

INTRODUCTION

Learning becomes increasingly open, more interactive and more interdisciplinary. The concept of learning no longer includes only knowledge acquisition, but is much more multidimensional. There are much more expectations and demands for new professionals, including new skills that were not needed in the past. This has caused the need to use several new teaching methods in the study of assistant pharmacists at Tallinn Health Care College, which have not been widely used in teaching before.

AIM/S

By using new methods and technologies in teaching, to give the training of assistant pharmacists more practical and market-oriented dimension. To train innovative, up-to-date professionals with interdisciplinary skills and critical thinking that meet the growing needs of the labor market.

Take a picture for virtual tour



The author would like to acknowledge Tallinn Health Care College colleagues Kaie Eha and Lilian Ruuben.

METHOD

- Giving responsibility:** involving students in communication with real clients
- Involvement:** In learning you will teach, and in teaching you will learn
- Simulation training:** learning by simulating situations in real pharmacist work
- Teamwork:** problem solving with a team, opportunity to try different roles of teamwork
- Development of instrumental skills:** all pharmaceutical laboratories, with all their instrumental capacity, are at the disposal of students for research activities
- Interactive rooftop herb garden:** the opportunity to explore the plant in their own environment, to see the entire life cycle from plant cultivation to the production and analysis of the product
- Flexibility in learning:** using different interactive learning environments for learning, eg Zoom, Moodle, Educaplay, Quizlet

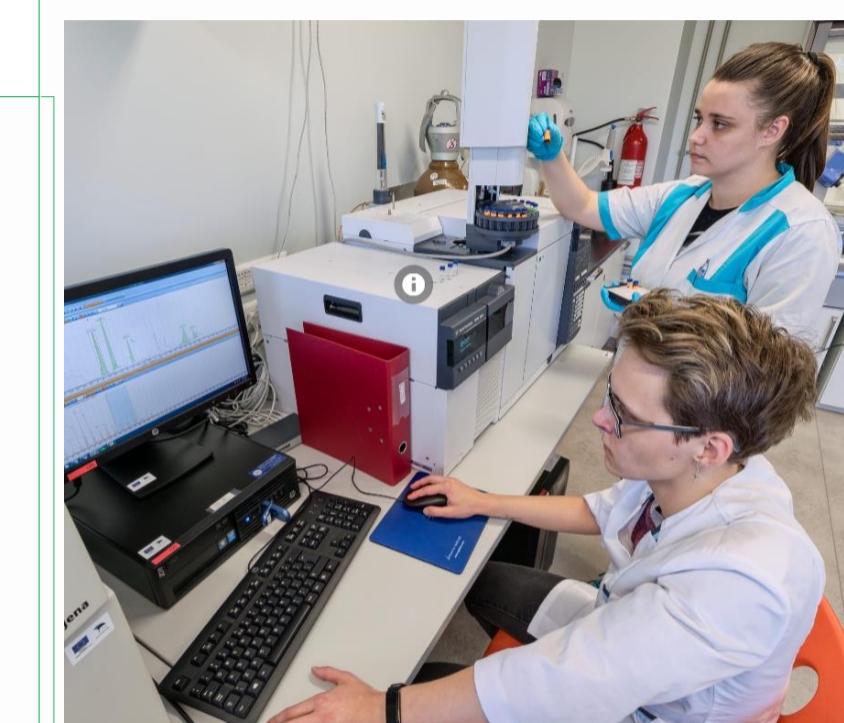
RESULTS

Students are involved:

- in the process of counseling clients through the interactive section "ask the pharmacist" and through pharmacy internship
- to learn instrumental analysis methods by participating in analytics for customers (e.g. active ingredients analysis, etc.)
- in public lectures (e.g. lectures on healthy eating in schools)
- third year students have the opportunity to include younger pupils in their research related laboratory experiments
- in replaying situations that occur in the actual work of a pharmacist in a study pharmacy, trying out different roles
- In teamwork studying by playing pharmaceutical laboratory team to identify an unknown drug or preparation by using different analytical methods.

Students can learn and rest in an interactive vegetable garden. A self-cultivated plant can be studied in a microscopy laboratory or analyzed in an instrumental analysis laboratory.

Students can participate in interactive lectures in the e-environment Zoom, all subjects have e-support in the environment Moodle.



