

CNIE 2020 AWARD OF MERIT FOR EXCELLENCE IN INSTRUCTIONAL DESIGN IN HIGHER EDUCATION

ACTIVE ENGAGEMENT AND AUTHENTIC CASE-BASED LEARNING USING AN INTEGRATED BACKWARD DESIGN FOR COURSE DEVELOPMENT IN A DOCTOR OF PHARMACY FOR WORKING PROFESSIONALS ONLINE PROGRAM
PHAR 5901: PHARMACEUTICAL CARE I

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Instructional Design Method: Backward Design

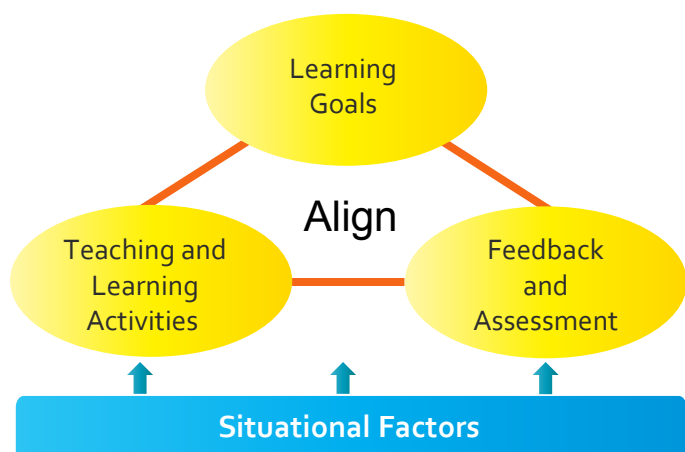


Figure 1. A model of Integrated Course Design with backward principals. Creating Significant Learning experiences by L. Dee Fink, 2003.

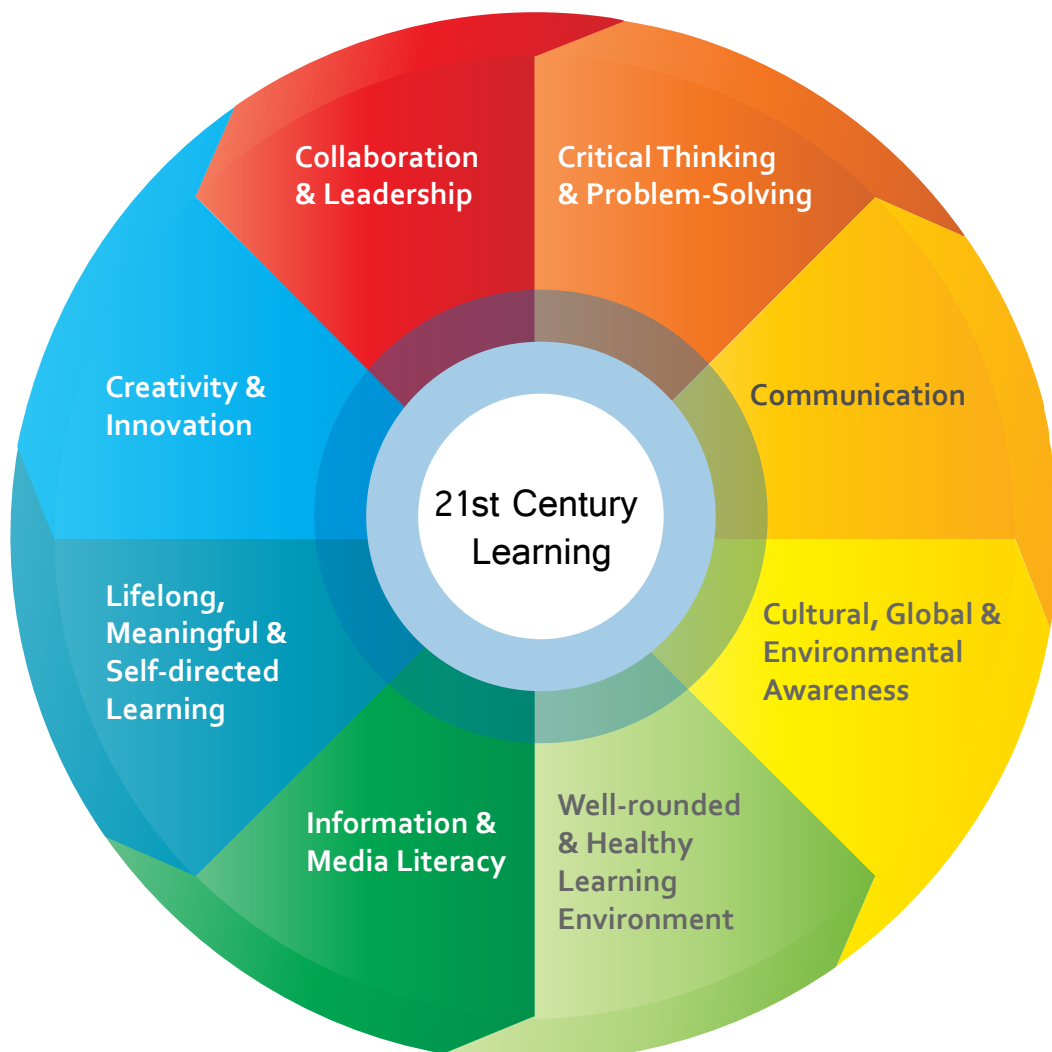
Plan learning goals (learning outcomes), feedback and assessment measures, and teaching and learning activities prior to content development and course facilitation.

Ensure **constructive alignment** of these primary components.

Why This Work is Important

The expanding role of the pharmacist and changes to educational outcomes demand that new course developments in the PharmD for Working Professionals program incorporate **multiple active student engagement opportunities** and **authentic case-based learning**.

The **intent** is to challenge graduates to acquire 21st century skills and to develop advanced clinical skills expertise for 21st century pharmacy practice.

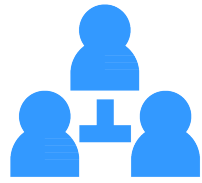


Active Engagement Matters!

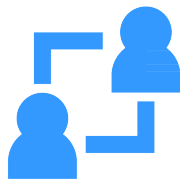
Students engage with the material, participate in the learning activities, and collaborate to demonstrate a process, analyze an argument, or apply a concept to a **real-world situation**.

Engagement strategies that promoting **active** learning include:

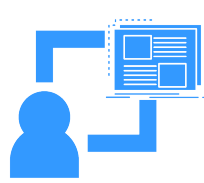
Learner-to-Learner Interaction



Learner-to-Instructor Interaction



Learner-to-Content Interaction



Authentic Case-Based Learning (CBL) Real World Experience Matters!

CBL incorporates a stimulating clinical case, a form of learner inquiry, effective presentation of information and relevant resources, facilitated discussion, and advanced preparation by students and faculty to successfully attain learning objectives and achieve positive patient outcomes.

The goal is to prepare students for the complexities of clinical practice through use of authentic real-world clinical cases that promote:

- development of 21st century skills
- relevant and meaningful learning for the adult learner
- linking theory to practice

