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Digihealth E-module Learning Design

Course Summary

Title	Applications to Community Pharmacy (ACNE)	
Code	PHCTL6615	2Credits/2Hours
Program	Diploma of Doctor in Pharmacy Practice	
Academic Year	2021-2022	
Lecturer's Name	Dr Anna Maria Henaine	



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1. Learning Design for: Application to Community Pharmacy

1. Context

Topic: ACNE

Total learning time: 20 hours

Designed learning time: 3 hours and 45 minutes

Size of class: 29 Students

Description: This course will help the student understand acne, its pathophysiology, triggering factors, basic principles for acne treatment and patient education

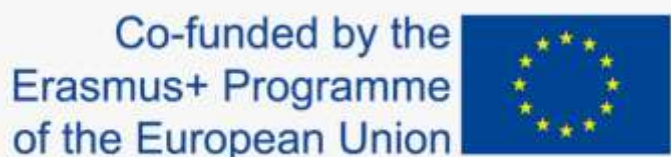
Mode of delivery: Blended

2. Aims

The purpose of this chapter is to help pharmacist students develop a clinical approach to the evaluation and initial management of patients who present with acne.

After completing this module, the student should be able to:

- ✓ Identify and describe the morphology, pathogenesis, localizations, causes and types of acne
- ✓ Distinguish between the myth and reality of acne pathogenesis
- ✓ Distinguish among the essential clinical features of acne vulgaris
- ✓ Explain the basic principles of treatment for acne
- ✓ Review the latest guidelines about the acne treatment
- ✓ Recommend an initial treatment plan for a patient who presents with comedonal and/or inflammatory acne
- ✓ Have an overview of alternatives in acne treatment.
- ✓ Practice providing patient education about topical and systemic acne treatment
- ✓ Determine when to refer a patient with acne to a dermatologist



- ✓ Learn the key prescribing and counseling information for patients and healthcare professionals

3. Outcomes

✚ **Knowledge:** The most important learning lessons is

- ✓ To differentiate types of acne lesions
- ✓ To know how to manage acne according to guidelines, practice and alternative treatments
- ✓ To know the most important advices to give to the patient and how to educate him in the management of this chronic inflammatory disease

✚ **Comprehension:** Identify all types of acne lesions, differentiate them with similar ones like allergic dermatitis, rosacea...

And identify the classes of drugs used (both topical and oral); their mechanism of action, pharmacokinetics, side effects, parameters to monitor

✚ **Application:** Even with topical treatments, the pharmacist should advice and educate the patient about the right use of medicines, their side effects, drug-drug and food-drug interactions, parameters and clinical symptoms to monitor

✚ **Analysis:** Evaluate alternative treatments and the accurate therapy for each type of the acne lesion

✚ **Synthesis:** Explain the most important therapeutic strategies and advices to follow and how to monitor the improvement of the acne in order to prevent side effects, interactions and, the most important point, the compliance and adherence to the treatment because a misunderstanding and a not rapid improvement can lead to teasing and bullying which is associated with anxiety and depression

✚ **Evaluation:** Explain the most important therapeutic strategies and advices to follow and how to monitor the improvement of the acne in order to prevent side effects, interactions and, the most important point, the compliance and adherence to the treatment because a misunderstanding and a not rapid improvement can lead to teasing and bullying which is associated with anxiety and depression



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4. Teaching-Learning activities





1 ACNE

Collaborate 25 minutes 29 Students Teacher present Online

During introduction to new material, we should check for understanding about the topic by asking for questions and/or clarifications giving them references (articles or books to read (as examples articles from the American academy of dermatology (AAD); "Introduction à la Dermopharmacie et a la Cosmétologie" (Marie-Claude Martini; 3rd edition) ...

