

OP1

Immersive Virtual Reality for Enhanced Pre-clinical Pharmacy Practice Experience: from Storyboard Creation to In-class Implementation

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Introduction: Pharmacy students in Hong Kong face the common challenge of having limited opportunities to experience professional clinical practice, often not until their final year. However, immersive virtual reality can be used to enable these students, who have no clinical experience, to have a personal experience working through interactive cases using headsets.

Method: This paper showcases the process of production of IVR cases and how they have been implemented in a class of fifty Year-3 pharmacy students in the Chinese University of Hong Kong. As a teaching development and language enhancement grant project, the key elements of the IVR production source came from collaboration between a professional team from the Pharmacy Department and a technical support team from the funded project. Aligned with the teaching content in the program, staff from Pharmacy produced a storyboard on two cases; the technical team took shots with a clinical scene setting on campus, nine shots with the VR camera to capture case 1 and seven shots for case 2.

Findings: The best captures were selected and converted for the IVR cases by the technical team with occasional review meetings by both teams. A pilot was conducted in the classroom to test the feasibility of the whole setup for teaching. The pharmacy professor used paper cases and conducted in-class discussion in the first half of the teaching sessions of the semester. Student experiences on paper-based case discussions were surveyed as a baseline. To prepare students for the IVR implementation, they were informed in advance about this innovative approach to preparation for clinical practice in the final year. The use of IVR was deployed, followed by case discussion in the second half of the teaching sessions.

Conclusion: In conclusion, immersive learning experience can have high potential to provide better engagement on student learning experience and preparation for clinical practices.