

## **Student-nominated Teaching Award 2016** **Dr Johanne Barry, School of Pharmacy**

### **1. PREVIOUS TEACHING AWARDS (200 words maximum)**

*If you have ever previously won a Queen's University Teaching Award, please note the year and category (eg Rising Star, Team etc) below. You should also provide a short explanation of how the work outlined in this application differs from the work for which you were previously recognised.*

I am the recipient of two previous Queen's University Belfast (QUB) teaching awards. My first was in 2008 in the "staff teaching for less than five years" category, sharing the award with my colleague, Dr Sharon Haughey for the innovative nature of the Pharmacist prescribing module we developed. My second award was in 2013 in the "team" category. Dr Maurice Hall, Ms Fiona Hughes, Dr Lezley-Anne Hanna, Mrs Alison Buchanan and I won this award for our one-to-one student support and excellence in feedback provision. The current application relates to my own personal approach to education in the School of Pharmacy across all four years of the MPharm, particularly my rapport with and support of, our undergraduate students.

### **2. CONTEXT FOR THE APPLICATION (300 words maximum)**

*Please provide a brief summary of your application and a context for your work. Examples of the information you might include are; the subject you teach or the area of learning support you work in, the type of learning and teaching/learning support activities you are involved in, how many learners are involved, your particular learning and teaching/learning support interests and an outline of your overall teaching/learning support philosophy?*

It is an honour to have been nominated by 21 final year MPharm students I have taught since Level 1. I aim to deliver an educational experience which is enjoyable, yet challenging, supportive and reflective of modern and future pharmacy practice. I am our Careers Liaison Academic and encourage constant self-evaluation on ultimate employability. I continue to work part-time in community pharmacy with Boots, using my experiences to inform my teaching, as mentioned in the student nomination "*Johanne advises us about best practice based on clinical guidelines, but also shares her experience of working in community pharmacy.*" Since the students I teach are the pharmacy leaders of the future, I aim to instil a passion for pharmacy and reflective life-long learning from my first contact with our students in Welcome Week.

I teach across 9 UG MPharm modules. The average year group size of 120. My teaching comprises lectures, small group teaching (n≤ 35), and one-to-one role plays. I support PG learning as a member of the Distance-Learning subgroup. I impart a crucial practice perspective to our new MSc in Advanced Clinical Pharmacy Practice, mirroring my role in the development of the UG module "Advanced Pharmaceutical Care".

I have a keen interest in numeracy skills in pharmacy and have written a best-selling textbook on this topic<sup>1</sup>. I teach numeracy for pre-registration pharmacists and am a question-writer for the pharmacy registration assessments in NI and GB. Recently, I have been selected as a member of the standard-setting panel for the GB registration examination. My expertise has supported colleagues in multiple-choice question writing. Our excellent teaching provision is externally-recognised and we are the UK's No. 1 School of Pharmacy in the 2016 *Times and Sunday Times Good University Guide* for the second successive year.

### 3. DISCUSSION

*You should illustrate your discussion throughout with reference to specific learning and teaching/learning support activities. You should also provide examples of the influence of learner feedback on your learning and teaching/learning support practice.*

#### **(a) Promoting and enhancing the learners' experience (1000 words maximum)**

It is an exciting time for Pharmacy; an increased clinical role is imminent<sup>2</sup>. I feel privileged to be educating Pharmacists of the future. I deliver teaching in an integrated fashion, aligning with regulatory standards<sup>3</sup>. Since my teaching involves all year groups, and as the complexity of my teaching and assessments develops year-by-year, students become increasingly prepared for ultimate practice as a Pharmacist.

#### ***Stimulate and inspire learners***

I illustrate my passion for pharmacy, by sharing my personal professional experiences with the students. My teaching focuses on the role of the community pharmacist and I am deliberate in use of my language (e.g. "As Pharmacists you will...") and always introduce myself as a Pharmacist to encourage a sense of professionalism amongst students<sup>4</sup>. I am a role-model setting an example for future competent and confident healthcare professionals.

My key inputs into the MPharm programme are in levels 3 and 4. I am lead academic for pharmacy practice class groups of 25-35 students. The students who have nominated me for this award have all had me as their class lead in weekly level 4 classes. I challenge students to demonstrate the best of their ability, working alongside them to encourage them to reflect upon their performance. During patient consultation and dispensing role-plays, I ask students to self-appraise. This encourages them to reflect. I then offer verbal feedback, focusing in particular on how they communicated with me as the "patient". After each class, I grade their work and provide individual written feedback. After completion of marking, I provide generic class feedback, including metrics on performance and tips for forthcoming topics. Within my nomination, the students commented: "*Each week, we have been given thorough individual feedback on our work, both verbally and written. We have also received written class feedback on the previous week by email which has helped us to see what mistakes are common. Johanne is excellent at giving feedback. She always tells us what we can do to improve but, at the same time, praises us on what we have done well.*"

I have a keen interest in inter-professional education, having developed interdisciplinary learning experiences for Nursing and Pharmacy students. This workshop promotes and enables active, interactive, collaborative and interprofessional learning, an objective of the QUB education strategy<sup>5</sup> and in line with regulatory standards<sup>3</sup>. From the outset, I make it clear that the aim is to learn about each other's profession and work together for patient benefit. I challenge the students using experiences I have from my own professional practice. My involvement has helped our students to identify with the particular skill set that they bring to the multidisciplinary healthcare team.

