



**PHARMACY EDUCATION SYMPOSIUM**  
**29 November 2007**  
**ABSTRACTS**

**Contributed Papers Session 1**

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9:20am Badham 3

**Teaching respiratory device technique: impact of people and technology**

Mariam Toumas, Iman Basheti and Sinthia Bosnic-Anticevich

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**Background:** Currently, second year students are taught inhaler device technique in a respiratory tutorial in pharmacy practice. Due to time constraints, this compromises the time available to cover more complex topics. More efficient and effective educational techniques need to be explored including web technology.

**Aim:** To compare the proportion of students able to demonstrate correct Turbuhaler® (TH) technique following small-group training and self-completed web-based training.

**Methods:** Students enrolled in PHAR2617 were invited to participate. Following enrolment, students were randomly allocated to Group A (small group training – Intervention A) or Group B (self-completed web-based training – Intervention B). For 10 minutes, prior to intervention delivery, all participants were given a placebo TH with written product information which they individually studied for 10 minutes. Baseline TH assessment (Basheti et al., 2005) and demographic data collection followed. Groups A and B then received TH training with Interventions A or B respectively and TH technique was assessed again.

**Results:** Following intervention, there was a statistically significant improvement in the proportion of participants able to demonstrate correct TH technique for both Groups A and B (n=123, 12% to 63%,  $\chi^2=4.226$ ,  $p<0.05$  and n=113, 9% to 59%,  $\chi^2= 4.286$  respectively) which was not statistically significant between the groups (n= 234,  $p>0.05$ ,  $\chi^2$ -test).

**Implications:** Self-completed web-based training is as effective as small group training in improving the TH technique of PHAR2617 students. Further work associated with both short and long-term modifications to these interventions needs to be investigated in order to improve the impact of these interventions.

9:35am Badham 3

**Using a Wiki to Enhance Collaboration in Problem Based Learning**

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Pharmacotherapeutics students in a Problem-Based Learning (PBL) class work in small groups to manage “real-life” patient scenarios. Students attend face-to-face tutorials and individually conduct research outside classes to develop summaries for each scenario. Individual findings are forwarded to the group “scribe” via discussion boards, collated into the summary and distributed to the group. Limited collaboration outside classes means that students: can’t consider other students’ findings when



doing their own research, thus the patient isn't managed as a "whole"; don't see the evolving document until the final summary; and waste time emailing document versions rather than focusing on content.

**Aims:** Wikis were introduced in semester 2, 2007 to provide a more collaborative, group-oriented environment, and were to be used as an information repository and collaborative tool. This paper presents an evaluation of students' use and perceptions of the wikis.

**Methods:** Private wikis were set up utilizing the PBwiki software (pbwiki.com). PBwiki was chosen as it: is quick and easy to use/maintain; is free; requires little/no knowledge of webpage editing; supports upload of images and documents. In the first tutorial, students were shown how to access and use their wiki. Students' use of the wikis is being tracked, and they will be surveyed at the end of semester to determine their views on the value of this type of software.

**Results:** Preliminary findings indicate that all students are actively engaged in using the wikis, while use of discussion boards has dramatically reduced. Results will be presented for: posts/edits per student; posts per case; types of changes made (formatting, editing, commenting); images, links and other media used. Findings from the survey will also be reported.

**Discussion:** Wikis offer an opportunity to improve PBL group communication, facilitate group management of a 'patient', and collaboratively share and evaluate research that would otherwise have been done individually.

9:50am Badham 3

## **Towards Student-centred Learning and Teaching - Reflections on the New Unit Fundamentals of Complementary Medicines for Bachelor of Applied Science (Physiotherapy)**

Karen Bridgman<sup>1</sup>, Indu Narayan<sup>1</sup>, Susan Coulsan<sup>2</sup>, George Li<sup>1</sup>

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### **Background**

The Faculty of Pharmacy and the Faculty of Health Sciences have collaborated to offer a new elective, Fundamentals of Complementary Medicines to the Bachelor Applied Science (Physiotherapy) students in semester 2, 2007. This is the first time complementary medicine has been taught in a physiotherapy degree in Australia. This presentation is to reflect on the learning and teaching experience of the course.

