

Development of an MPharm module ‘*Pharmacotherapy: from Person to Population*’ based upon a Constructivist / Professional Unit of Study

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Background: In preparation for a new MPharm programme a 3rd year module was developed based upon a constructivist / professional unit of study¹. The module was designed to integrate science with practice and reduce the emphasis upon tutor-led learning and positivistic approaches that may hinder the application of scientific knowledge in practice.

Description of work: A series of six workshops were introduced where students worked in small groups to plan and submit a group portfolio. The module was designed to incorporate the following key areas of learning whilst also enhancing teamwork:

1. Socio-economic factors affecting the use of medicines
2. Enhancing care through personalisation
3. Pharmacotherapeutics, pharmacodynamics and pharmacokinetics affecting drug response
4. Use and misuse of medicines in individuals and populations

The teaching component of the module was arranged over 21 weeks with 24 x1 hour lectures acting as a precursor to six workshops where the students worked in groups of 4- 6. The workshop sessions were designed to support independence in designing the portfolio and to empower groups to develop analytical and debating skills. Formative assessment included provision of individual verbal feedback on the presentation of portfolio chapter plans and after group presentations. Summative assessment was conducted as follows: 1. Outline plan of a portfolio based upon a broad scenario, 2. Group presentation of chosen portfolio, 3. Individual portfolio chapter, 4. Group mark incorporating coherence of portfolio, 5. Multiple choice test based on introductory lecture materials.

Proposed Evaluation: The module will be evaluated by using a standardised structured questionnaire in order to compare student and tutor perception of this new approach with more traditional didactic methods. Early indications suggest that a constructivist approach can enrich the learning process within a challenging team-working environment.

Hindle A (2011) Moving from ‘know’ to ‘do’ will be a key feature of undergraduate education. *Pharmaceutical Journal* 2011; 287: 463.