# PEDAGOGICAL APPROACHES
# FOR THE
# DOCTOR OF PHARMACY DEGREE PROGAM

# COLLEGE OF PHARMACY
# UNIVERSITY OF FLORIDA

## Delivery of Curricular Content

In 2002 the College of Pharmacy opened distance education campuses in Jacksonville, Orlando-Apopka, and St. Petersburg-Seminole in addition to the campus in Gainesville. Most of the lectures from faculty are delivered to students in the distance education campuses via technology involving video streaming of information. Lectures by faculty are videotaped by technical personnel in Gainesville and video streamed to all pharmacy students one to two hours later. This approach allows students to view lecture material at times more convenient to them as well as allowing them to be better prepared to participate in the learning process. The video capture of each lecture permits students to slow down or speed up the pace of the lecture, revisit lecture material for clarification at any time during the academic year, and view the lectures individually or with peers. This flexibility is an attractive feature of the technical delivery of a significant portion of the Doctor of Pharmacy curriculum.

**Students enrolled at three distant campuses must take advantage of this approach to receive lectures by our faculty. Students in Gainesville may take advantage of this technology or attend classes; however, in selected courses they must utilize this electronic delivery of lecture material. Students on all four campuses state that they value the advantages of the video streaming of lectures. In fact, most students in Gainesville predominantly utilize this approach and do not attend classes. Some courses are available only via video streaming and incorporate special computer-based interactive exercises designed to enhance learning.**

The flexibility afforded by delivering lecture material via video streaming is also attractive to faculty. Many faculty members have lectures videotaped well in advance of class meetings or prior to the start of the semester. Thus, class time is not used solely to lecture to students, but instead used to engage students with case presentations, question and answer sessions, or other forms of discussion at all four campuses. On the other hand, some faculty members have prepared their coursework to be accessed online without any classroom-based activity. **Therefore, students in Gainesville, like their peers in the distance education campuses, are not always in a classroom to learn subject matter.**

Furthermore, some courses (e.g., pharmacotherapy IV,V, and VI) in the Doctor of Pharmacy degree program are replicated at each campus because the emphasis is on active learning exercises that cannot be videotaped in one campus and shared with the other campuses. In these courses, students at each campus must directly

engage faculty and student colleagues in the classroom and demonstrate critical thinking, problem-solving, and communication skills.  Also, laboratory exercises and integrated case studies in practicum courses require classroom attendance at all four campuses.

**The pedagogical approach is the same for all students in the College enrolled at all four campuses.  From one perspective each campus operates in the distance education campus modality with lectures being viewed outside of a classroom just as readings and homework assignments are done external to the classroom.  From another perspective, students from all four campuses must come to their local campus to attend selected classes, laboratory session, discussions groups, classroom role-playing exercises, exam reviews, and for administration of exams.**

**Hence, students' perceptions that the Gainesville campus is preferred because it yields more interaction with faculty in classrooms full of students is dependent upon individual students' behaviors. Students at all four campuses are engaged with faculty in a variety of formats: presentations and discussions regarding integrated case studies in the classroom, discussion boards on WebCT, email, classroom lectures and role playing, laboratory exercises, practicum experiences, videoconferences, and video streaming of lectures.** Students in Gainesville do have the option to attend lectures in selected courses in lieu of watching video streamed lectures.  However, the reality is that most students do not routinely come to class.  Moreover, students who do regularly attend lectures also frequently view the lectures by video streaming afterward to reinforce their understanding of information. **Consequently, a high-speed internet connection on a computer to view the video streaming of course content is mandatory for all students at the four campuses.**

**Parity in academic credentials on admission exists among students at all four campuses.  The same educational approaches, curricular content, and examination content and procedures ensure that the educational outcomes are similar among students at all four campuses while they progress in the curriculum and upon graduation.**

Prospective students should read about the educational philosophy of the College of Pharmacy as stated below.

### UF College of Pharmacy Curricular Philosophy

To empower students to be caring medication therapy experts and effective members of the interprofessional team, we provide a strong educational foundation in the biomedical, pharmaceutical, social and administrative, and clinical sciences. We deliver an organized, sequential curriculum that instills an evidence-based approach to problem-solving and fosters the development and integration of knowledge, skills, attitudes, and values required in the profession.  The use of online, face-to-face, and independent learning activities requires students to assume responsibility for their

own learning. Because contemporary learning occurs in multiple settings, we optimize the use of effective technology to connect learners in both synchronous and asynchronous environments. Students have diverse learning styles, and they need to apply what they learn within the actual context of practice. Therefore, we employ a variety of instructional methods such as didactic lectures, assignments, and application-based practice laboratories. We maximize student engagement through sound instructional design, and we emphasize social interaction and communication with peers, faculty, and staff to enhance the learning experience across the curriculum.  We view the curriculum as a tool to develop professionals who embrace the concept of lifelong learning and who are committed to the advancement of pharmacy practice.

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