





**Hôpitaux  
Universitaires  
de Genève**

**Pr Pascal BONNABRY**  
Head of pharmacy

e-learning projects  
available for  
developing  
countries



**Facts**

- Global Competency Framework (GCF) is developed, but tools are needed to implement it all around the world
- Specialized pharmacists as well as teachers are missing in developing countries
- Technology like the internet is more and more available everywhere

**e-learning can be an innovative and efficient way to transfer knowledge**








## e-learning: interests

- Low cost
- Ease of access
- Possible to follow training at distance (save travel and accommodation costs)
- Flexibility of time dedicated to education
- Content can be interactive and ludic
- Possible to validate the acquired knowledge and to deliver certificates
- Possible to create network of users

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## Impact of e-learning in pharmacy

100% knowledge improved, magnitude range 7-46%, equivalent to lecture-based learning (n=11 studies)

e-learning programs were considered beneficial in improving knowledge and stimulating interest, relevant and practical

Increased confidence

Skills change

Knowledge gain

Course benefits

Perceived or actual practice change


Willingness to change practice

Thematic map of e-learning effectiveness concepts in pharmacy


Salter S, Am J Pharm Educ 2014;78:article 83

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## History of my project



- **2006 - Mali**, undergraduate programme on hospital pharmacy
- ... Queries from different countries to teach hospital pharmacy, without possibility to answer positively
- ... Thinking on a connected way to teach, inspired by the RAFT for physicians
- **2014 -** Launch of an e-learning platform, **Pharm-Ed** ([www.Pharm-Ed.net](http://www.Pharm-Ed.net))

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## Pharm-Ed.net

- Specific to **hospital pharmacy**
- For **french**-speaking developing countries
- **Free** of charge, but registration required
- Educational e-learning platform
- Community of hospital pharmacists





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## Lessons actually available

Introduction	General	Specific
Hospital Pharmacy and Quality of Care	Medicines policies and Selection	Evidence based practice
Medicines flow and policies	Drugs and Therapeutic Committee	Risks related to cytotoxic medicines
Hospital drug manufacturing	Promoting rational use of medicines	Incident management related to cytotoxic medicines
Sources of drug information	 <p>12 lessons</p> <p>...and others to follow soon...</p>	
Clinical Pharmacy and Drug Information Center		
Quality assurance & risks management		

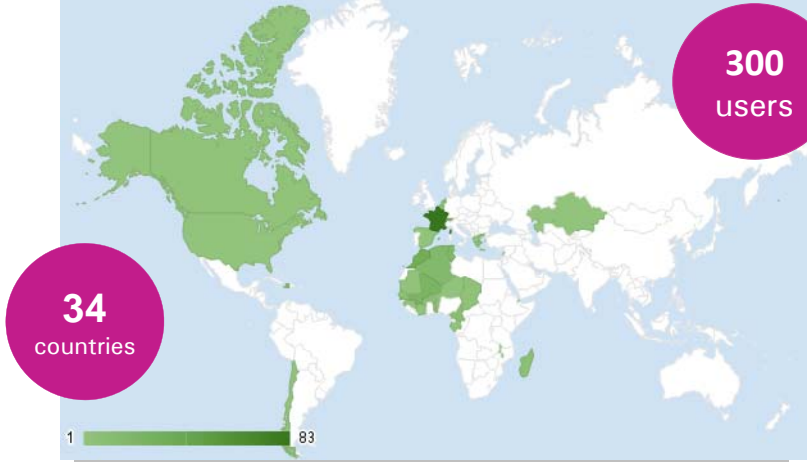


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## Numbers



300 users

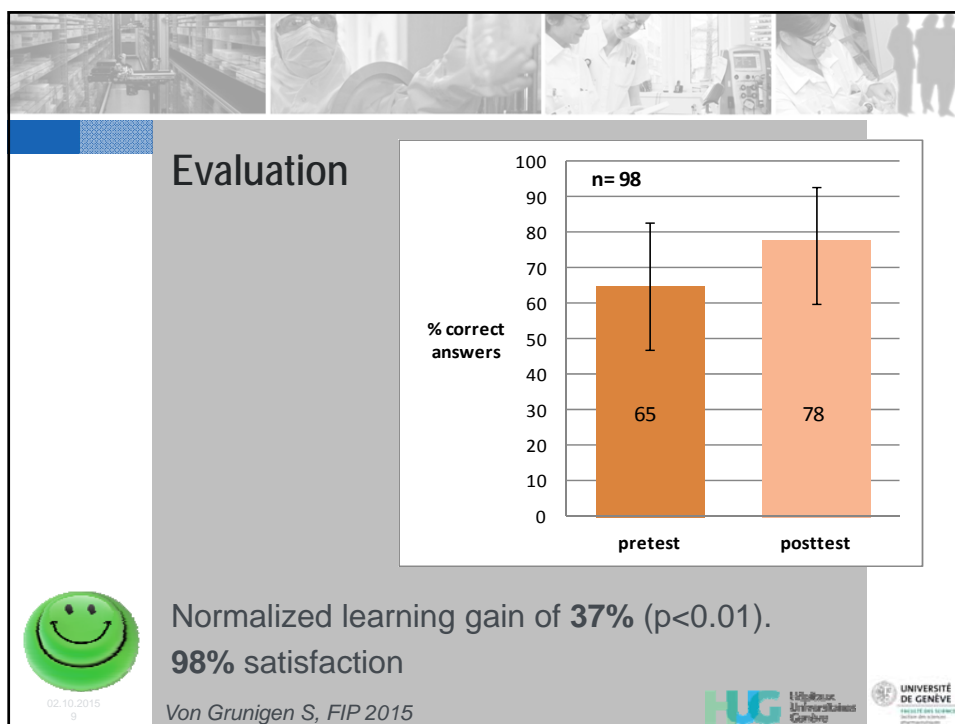
34 countries

1 83

Von Grunigen S, FIP 2015

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**e-learning: limitations**

- Feeling of isolation
- Lack of student–teacher interaction and tutor support
- Lack of in-depth group discussion
- Students indicated a preference for real-life discussions rather than virtual discussions
- Internet access in developing countries is not always reliable

WHO 2015, <http://www.who.int/hrh/documents/14126-eLearningReport.pdf>



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## Blended learning Drug & Therapeutics committee

- **e-learning** for theoretical concepts
- **Pharm-Ed:** 2 lessons
- **Workshop** for practical use case
- **Live in Cotonou** 15 attendees from 7 countries (3 days)
- **Dissemination** in the different countries
- **Seminar in Morocco** 50 attendees from all the country





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## Take home messages





- e-learning is an easy, ludic and effective way to increase competencies and to develop networks
- Different levels of teaching can be developed and provided in several languages
- Distance theoretical learning can be combined with face-to-face practical sessions (« blended learning »)
- The development of these platforms can be boosted by an active contribution of all interested pharmacists

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Thank you for your attention

**Pharm-Ed.net**

Pascal.Bonnabry@hcuge.ch  
sandrine.vongrunigen@hcuge.ch

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**fip**

**“The FIP Hospital Pharmacy Section supports educational initiatives aimed at improving the quality of care provided to hospitalized patients, including this programme.”**