### **Teaching activities and outcomes**

In designing the course, the students' backgrounds are taken into consideration and integrative and evidence based medicine are used as guidelines. Students must choose one of the three electives which are offered. The intended teaching and learning activities to promote student centred learning are: group project work, student presentations, staff feedback on assignments, peer feedback; interactive activities such as quizzes, questionnaires to assess the individual body type and demonstration of herbal materials. There was active participation of students in the lectures and presentations. Students have demonstrated effective skills in the literature search and communication.

### **Reflection of the learning and teaching**

One of the seven principles informing our learning and teaching, is that the University promotes the application of student-centred learning and teaching to the new course. Student feedback and future improvement will be discussed.



9:50am Pharmacy N336/8

## **An authentic project in health promotion: learning communication skills for publication and audiovisual media presentation**

Dr Evelyn Howe

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In professional practice, dentists need to communicate about oral health in ways that engage community interest. To do this, they need to communicate effectively in written and audiovisual media.

### **Aims**

The oral health promotion project aims to develop skills in evidence-based practice, professional teamwork, empathy with a target audience and communication in media publication and presentation

### **Approach**

Working in groups of five, each student is responsible for developing one item in a health promotion package around an oral health theme. Teamwork is fostered by the requirement to develop a message and design concept common to all items in the package (a poster, brochure, health educator booklet, audiovisual presentation and “mystery” item suited to the theme eg t-shirt, web pop-up etc)

### **Outcomes**

The students’ promotional products have been accepted for use by the dental profession and area health services in Oral Health Week, thus providing the students with public affirmation of the value of their work in benefiting the wider community. The packages have been accepted for display at national and international conferences and in hospital and clinic waiting rooms. Feedback indicates that the project is effective in fostering equal contributions from team-members and is a productive and satisfying learning experience but that further teaching in desktop publishing skills would be helpful

### **Discussion**

The project is constructively aligned with the objectives of the University and the Faculty of Dentistry and has potential to enhance the image of the University through involvement of students in achievement of community health goals. The two-year pilot of the project with Dentistry 1 students has shown that the production of authentic materials for use in live oral health campaigns provides the vibrant and exciting learning environment to which the University aspires in its Teaching and Learning Plan.



10:05am Badham 3

## **Implementation of an interprofessional teamwork in health module**

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### **Aims**

This paper will present and discuss the issues related to the development and implementation of an interprofessional teamwork in health module.

### **Methods**

The “Teamwork in Health Module” was implemented in two units of study from two different undergraduate degree programmes across two campuses. Staff from the Faculties of Pharmacy and Health Sciences collaborated to deliver this module to approximately 460 students. The module was incorporated into two units of study: Social Pharmacy (PHAR1617) and Communication Advocacy and Health (HSBH1004). It consisted of six hours of face-to-face contact, a team project and a significant self-directed learning component conducted through WebCT.

### **Outcomes**

To-date, staff feedback and anecdotal student reports about the Module have been positive.

In preparing and delivering the module, the staff encountered several challenges. These included the following: timetabling 460 students into mixed groups of 8-10 students; identifying common times for the face-to-face components on one campus; locating adequate facilities to cater for concurrent workshops; staffing; coordination of cross-campus staff meetings; developing appropriate teamwork activities for large numbers of students; designing a common WebCt site; devising assessment tasks appropriate to two different disciplines and ensuring integration of the module into the existing units of study.

### **Conclusions**

A significant amount of work was involved to ensure effective integration of the module into the two units of study, across two campuses, with 460 students. The success of this endeavour was underpinned by a collaborative staff team process.

10:05am Pharmacy N336/8

## **Double-blind peer assessment of Pharmacy Medication Review**

Iman Basheti, Greg Ryan, Jim Woulfe and Kathryn Bartimote-Aufflick  
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This presentation will outline the process of setting up an anonymous peer-reviewed assignment in a fourth-year Pharmacy Unit of Study, and will present preliminary data from follow-up questionnaires and a focus-group interview.

