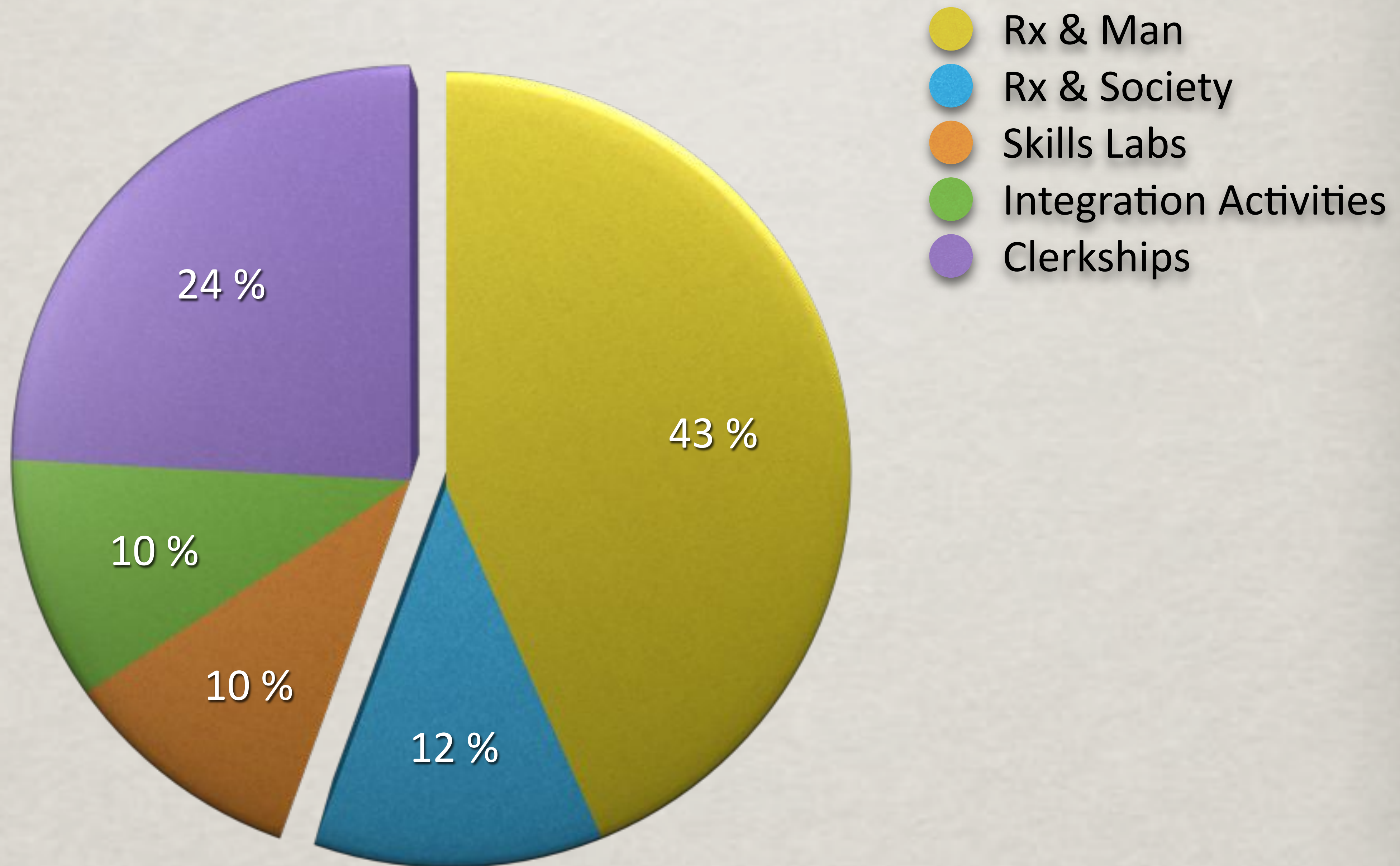


# Experiential Learning = 44% of Curriculum

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## 1.11 Conduct and utilize research to develop, evaluate and improve education and CPD programs.

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- **Our Pharm.D. is a work-in-progress and represents an exceptional opportunity for pedagogical research**
  - ▶ *Comparison between our former knowledge-based curriculum and our current competency-based program*
  - ▶ *Competencies are new and complex pedagogical end-points that still require research to be adequately evaluated*
- A pharmacist is currently enrolled in a Ph.D. in educational sciences
- Our objective is to recruit him as the head of our «Pedagogical Evaluation Bureau»
  - ▶ *To do research, using the Pharm.D. as the substrate*
  - ▶ *To educate and train other faculty towards «evidence-based» best practice in pedagogy and evaluation*





# OTHER AREAS OF IMPACT

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- In addition to the actions part of the «Core pharmacy curriculum» project (see introduction slide), our Pharm.D. program may also impact other proposed actions



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## ● Our Pharm.D. is a Flexible program

- ▶ *Each semester has a course composed of integrative activities*
  - Can be molded to emerging innovations, including interprofessional activities.
- ▶ *In collaboration with Medicine, Nursing and Social sciences, we have integrated, within our curriculum, interprofessional learning modules.*
- Evolution from one module to 3 module during the first 3 years of the curriculum
  - ▶ 1- *discovery of the curriculum of other health care professionals (HCP)*
  - ▶ 2- *understanding the complementary skills of other HCP*
  - ▶ 3- *working to resolve patient-centered issues with other HCP*





1.4 Ensure all pharmacy professionals, including students, value and develop life-long learning and personal performance assessment skills to assist them to be competent to practise in these emerging roles.

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## ● Our Pharm.D. develops life-long learning

▶ *As part of our six generic competencies, this competency is practiced throughout the curriculum.*

● The curriculum is centered around learning

▶ *Students are active players and professors act as coaches.*

● Using methods of «directed and guided discovery»

● With a laptop and on-line materil to facilitate «everywhere learning»

● Well adapted for Generation Y (and C) students

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# Advantages of Active Learning

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- Professors are coaches and students receive:

- ▶ *Guidelines (sources for readings, animations, etc...)*
- ▶ *Questions to guide the discovery process*

- They acquire:

- ▶ *Knowledge*
- ▶ *Knowledge of where knowledge comes from*
- ▶ *Critical thinking by reading several sources (and opinions) that revisit the main concepts*
- ▶ *Confidence in consulting and interpreting the literature*
- ▶ *Reusable material to accompany future clinical decisions*

Alex S. Halme: Capsule 2009 32 (5); 24-25





- **Our Pharm.D. develops confident and autonomous pharmacists**

- ▶ *Knowledge is acquired in a context or a condition relevant to the professional practice*
- ▶ *Courses were organized to increase the proximity of knowledge likely to be used as an ensemble by integrating several disciplines*
- ▶ *Activities are devised to practice complex tasks and acquire competencies*

- **Very positive comments from the preceptors**

- **Leadership is also a competency required to fulfil the curriculum**





# CONCLUSION

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- UdeM Pharm.D. program is more than a title change and is in line with the Blueprint Implementation Plan
  - ▶ *Incorporates pedagogical innovations giving more responsibility to the students, so that, when they graduate, they take responsibility to change the profession*
- Competency-based program targeting key competencies to fully develop active professionals
- Expanded and diversified experiential learning activities, including 40 weeks of clerkships
- Interprofessional activities during the first 3 years
- Curriculum exploiting pedagogy based on the learning process
- Life-long learning is learned during the curriculum
- Leadership is part of the competencies to develop