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*"In the IPL ethics sessions pharmacy and nursing students work together to determine what they would do in response to a series of ethically-challenging situations. By drawing on her experiences in practice, Johanne consistently grounds these scenarios, and ways of responding to them, in the real world environment in which students will one day be working. This changes what could otherwise be a purely theoretical exercise into one that has significant practical relevance for students' future careers."*

*Dr Tom Walker, Director Centre for Ethics  
School of Politics, International Studies and Philosophy*

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This workshop was one of the learning activities visited during our interim accreditation visit in 2015. Within the report of this visit the accreditation team commented:

*The students worked well together and were fully engaged in the activity. Students were articulate in explaining how these activities helped them develop an understanding of others' roles in a multidisciplinary healthcare team. They also explained that it helped them to appreciate their role and the unique contribution they could make to patient care.*

*General Pharmaceutical Council  
MPharm Interim Visit Report, Queen's University Belfast, March 2015<sup>6</sup>*

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I have been involved in development of an IPL workshop for Pharmacy and Medical students. These workshops (Figure 1), which take place in a GP surgery and our model pharmacy<sup>7</sup>, aim to increase student knowledge of the roles and responsibilities of the other profession, fostering enhanced inter-professional team working, improved future patient care and referral pathways between the professions.



**Figure 1. Image of Pharmacy and Medicine students working together.**

Feedback was very positive, with 100% of students saying they would recommend it. One medical student commented: *"Enjoyed it, not just from an IPE side but also good info in cases. Good to get feedback on prescribing. Enjoyed working with the pharmacist (student), she flagged up the interactions we forgot."* I have presented this novel development at the Royal Pharmaceutical conference<sup>8</sup> and at an IPL conference<sup>9</sup>. I have been involved in further development of this workshop, using simulated patients to enhance realism and context<sup>10</sup>. This summer, I will co-supervise and support a vacation scholar, who will analyse data and conduct focus groups with participants, leading to a pedagogic publication.

## APPLICATION FOR STUDENT-NOMINATED TEACHING AWARD 2016

I advocate employability of our students in my role as Careers Liaison Academic. I organise workshops for level 3 students on the application process for pre-registration training, with the Careers, Employability and Skills team. These help the students with how best to present themselves to employers, particularly for pre-registration recruitment. I also inform our students about the many opportunities open to them (e.g. part-time employment, overseas opportunities and summer work). This is something which is appreciated by our students:

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*I just got back on Saturday from my 3 week placement.....It was the best experience I have had...I learnt so much and fell much more prepared for coming back to Uni this year. I just wanted to say a big thanks.... I never would have known about this placement, never mind applied for it had it not been for you, so thank you.*

*Excerpt from an email from a previous MPharm student, September 2014*

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In 2011, I introduced a school careers fair. This has now become an annual event. The report of our Educational Enhancement Process visit in 2014<sup>11</sup> stated that students were satisfied with the level of careers support offered. A recommendation was that the school should more fully inform students about the range of career options available beyond traditional community and hospital pharmacy. I now organise talks from school alumni working in industry, academia and professional organisations as part of the careers fair and am currently assembling an online gallery of alumni career profiles, accessible to students.

### **Development, organisation and presentation of learning resources and student assessment**

I develop a range of teaching materials for use across our MPharm and Distance Learning programmes, including lectures, MCQs, essay-based examination questions, tutorials, as well as prescriptions for teaching purposes and role-play scenario scripts. I employ a variety of learning approaches to reflect the spectrum of learning styles among students. My teaching resources are often novel (e.g. clips from the Channel 4 TV programme “embarrassing bodies”). When my materials are being used for assessment, I produce accompanying detailed model answers to ensure that evaluation is fair and reproducible, regardless of assessor. I grade students via both formative and summative means ensuring the complexity increases with year of study. I have developed OSCEs and CRAs as novel assessment tools. All are designed to prepare students for practice and maximise their skills. I use minute paper exercises at the mid-way point of modules. This allows me to deal with student feedback in a timely fashion before the end of the module.

This is all evidenced by Tables 1 and 2, a selection of TEQ scores and student comments.