Students (N =181) in PHAR4621 Clinical Placement were required to submit one of their two medication reviews for anonymous peer assessment.

Subsequently, feedback was sought from the students to establish how effective the activity was in enhancing their learning. Students were invited to complete an anonymous questionnaire related to this



peer assessment activity and to their learning (N=107). In addition, they were invited to attend a focus group session to elicit open-ended feedback about this peer assessment activity (N=14).

Finally, in order to investigate the reliability of the students' peer assessments, a random sample of the students' medication reviews were graded by an independent medication review accredited pharmacy academic, without access to the corresponding students' peer assessments (N=50).

Preliminary analysis of the focus group data indicates that students found the peer assessment task a rewarding process in terms of their learning about the standards required for a thorough medication review.

Further preliminary analysis and conclusions will be presented during the session.



## Student Motivation Workshop

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11:05am Badham 3

### Academic Performance and Motivation amongst Chemistry Students

Justin Read

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Motivation is of critical importance in educational settings. Highly motivated students tend to work harder, use more effective deep learning strategies to develop robust conceptions, engage to a greater extent in learning activities, and typically perform at a higher level of academic tasks. Consequently, educators are often concerned with student motivation and seek to influence the motivational levels of their students. Perennial questions in this area focus on how this can be achieved.

This presentation will draw on research findings from two distinct research projects. The first project has involved both mainstream science and veterinary science students undertaking a first year chemistry unit at the University of Sydney. Both qualitative and quantitative data sources, including detailed examination script analysis and semi-structured interviews, provide insight into the impact of motivation on their preparation for and performance in the end-of-semester examinations. Amongst career-oriented students, it is clear that a lack of perceived relevance is associated with surface learning approaches, a lack of metacognitive development, and an outsourcing of responsibility for learning onto the teacher.

The Advancing Chemistry by Enhancing Learning in the Laboratory (ACELL) project has been working to improve the quality of learning during undergraduate chemistry laboratories in university in Australia and New Zealand. As part of this project, data have been collected from more than 1000 students allowing the examination of the factors which influence students' perceptions of their learning experience. Factors which are important from the student perspective have been identified, and demonstrate the importance of motivational factors. These findings have substantial implications for the design of laboratory activities, and these seem likely to extend to practical work in domains well beyond chemistry.

11:45am Badham 3

### How do they like to learn? Investigating approaches to learning in an Australian Pharmacy student cohort

Erica Sainsbury, Lorraine Smith and Ines Krass.

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#### Abstract

Commencing university is a major milestone for Australian secondary school graduates, and it brings many challenges both academic and non-academic. In respect of the former, students often experience new ways and environments of learning, and face expectations of their own approaches to study and regulation which differ substantially from those of their previous education. Commonly, students are exposed to greater volumes of material and are expected to learn at a faster pace, as well as to engage in self-regulation and take personal responsibility for their learning. Students bring with them into tertiary study beliefs, attitudes, motivations and strategies which have evolved throughout their



schooldays and these may or may not be likely to facilitate learning in the tertiary environment. We investigated the learning approaches preferred by students enrolled in a four year undergraduate pharmacy degree at the University of Sydney using Vermunt's Inventory of Learning Styles (Vermunt, 1998) using a cross-sectional repeated measures design. In addition we investigated the relationship between approaches to learning and academic performance, and the influence of gender and domain of learning. We found a strong preference for application directed approaches in all four years, and a significant positive relationship between this orientation and academic performance. Pharmacy students thus demonstrated a strong vocational orientation to learning and a belief that learning comprises the use of knowledge, rather than intake of knowledge or constructing knowledge. However we also found poor levels of self-regulation, ambivalence regarding learning orientations, and dependence upon external sources of help, together with lower preferences for deep processing strategies. These findings are consistent with the observations of pharmacy academics and clinicians that many students tended to adopt surface learning approaches and were reluctant to engage in self-directed and reflective practices. (286 words)

### **References**

Vermunt, J.D. (1998). The regulation of constructive learning processes. *British Journal of Educational Psychology*, 68, 148-171.

