

Pharmacy Technology: Teaching in a Virtual World

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The speaker and mentor have no actual or potential conflicts to disclose.



Learning Objectives for Technicians

- ❖ Outline how the pandemic impacted the classroom learning of pharmacy technician students.
- ❖ Explain how pharmacy educators need to change their teaching approach to accommodate student learning styles in an internet based classroom.
- ❖ Discuss potential ideas for maintaining classroom engagement during limited social interaction and practical learning tools.



Learning Objectives for Pharmacists

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Crisis Mode Learning

- ❖ **Students used to resources at learning location**
- ❖ **Remote Meeting Rooms**
- ❖ **Laptops and wifi hotspots**
- ❖ **Written lesson plans and grades -> mandatory LMS**



Lab Environment ⁽¹⁾



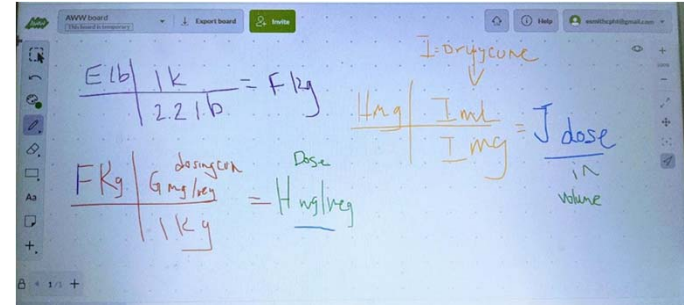
Crisis Mode Instruction

- ❖ Remote Meeting Rooms
- ❖ Laptops and wifi hotspots
- ❖ Written lesson plans and grades -> mandatory LMS
- ❖ Props and practical learning objects for labs

Remote Office Space ⁽²⁾



Online Whiteboard Calculations ⁽³⁾



Pandemic Impact on Students

Financial

- Personal job loss
- Family unit income adjustments

Social

- Lack of classmate & professor interaction
- Sequestering reduces positive time with friends



Tactics for Reduction of Impact

Financial

- Laptop sign-out program
- Flexible course withdrawal & re-enrollment

Social

- Frequent office hours
- Develop classmate interaction activities
- Keep class synchronous for structure



Pandemic Impact on Students

Mental

- Increased stress -> lack of focus
- Anxiety & Depression

Emotional

- Fear
- Loneliness
- Withdrawn & Isolated



Tactics for Reduction of Impact

Mental

- Compassion for late assignments
- Longer & flexible testing times

Emotional

- Positive message announcements
- Student check-ins
- Wellness Center referrals



Q1 Which is **incorrect** about how students were impacted by the pandemic in Spring 20?

- A. Students initially did not have resources due to timing
- B. Students did not have any access to institution support
- C. They often encountered financial or emotional hardship
- D. Students were given the option take request incomplete grades



Pandemic Impact on Program Pathway

Program Ideal

- Hands on practical curricula
- Clinical rotations

New Challenges

- Creative ways to simulate community/inpatient environments
- Limited sites taking students



Challenges with Online Teaching

Questions

- Do they have the IT support?
- Are they comfortable sharing in their home?
- Do they understand how to use LMS

Possible Answers

- Direct to IT department
- Zoom backgrounds
- Instructor share



Challenges with Online Teaching cont.

Questions

- Are students even present?
- Lack of nonverbal cues to determine comprehension
- How do we ensure academic integrity?

Possible Answers

- Mandatory webcams
- Increase feedback looping
- Lockdown Browsers



Class Management Transition to Online

Old Methods

- More rigid lesson plan structure
- Instructor handles behavior redirection
- Solicit teaching feedback at set intervals

New Applications

- Increase breaks - Feel feedback
- Reiterate new online class expectations
- Encourage active constructive criticism of instruction via surveys



Modifying Group Work Online

Old Methods

- Partners
- Circle Discussions
- Workstations
- At board work

New Applications

- LMS Discussion Boards
- Shared Google docs
- Breakout rooms
- Pass the baton Zoom share screen



Q2 Methods for maintaining collaborative learning online include?

- A. assigning students to groups
- B. break out rooms
- C. editable work documents
- D. All of the above



Maintaining Engagement

Old Methods

- Demonstrations & practical lab
- Practical Images & Videos
- Student Projects

New Applications

- Kahoot!
- Wheel of Names
- Flippity
- EdPuzzle
- Jeopardy
- Brainscape
- Voicethread



Maintaining Engagement cont.

Case Studies

- Students discuss third person scenarios related to lesson material

Storytelling

- Instructor gives examples of experiences that exemplify lesson material



ENDINGS	CLASSES	DISEASES	B/g	FORMS	MISC
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>

Q3 Instructors can tell that students are engaged when they:

- A. relate their own experience to the material.
- B. ace the test.
- C. show up to class.
- D. quietly listen to the lecture.



Pandemic Has Changed Us

Socially

- Smaller in person classes
- Internet connections becoming the new normal

Technologically

- More touchfree options
- Online ordering, banking, recreational activities



Technological Future of Teaching

- How much of a hands-on profession can be online?
- Will giving students options help with their career-life balance?
- How realistic can we create simulations?
- Will using hybrid or 100% online increase enrollments?
- Is it even possible to maintain educational standards?



Questions?



Image Sources

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- (2) Photo provided by speaker 04/20
- (3) Photo provided by speaker 01/21
- (4) Slide 22 adapted from Creative Commons
- (5) Slide 23 created by speaker 07/21

