

VIII REUNIÓN DE LA RED INTERUNIVERSITARIA DE INNOVACIÓN DOCENTE EN FARMACOLOGÍA

“MYTH OR FACT UNDER PRESSURE”: ACTIVE LEARNING THROUGH REAL WORLD SIMULATION

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INTRODUCTION

Real world scenario

- Pharmacists are often confronted with **new and unfamiliar** situations.
- When patients raise any question/concern, they usually expect a **quick but trustful** answer. ➡ Prompt evidenced-oriented literature search.
- Pedagogical activities are usually planned for the students to have **time to develop** them.



METHODS

CURRICULAR UNIT: Pharmacology II.

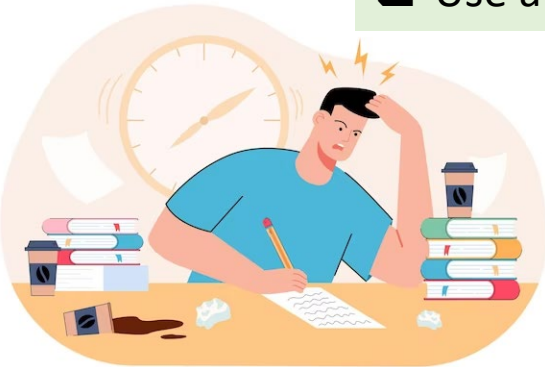
COURSE: Integrated Master on Pharmaceutical Sciences of the Faculty of Pharmacy of the University of Porto, Portugal.

CURRICULAR POSITION: 4th year, 1st semester

NUMBER OF STUDENTS ENROLLED: 210 students

GROUP WORK: 3-4 students per group (60 working groups)

- ☐ **Answer a “myth or fact” question** in the context of cardiovascular or endocrine pharmacology, within a **limited time** (same day → **2h class**).
- ☐ Use a **maximum of two systematic reviews and/or meta-analysis**.



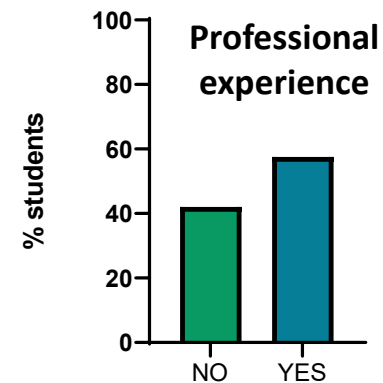
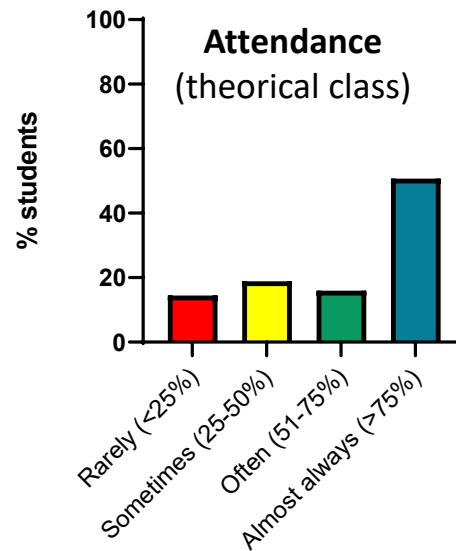
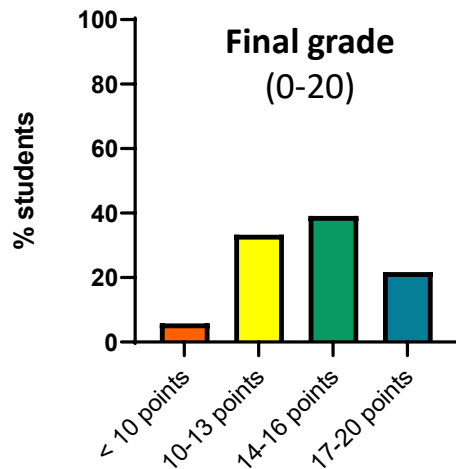
METHODS – MYTH OR FACT EXAMPLES