*12:05am Badham 3*

### **Discussion**

Facilitated by Greg Ryan  
*Faculty of Pharmacy, University of Sydney*



*1:10pm Badham 3*

### **Teaching Tips**

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Kylie Williams, Rebekah Moles, Beata Bajorek, Alaina Ammit, Jane Hanrahan  
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Join us in the second half of the lunch hour as we share practically in the following areas of Pharmacy teaching which have received favourable student evaluations:

- Making learning outcomes and expected standards clear to students
- Helping students to see the relevance of a unit of study to their degree (and future employment)
- Being responsive to student feedback
- How small group teaching in labs/tutorials/workshops can help students to learn

*1:35pm Badham 3*

### **Research Supervision Workshop**

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Robyn Overall  
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In this workshop we will initially consider the new (and existing) Academic Board policies and guidelines for Supervisors. Then we will move onto a consideration of the student evaluation data (SREQ) for the Faculty of Pharmacy, and the two of the issues raised by students (research climate, and support in literature review). Together we will explore how we might improve these aspects of research supervision and the student experience.

*3:05pm Badham 3*

### **Educational Grants Brainstorming Session**

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Join us (with your afternoon tea) to contribute to discussions on the possibilities for future educational projects.

We will begin with a quick overview of funding sources including:

- Carrick Institute Grants Scheme
- Carrick Institute Discipline Based Initiatives
- Australian Research Council (ARC) grants
- USyd Teaching Improvement and Equipment Scheme (TIES)
- Awards and fellowships advertised by the USyd Research Office under the Humanities & Social Sciences heading in their weekly e-mail

As large TIES grant applications will close on 30 November 2007, we will focus our discussions on USyd funded projects to small ( $\leq$  \$10,000) projects that will be selected by the Faculty of Pharmacy.



## Contributed Papers Session 2

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3:35pm Badham 3

### **Students: why they're here and where they're going**

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The University of Sydney's Bachelor of Pharmacy program currently contains one Pharmacy Management subject, which is run in the last semester of the degree program. As approximately 85% of pharmacy graduates proceed to a career in retail pharmacy where business skills and management capabilities are essential in running a business, review of the teaching and learning of pharmacy management was considered timely.

A quantitative study was conducted in October 2007 which investigated students' reasons for entering the Bachelor of Pharmacy degree, the career path that they plan to undertake, their knowledge and perceived importance of various topics in pharmacy management; and their work experience to date. The questionnaire was distributed during tutorials to students in all four years of the Bachelor of Pharmacy.

Approximately 600 questionnaires were completed. Analysis of the data is currently underway and the results will be presented. All results will include cross tabulations using the collected demographics of year, gender and the location of their high school. It is expected that this information will be of particular value in the future development and planning of Pharmacy Management teaching. For example, a knowledge of the percentage of students who intend to make their career in retail pharmacy may influence the Pharmacy Management topics and even the amount of content that is included in the degree. Data on the number of students with a strong level of retail experience will inform decisions regarding the pedagogy of retail management skills.

3:50pm Badham 3

### **Virtual laboratory as a tool for teaching drug development to pharmacy students**

Nenad Petrovic and Mary Bebawy

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Due to the increasing number of students, teaching experimental science to undergraduates is currently very difficult and very costly. To overcome this, universities world-wide are turning to what is referred as "virtual laboratories" (Internet search using "virtual laboratory" as keywords results in over 3 million hits!). In this approach, major scientific principles are taught through the use of specifically designed softwares that engage students in active learning, problem solving and decision making applicable to practical science. It introduces students to scientific methodology and solving a variety of scientific and clinical problems without performing the actual experiments that would otherwise be practically impossible to include into the regular curriculum. In this presentation we would like to introduce and discuss the intended use of the award winning Pharmaceutical Biotechnology Virtual Laboratory software in workshops currently included in both the undergraduate New Drug Technologies (PHAR4619) and Masters Integrated Pharmaceutics courses (PHAR5509). The software offers an interactive platform for teaching scientific methodology and reasoning applicable to the development of protein drugs. It encompasses a total of six learning modules, engaging students in



step-by-step scientific problem solving involved in the process of new drug design including the elements of FDA approval process. It provides numerous visualization tools that help link quantitative experimental results to conceptual knowledge. It is envisaged that students would progress through the modules in groups in workshop setting and throughout the semester in their own time. It is intended that this be followed by a formal assessment related to the material covered.