**Table 1. TEQ Scores**

Academic Year	Module (class type)	Score (out of 5)
15/16	PMY4003 (RTS class)	5
14/15	PMY2006 (Laboratory class)	4.9
14/15	PMY4003 (RTS class)	4.98
14/15	PMY4072 (Lecture series)	4.9
13/14	PMY1003 (Lecture)	4.7
13/14	PMY4072 (Lecture series)	4.8
12/13	PMY3064 (Pharmacy Practice Class)	4.93
12/13	PMY4072 (Lecture series)	4.88

**Table 2. Exemplar Student Comments from Teaching Evaluation Questionnaires**

<p>Fantastic teacher - We were confident in her knowledge and she was really concerned that everyone understood the material. Very good at explaining everything.</p>
<p>Enthusiasm for the topic stimulated my interest in the topic. Made this topic interesting and enjoyable.</p>
<p>Johanne was extremely helpful when I asked for extra help and provided further reading materials and study guidance. Thank you!</p>
<p>Really enthusiastic about each weeks topic. Always gave really helpful feedback. Really motivating + made me want to do really well. Made the class enjoyable. Really enjoyed RTS!</p>
<p>Really enjoyed working with Johanne. So easy to consult and get on with. Best lecturer Ever!</p>
<p>Brilliant lecturer. Great Passion + Enthusiasm for Pharmacy Thanks for all your help.</p>

**(b) Supporting colleagues and influencing support for student learning (350 words maximum)**

**Development of colleagues**

I have informally and formally mentored colleagues through peer review of teaching. I have reviewed learning resources (e.g. the online materials for our community pharmacy placement programme) and used my clinical experience to review drugs to be included in a level 1 assignment. I had a key role in the re-accreditation process in the School in 2012 and for our interim visit in 2015. This centred on supporting non-pharmacist colleagues in appreciating how their teaching integrates into pharmacy practice. I mentor a colleague on the PGCHET course. I have peer-reviewed her teaching and helped her to reflect on new ways to further enhance her teaching style. I am currently supporting the Director of Education for our BSc in Pharmaceutical Sciences in development of employment placement programmes.

**Contribution to school/institutional initiatives**

I ensure our MPharm remains contemporary, future-focused and integrated through membership of our Education Committee. Dr Haughey and I presented at the 2009 Teaching Award briefing to share our experiences and to encourage applications. I have developed and delivered a pharmacy workshop for the QUB widening participation programme. In 2014, we secured a silver Athena SWAN award. I was part of the working group for this application. I support student recruitment in my role as a STEM ambassador and through my involvement with schools visits and our 'Pharmacists in Schools' programme.

**Regional/national/international contributions**

I work with GPhC in development and quality assurance of their registration assessment. I co-authored a report for the GPhC Board of Assessors on the numeracy section of their registration assessment<sup>12</sup>

resulting in significant changes; MCQ questions have been changed to open-text answers and calculators were introduced<sup>13</sup>. From 2011-2015, I was an elected board member of Pharmacy Forum NI, the NI pharmacy leadership body, serving as the vice chair for two years. I represent NI on the Medicines and Healthcare products Regulatory Agency stakeholder group on the reclassification of medicines, which draws on my knowledge of counter-prescribing. My educational innovations have been published at local, national and international level<sup>1,8,9&13</sup>.

**(c) Ongoing professional development (350 words maximum)**

As a registered pharmacist, CPD is central to my practice and I am required to complete at least 30 hours of CPD annually. I maintain a reflective CPD portfolio on an annual basis and this was assessed in 2014 as being "exemplary". With weekly clinical contact, I find myself continually reflecting on my practice and how I can bring my own professional learnings back to the classroom. One example of this is how I developed new lectures this year for our Level 4 students on the new community pharmacy service "Medicines Use Review".

I am a Fellow of the Higher Education Academy since I completed my PGCHET in 2007. After each teaching activity, I reflect upon it and keep a teaching log to inform necessary change and improvement. I supplement this with student comments from TEQs and module reviews. One change I have made is to introduce MCQs at the start of my lectures to formatively "test" the students on material from a previous lecture. This provides a formative assessment for the students. It gives them experience with MCQs, which are used throughout the MPharm and focuses them for the new lecture. I constantly review lecture content, leading me provide the students with some tasks to do in between lectures (e.g. review of a patient profile or looking up drugs in their BNF). This approach allows the students to take responsibility for their own knowledge.

I am passionate about Pharmacy and developing my own teaching skills and more importantly the using my knowledge to develop the next generation of professionals and their skill set to ensure they are ready for their key role in providing healthcare for the world. *"Johanne has inspired and motivated us, not just to do well in this module, but to develop skills which will be important in our future careers."*

## References

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