

## **Poster Presentations Are Effective Continuous Assessment Activities to Foster Integrated Learning by Undergraduate Pharmacy Students**



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Posters are effective media of communicating information visually. To foster pharmacy student teamwork, communication and presentation skills, and to facilitate integrated learning, a highly successful, drug-themed, team poster continuous assessment element was introduced within the third year of the UCC MPharm curriculum.

Module PF3009 (Gastrointestinal, Hepatic and Endocrine Systems) pharmacy students were divided into four-membered teams, assigned a PF3009-related drug and provided with poster design training. Teamwork training included a visual thinking strategy exercise. Teams were given 8 weeks to plan, develop and produce their posters.

Poster team and team member grades were generated as follows:

1. Team grades by assessors (mostly UCC Pharmacy School staff and postgraduate students) during a session analogous to a scientific conference based on (a) the design and content of the team posters and (b) the team-assessor engagement.
2. Individual team member grades were student-generated through CATME, a teamwork feedback e-tool.

Team posters are a surprisingly effective means of encouraging pharmacy students to integrate knowledge. The exercise is mappable to an advanced rung of Harden's Integration Ladder and to many competencies of the Pharmaceutical Society of Ireland Core Competency Framework for Pharmacists.

### **Biography**

Dr. J.J. Keating is a lecturer of pharmaceutical and medicinal chemistry at the School of Pharmacy, University College Cork, Ireland. He graduated with B.Sc.(Pharm.) and Ph.D. degrees from Trinity College Dublin in 1996 and 2001 respectively and is also a locum community pharmacist. Dr. Keating has a keen interest in pharmacy education, with particular focus on the application of pharmacy-relevant scientific knowledge to pharmacy and clinical practice. He is currently undertaking an MA in Teaching and Learning in Higher Education in UCC.