$52,000)	<ul style="list-style-type: none">• Collaborative project with UniSA and UQ• Project grant-funded by Australian Learning and Teaching Council (ALTC)• Prototype “Pharmacy Experiential Learning Database” (PELD) developed and tested through a series of national workshops
Replacing a reflective diary assignment with a blog (TIES - \$9733) – BPharm & MPharm trial	<ul style="list-style-type: none">• study completed, results presented at Symposium and other forums• Article in preparation for publication
MPharm demographic study (TIES -\$9993)	<ul style="list-style-type: none">• Stage 1 complete• Report prepared for the New Zealand APSAC and COPRA• Stage 2 report in preparation
PBL for rural-based students – continuation of curriculum development trial	Stage 1 complete – report prepared and article submitted to <i>Synergy</i> for publication in July 2009 issue Stage 2 complete – report prepared and article in preparation for publication
Development and implementation of a Wiki to enhance student collaboration in problem based learning (TIES - \$5500)	<ul style="list-style-type: none">• Set up a wiki in which MPharm students completed a group assignment• Provided support for students and academic in the use of the wiki• Study completed into students’ use of the wiki• manuscript in preparation for AJPE
Implementation of peer assessment in Year 4 medication reviews	<ul style="list-style-type: none">• study completed• manuscript in preparation for submission to AJPE



2008 SCHOLARSHIP - Pharmacy Education Unit Staff Contributions

Refereed Journals

Bajorek B, Koulias M, Lobastov M, Woulfe J, Ryan G. Clinical placements in pharmacy: development of an on-line learning module to orientate students to clinical practice. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1027-8.

Bajorek B, Williams K, Woulfe J, Ryan G. Blogging and the development of critical reflection in pharmacy. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1028.

Moles R, Bartimote-Aufflick K, Smith L, Saini B, Bajorek B, Krass I. Academic staff peer learning about assessments used in pharmacy teaching. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1030.

Ryan G, Bonanno H, Krass I, Scouller K, Smith L. Academic honesty in a professional degree program: student awareness of plagiarism. *American Journal of Pharmaceutical Education* (in press).

Ryan G, Hanrahan J, Krass I, Sainsbury E, Smith L. Best practices assessment to guide curricular change in a Bachelor of Pharmacy program. *American Journal of Pharmaceutical Education* (in press).

Ryan G, Woulfe J, Stupans I, Owen S, McKauge L. Development of a Pharmacy Experiential Learning Database. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1030.

Ryan G, Woulfe J, Taylor S, Seeto C, Graham C. Implementing 'low-tech' online PBL: a case-study in Rural Pharmacy education. *Synergy* (in press)

Taylor S, Ryan G. Evaluation of the Bridging the Rural Gap On-line Program. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1027.

Woulfe J, Ryan G. Developing criteria for assessing pharmacy students' reflective diaries. *Australian Pharmacist* [Symposium abstract] 2008; 27(12):1031.

Conference/Seminar Presentations

Bartimote-Aufflick K, Walker R, Smith L, Taylor C, George A, Sharma M, Collier M. (2008). Collaborating across the disciplines to develop university student motivation and interest. Paper presented at the European Association for Research on Learning and Instruction (EARLI) Motivation SIG Conference, 2008, Turku, Finland.

Bartimote-Aufflick K, Smith L. Developing as academics through participation in learning communities. Paper presented at the 2008 Higher Education Research & Development Society of Australasia (HERDSA) Conference, 2008, Rotorua, New Zealand.



Bartimote-Aufflick KM, Brew A. University teachers' understanding of their own learning. Paper presented at the European Association for Research on Learning and Instruction (EARLI) Metacognition SIG Conference, 2008, Ioannina, Greece.

Basheti I, Ryan G, Woulfe J, Bartimote-Aufflick K. An investigation of the use of anonymous peer feedback during formative assessment of pharmacy students' medication reviews. Paper presented at the Association for Health Professional Education (ANZAME) Conference, 2008, Sydney.

Basheti I, Ryan G, Bartimote-Aufflick K, Woulfe J. Double-blind peer-assessment of Pharmacy Medication Review. Paper presented at the 15th International Social Pharmacy Workshop, 2008, Queenstown, New Zealand.



Appendix

Extract from Faculty of Pharmacy Strategic Plan 2007-2010

Our Aspiration

The Faculty of Pharmacy is the pre-eminent Australian centre of professional education and research training in pharmacy. We aspire to the University's 1:5:40 target: to retain our premier position within Australia, to be within the top five centres in the Asia Pacific and within the best 40 centres, globally, of pharmacy and pharmaceutical sciences education, research and innovation, and to be an outstanding provider of service to both the profession and to the wider community.

Our Faculty will develop research and facilitate learning to foster critical thinking and problem solving skills, and to prepare Pharmacy graduates to be ethical and effective change agents in leading the transformation of health care for the future. This will be achieved through research-led teaching, supported by outstanding staff and through collaboration across disciplines within the University, particularly within the Faculties of Health. We will benchmark our activities with equivalent institutions in Australia, Asia, North America and Europe to contribute to the University's goal of 1:5:40.

1. Learning and Teaching

Strategic Goal: To consolidate and extend our position as Australia's leading provider of undergraduate and postgraduate professional education and research training in pharmacy

- 1.1 Develop and articulate research-led teaching to engage students in life-long knowledge discovery and creation.
- 1.2 Develop and implement programs of inter-professional education, linking pharmacy with other professional disciplines in the Faculties of Health.
- 1.3 Develop and sustain specialist options to allow graduates to pursue a range of careers within the health sector.
- 1.4 Develop and implement programs promoting knowledge and understanding of international health issues and systems.
- 1.5 Develop and implement a variety of innovative and flexible learning options.

2. The Student Experience

Strategic Goal: To provide improved facilities and service to enhance the student experience

- 2.1 Improve student satisfaction through provision of physical facilities and technical resources for learning, teaching, research and innovation, which meet the highest Australian standards for safety, efficiency, comfort and convenience.
- 2.2. Maximise opportunities for student self-development through specialist options, student international exchange programs, the talented students program, Pharmaceutical industry placements and support for Pharmacy student bodies.
- 2.3. Improve the quality of postgraduate supervision.
- 2.4 Develop and improve processes for identifying, selecting and attracting a diverse range of outstanding students locally, nationally and internationally.