We divide them into groups of not more than 3/group and ask them to analyze an article and present it online as a ppt presentation through **zoom or Microsoft teams**

Linked resources





-  [TYPES OF ACNE](#)
-  [HOW TO TREAT ACNE](#)
-  [Introduction to acne](#)
-  [American Academy of Dermatology: Discussing acne](#)

Discuss 2 hours 29 Students Teacher not present Online

The different types of acne and different treatments with the most recent updated guidelines and alternative treatments

The student should be able to give a home message about each type of treatment (topical/oral) and transfer it to their most common opened **social media (Facebook, Instagram, telegram, LinkedIn...)**

Linked resources

-  File: AAAPPLICATIONS PHARMACEUTIQUES (ACNE).pptx
-  [L'acné: Quand et comment la traiter](#)
-  [Prise en charge de l'acné: Traitement local et général](#)
-  [Acné et traitement](#)



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Investigate 30 minutes 29 Students Teacher not present Online

Will ask review questions to check if students have grasped basic concepts from the class.
Zoom meeting or Microsoft teams with videos and quizzes (MOODLE)

Linked resources

 [Questions about acne](#)

 [Frequently asked questions about acne](#)

 [TYPES OF ACNE](#)


Practice 30 minutes 29 Students Teacher not present Online

Discussing clinical cases seen in the pharmacy; their own experience with their patients; how do they advise them, educate them for better improvement in the treatment; the compliance and adherence

They are also asked to download **posts in LinkedIn** about acne types, treatment and advices
Then a quiz about acne shared on **MOODLE or google form**

Linked resources

 File: AAAPPLICATIONS PHARMACEUTIQUES (ACNE).pptx

 Note: MIND MAPPING, TOOLS, performing the role of the pharmacist facing the patient (for better interaction between them and helping gaining trust and creativity in their questions)

Games: Drug-Drug and Food/drug interactions; **cross-matching** about acne lesions and the most important acne treatments

Important and fruitful discussions through **Microsoft teams** should be shared also about the physical therapies done (comedone extraction, cryoslush therapy, cryotherapy, electrocauterization, intralesional corticosteroids)

This work is performed individually or binomes; not more in the form of ppt. **Videos** shared are also important for their colleagues



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Produce

20 minutes

29 Students


Teacher not present

*Face to
face (not
online)*

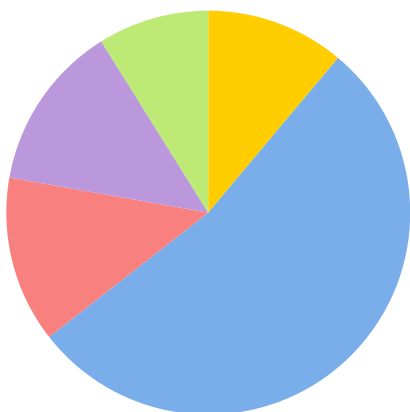
Discussing more clinical cases seen or doing PubMed research about clinical cases before and after treatment

They should share, through **zoom and/or Microsoft teams** preparations prepared by them

Linked resources

 Note: **Zoom and/or Microsoft teams**

5. Representations of the learning experience



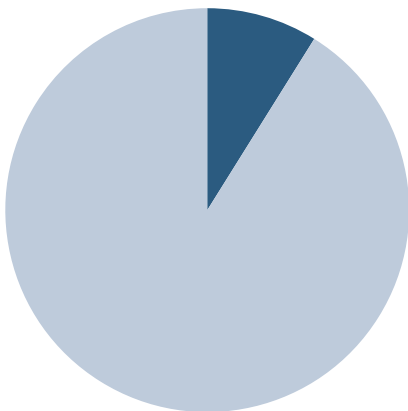
Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	0	0
Investigation	30	13
Discussion	120	53
Practice	30	13
Collaboration	25	11
Production	20	9



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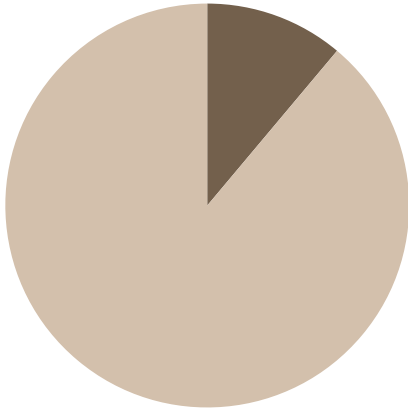
	Minutes	%
Whole class	225	100
Group	0	0
Individual	0	0



	Minutes	%
Face to face (not online)	20	9
Online	205	91



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	Minutes	%
Teacher present	25	11
Teacher not present	200	89