3:50pm Pharmacy N336/8

## **Academic honest in a professional degree program: Student awareness of plagiarism**

Ryan, G.<sup>1</sup>, Bonanno, H.<sup>2</sup>, Krass, I.<sup>1</sup>, Scouller, K.<sup>2</sup>, & Smith, L.<sup>1</sup>

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**Aim:** Behaviours and attitudes that are acquired by students during their degree program lay an important foundation for their ongoing professional practice. Of particular relevance to this practice are those behaviours and attitudes associated with academic honesty. The current study was conducted jointly by the Faculty of Pharmacy and the Learning Centre to investigate BPharm and MPharm students' views on academic plagiarism. The study arose out of findings of previous research with 1st year BPharm students which revealed that although many students evaluated themselves as understanding referencing and citation skills, analysis of their texts indicated a failure to put this 'knowledge' into practice (Scouller, Bonanno, Smith & Krass, in press). The findings raised questions about 1st year Pharmacy students' awareness of issues associated with plagiarism, and whether this was likely to be evident at all levels of our professional degree programs.

**Methods:** All BPharm students (N ~ 800) and MPharm students (N=~100) were invited to complete a questionnaire (developed for the purpose of the study) to determine the levels of acceptability of a range of honest and dishonest behaviours, the penalties for a first and subsequent occurrence of plagiarism, and whether students would report an occurrence of plagiarism if they knew of it. The questionnaires were completed anonymously.

**Findings:** Data collection is now complete and analyses are currently being undertaken. A preliminary report of the findings and their implications will be presented at the conference.

### **Reference**

Scouller, K., Bonanno, H., Smith, L., & Krass, I. (2008). Student experience and tertiary expectations: factors predicting academic literacy amongst first year Pharmacy students. *Studies in Higher Education*, Volume 33, Number 2



4:05pm Badham 3

## Inter-professional learning in the B Pharm (Rural)

Susan Taylor<sup>1</sup>, Lindy Swain<sup>2</sup>,

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Students enrolled in the Bachelor of Pharmacy (Rural) offered by the University of Sydney spend their final semester in a rural/remote area supported by University Departments of Rural Health and undertake a unit of study entitled Integrated Rural and Remote Health Care which involves some inter-professional learning with students from different health disciplines. In 2007 a program was developed in Lismore to provide participants with the opportunity to develop knowledge skills and behaviours to provide safe and effective healthcare within a client-centred collaborative, team oriented workplace.

The program consisted of 4 three hour sessions over two weeks in which 16 students from 5 different disciplines participated. Session 1 involved an introduction to the program and to teamwork, allocation to teams, orientation to a ward at Lismore Base Hospital and allocation to patients. Session 2 involved planning a patient interview as a team and conducting the interview. Session 3 involved attending a discharge/care plan meeting for a patient and Session 4 involved a case presentation to clinicians about the team plan for the patient.

The program was evaluated by the administration of a pre and post questionnaire to students which is currently being analysed. Comments from students and staff so far have been very positive and all students agreed that after completing the course

- their respect for the contributions and expertise of other health care practitioners had increased
- their ability to communicate and practice collaboratively within an inter-professional team had improved
- they would recommend this program to others.

