



Use of Lightboard Technology to Introduce Vaccine Topics

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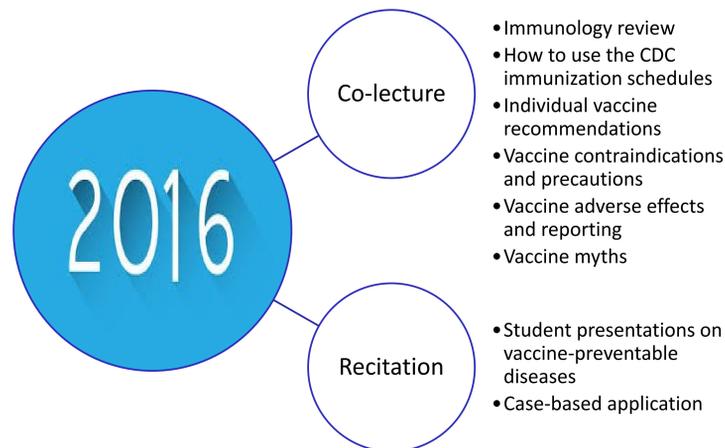
BACKGROUND

- RX 415 Self Care & Health Promotion I is a course intended to teach students how to use and evaluate self-care strategies and assist patients in achieving optimal health through these strategies
- Adult and pediatric immunizations, topics covered in the course, are content-heavy and often require a review of concepts from previously completed courses to optimize student comprehension
- This lecture has previously been taught in various ways to maximize efficiency and efficacy, most recently as a co-lecture by two faculty specializing in adult and pediatric medicine
- Flipped classrooms have been shown to have positive effects on student outcomes and increase student engagement and critical thinking¹
- Dvorkin Camiel and colleagues described implementation of a flipped classroom model with a team-based learning approach in a self-care course as having a favorable response from students²

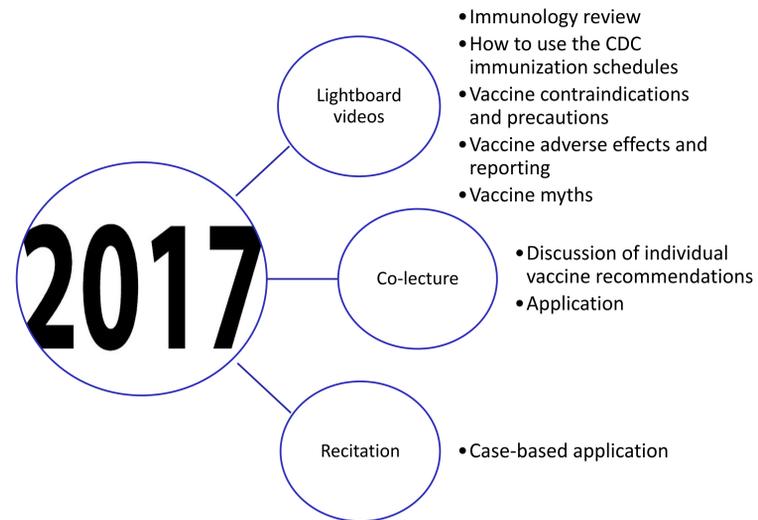
OBJECTIVES

To utilize lightboard technology to provide a “modified flipped classroom” to teach immunization concepts and maximize time for application-based learning

METHODS



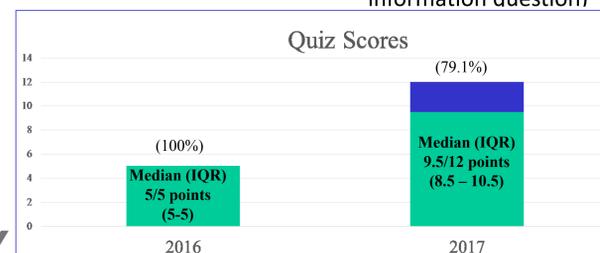
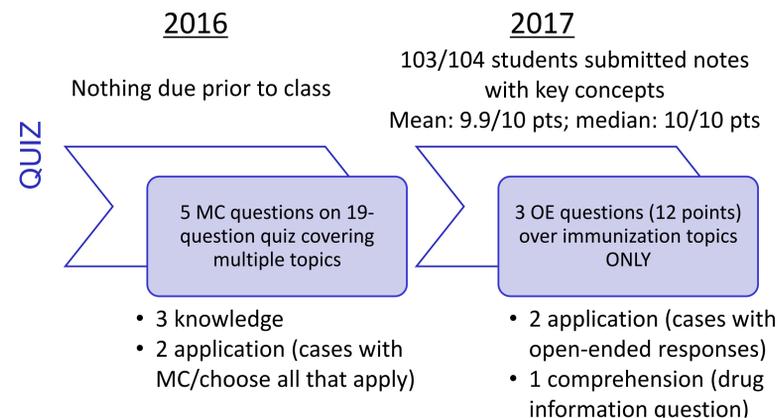
METHODS



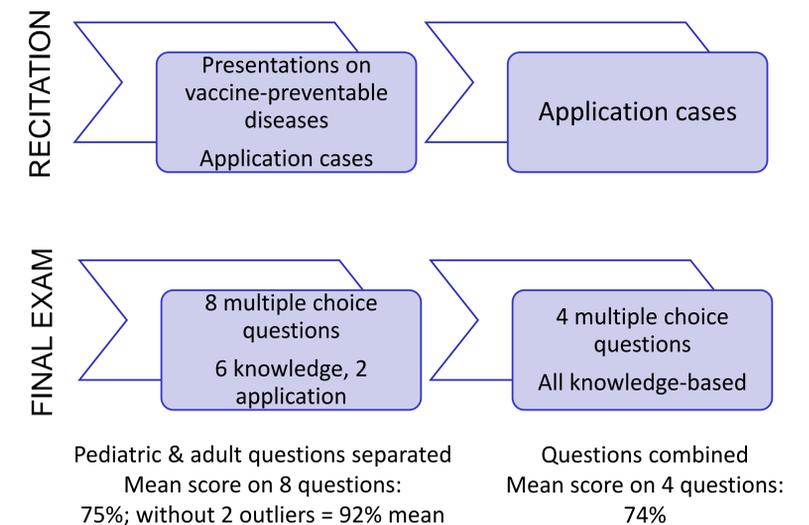
Assessment Strategies

2016	2017
Quiz (MC)	Submit lightboard notes
Recitation: Disease presentation & Cases	Quiz (open-ended)
MC questions on final exam	Recitation: all case-based application
	MC questions on final exam

RESULTS



RESULTS, cont.



Overall point biserials similar

REFLECTION

Upon reflection of the process and results of incorporating lightboard technology into the vaccination material, both benefits and drawbacks to the project were identified.

- Videos were longer than originally planned and may have been more outside-of-class work than anticipated
- Quality and length of the student notes varied, but were impressive overall
- Quiz scores may have decreased due to increased difficulty
- Quiz and exam may need to assess comprehension more in future
- The process for teaching and learning through these methods has a translation to pharmacy practice

ACKNOWLEDGEMENTS

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REFERENCES

- Perksy AM and McLaughlin JE. The flipped classroom – from theory to practice in health professional education. *Am J Pharm Ed.* 2017;81(6):1-11.
- Dvorkin Camiel L, Mistry A, Schnee D, et al. Students’ attitudes, academic performance and preferences for content delivery for a very large self-care course redesign. *Am J Pharm Ed.* 2016;80(4):1-8.