1. *My husband has type 1 diabetes and he doesn't want to vaccinate our son because he says he became diabetic a few days after having a vaccine as a child. **Can vaccines cause diabetes?***
2. *My daughter was a mother this week and is in doubt if she will breastfeed my grandson. In our family, my father and I are diabetic and **I was told that breastfeeding can help prevent diabetes. Is this truth?***
3. *I ordered from the internet a **natural product based on grape seeds to treat high blood pressure. Do you think it works?** If so, I could stop the medicine that my doctor gave me. I prefer natural products, which don't do so much harm.*
4. *My mother has some wounds on her legs, near the ankle, and the doctor ordered me to wear compression stockings; I don't understand the interest, **wouldn't it be better to let it air dry?***
5. *I want a probiotic that is good for the bones; **do you think it's a good idea?***
6. *I want to fill this prescription but I don't take the new medicine that the doctor prescribed me (bisphosphonate) because I bought a vitamin supplement for bones online and I'm going to see if it works. **It's always more natural, don't you think?***

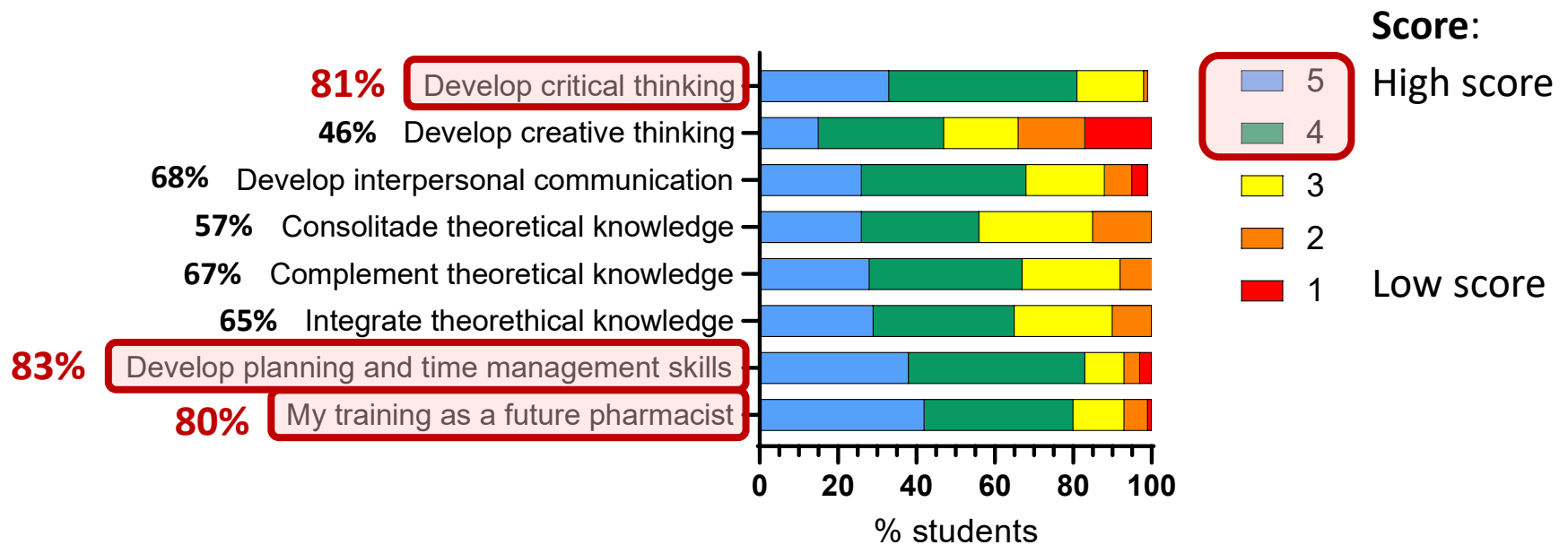
RESULTS

At the end of the semester, students were asked to anonymously respond a survey to grade the contribution of this assignment to the acquisition of certain skills and to answer few open questions.

69/210 students answered the online survey



RESULTS



RESULTS – OPEN QUESTION

- ✓ REAL WORLD SCENARIO
- ✓ QUICK DECISION
- ✓ IMPROVED SEARCH

*"I liked the fact that **the questions asked were real questions** asked in pharmacies."*

*"The fact that it is a situation that **prepares us for the professional future** in view of what can actually happen when working with and for the public."*

*"I think it was **very challenging** because it was a **simulation of what could happen in a real context**."*

*"**Quick thinking and decision making**."*

*"The fact that we have **improved the way of searching for information**, doing more targeted searches, since we also had less time."*

*"The type of question is **something that can be asked in the pharmacy**, so I think these are **relevant topics for our future**. It was a little difficult not to disperse in the search for information, but I think it is the objective to combat this, since we should be able to **answer in a short time**."*

CONCLUSION

“MYTH OR FACT UNDER PRESSURE” is an assignment that contributes to pharmacy education mostly by training critical thinking and plan and time managing skills, which are relevant for pharmacists.

Thank you!