4:05pm Pharmacy N336/8

## Online PBL tutorials

Greg Ryan, Jim Woulfe, Susan Taylor, Celina Seeto and Carroll Graham

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This presentation will report on the effectiveness of using a relatively “low-tech” online solution to support the implementation of PBL with a group of final-year Pharmacy students who were undertaking a rural clinical practicum placement. The online PBL tutorials were both teacher- and student-led, using progressively-released static html pages and the discussion board in WebCT.

The aim of this study was to investigate the effectiveness of using this relatively “low-tech” online solution to deliver PBL tutorials to rural students studying off-campus. Quantitative and qualitative results were obtained from analysis of discussion forum postings, the students’ course assessment, focus group discussion with the students, and tutor interview.

Findings clearly demonstrated that PBL tutorials can be effectively delivered in a relatively “low-tech?” online environment. A number of issues relating to PBL process, the technology used, and communication are identified, together with potential solutions that could further refine the system.



4:20pm Badham 3

## **Interprofessional learning with medicine and pharmacy students: A pilot study**

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**Aims:** This paper reports findings of a pilot interprofessional learning (IPL) study in the Faculties of Medicine and Pharmacy at the University of Sydney. The research questions were: do small-group IPL activities with medical and pharmacy students lead to improved understanding of Home Medication Review (HMR), changes in attitude towards IPL, and better understanding of each others' professional roles?

**Methods:** Twenty medical and 20 pharmacy students participated in 2 x 2 hour sessions focused on conducting a HMR with a simulated patient. Students were randomly allocated to mixed groups of 10 students, facilitated by experienced practitioners. Learning activities included formulating questions to elicit patient history, role play questioning, and formulating and presenting findings/recommendations of the HMR. A control group consisting of an additional 19 pharmacy students undertook the same learning activities and patient case, without participating in the combined sessions with medical students.

**Evaluation:** Objective Structured Clinical Examination (OSCE) station, a validated attitude to IPL questionnaire and focus groups were conducted. Results from the OSCE station, designed to measure communication skills, were compared between intervention and control groups. The 'Attitudes to Health Professionals Questionnaire'<sup>1</sup> was used to measure attitude change pre- and post-intervention. The focus groups, conducted after completion of the IPL sessions, were audio-recorded and transcribed verbatim.

**Results/conclusions:** Findings of this study, along with implications for IPL will be discussed.

### **References**

<sup>1</sup>Lindqvist S, Duncan A, Shepstone L et al. 2005 Development of the 'Attitudes to Health Professionals Questionnaire' (AHPQ): A measure to assess interprofessional attitudes. *Journal of Interprofessional Care*. Volume 19(3), 269-279.



4:20pm Pharmacy N336/8

## **Development of an online multidisciplinary preceptor preparation program: clinical education without borders?**

Susan Taylor<sup>1</sup>, Rosalind Bull<sup>2</sup>, Lisa Dalton<sup>3</sup>, Kirstie Gailbraith<sup>4</sup>, Maree Simpson<sup>5</sup>, Jennifer Marriott<sup>4</sup>, Anne Leversha<sup>4</sup>, Miranda Rose<sup>6</sup>, Helen Howarth<sup>3</sup>, Dawn Best<sup>7</sup>

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This RHSET-funded on-line program aims to provide accessible and educationally robust preparation for rural practitioners acting as clinical educators (preceptors). A multidisciplinary consortium of health science academics from five universities in three states has developed a rurally-focused multidisciplinary preceptor program based on the successful national on-line pharmacy preceptor program established in 2004. An expert advisory group of allied health professions with national and rural representation provides advice on the redevelopment of the existing program to meet multidisciplinary needs.

The program utilises principles of inter-professional learning to capitalise on the ways in which the rural health team functions. The program design also incorporates principles of adult and e-learning. Key design features include: a core educational program offering information and activities about preceptorship; self assessment activities; discussion boards (including an option for on-line moderation with a facilitator); and access options suitable for variable download times, including a CD.

In 2007 the program will be trialled with 100 rural allied health clinical educators and evaluated in terms of its impact on the knowledge skills and attitudes of participants and its acceptability. Once evaluated, and modified if necessary, the consortium plans to make the program widely available to allied health clinical educators in 2008.