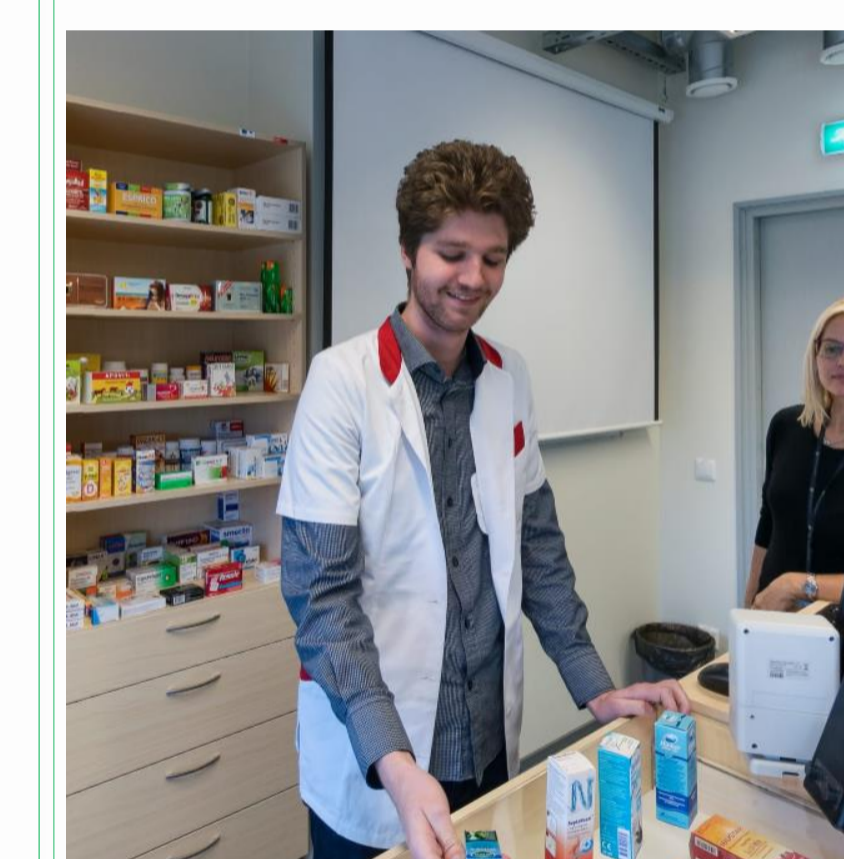
Chromatography laboratory



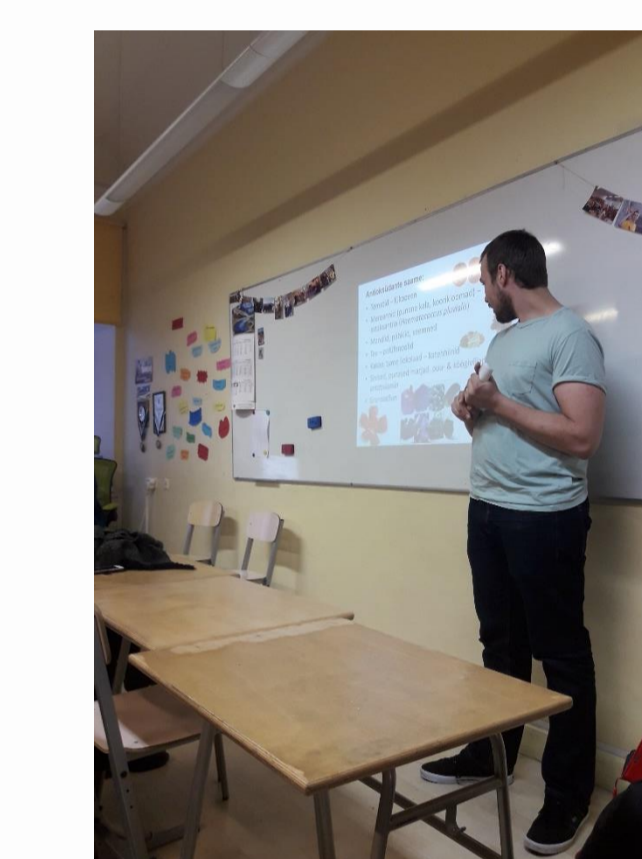
Microscopy laboratory



Identification of unknown substance



Pharmacy simulation room



Students giving a lecture in high school



Fooftop garden

CONCLUSION

The use of new learning methods helps to train professionals who meet better of the expectations of the public, who know medicines, know how to prepare and issue them, and who are able to advise clients. Pharmacy is increasingly moving towards clinical pharmacy in Estonia, and the introduction of new methods helps to become a better communicator and teaches the use of motivational interviewing, gives the ability to better analyze and make decisions that lead to higher levels of pharmacy and health counselling in the pharmacy. Positive feedback from employers encourages us to continue in the chosen direction.

REFERENCES

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- Fatimah Lateef. Simulation-based learning: Just like the real thing. J Emerg Trauma Shock. 2010 Oct-Dec; 3(4): 348-352. DOI: 10.4103/0974-2700.70743