

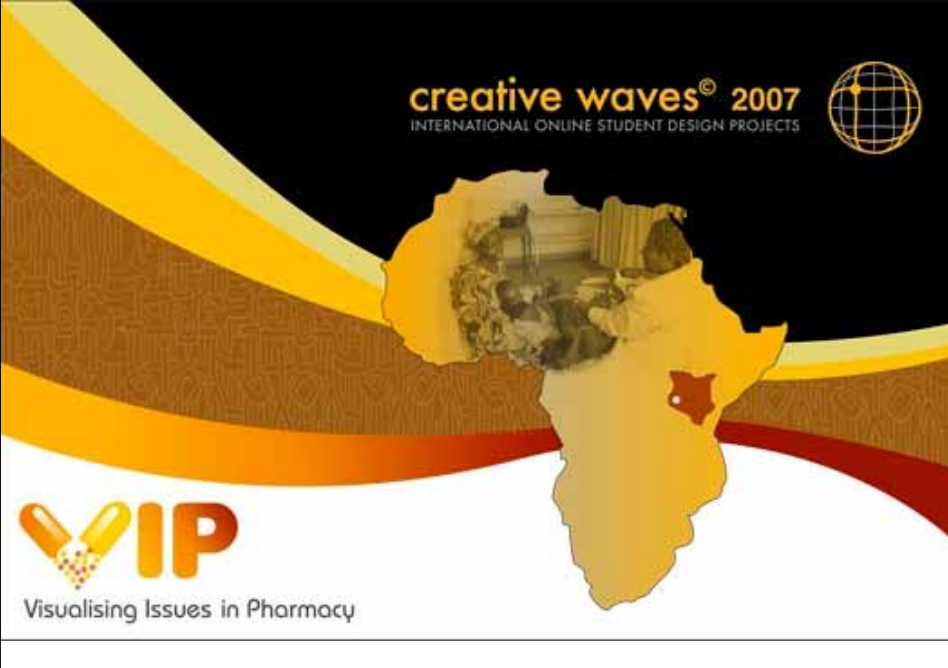






New Zealand	
	<div data-bbox="352 465 979 734"> <h1>Visualising Issues in Pharmacy: The VIP Project</h1> <p>November 27, 07</p> </div> <div data-bbox="979 465 1278 734">  <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tamaki Makaurau</small></p> </div>
The University of Auckland	<p>Nataly Martini and John Shaw School of Pharmacy Faculty of Medical and Health Sciences The University of Auckland New Zealand</p> <p>Universitas 21 Health Sciences Conference 2007</p>

	<h2>Overview</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ▣ What is the VIP project? ▣ How did it come about? ▣ What are its goals? ▣ Who was involved? ▣ How was it conducted? ▣ What were its outcomes? ▣ Achievements and reflections 	
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	<h2>What is the VIP Project?</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ▣ The Visualising Issues (VIP) in Pharmacy Project brings together Pharmacy and Graphic Design students from around the world in an online forum ▣ The purpose is to harness the skills and knowledge of these students to develop tools and resources to improve awareness of health-related issues in developing countries 	
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	<h2 style="text-align: center;">How did it come about?</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Dr Nataly Martini attended the 2005 ASCILITE Conference in Brisbane. 	
New Zealand	<ul style="list-style-type: none"> ■ There she learned about the Omnium online platform founded by Mr Rick Bennett from the School of Design Studies, College of Fine Arts (COFA) at the University of New South Wales (UNSW). 	
The University of Auckland	<ul style="list-style-type: none"> ■ Nataly engaged in discussions with Rick about the possibility of Omnium in future collaborative efforts. 	

	<h2 style="text-align: center;">How did it come about cont.?</h2>	 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ During 2006 discussions continued between Nataly (UoA) and Rick (UNSW) looking at the possibility of Omnium hosting a collaboration project between the two universities. 	
New Zealand	<ul style="list-style-type: none"> ■ Nataly also discussed potential applications with colleagues at UoA – in the School of Pharmacy (SoP), Faculty Education Unit and Centre for Academic Development. 	
The University of Auckland	<ul style="list-style-type: none"> ■ Dr Jeff Harrison from the SoP presented an invitation to other schools to participate in the VIP project at the 2006 Universitas 21 Health Sciences Meeting. 	

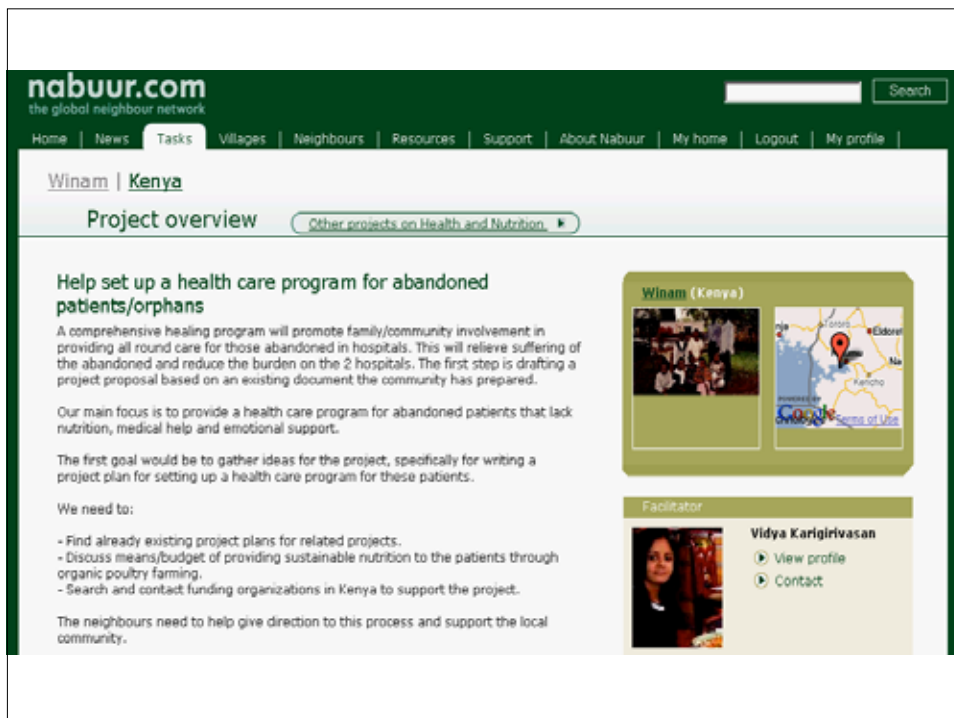
What are the project's goals?

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- Initially it was intended that pharmacy and graphic design students would collaborate to develop resources for three locations:
 - Pacific Islands
 - Peru
 - Africa
- It became clear that this was too ambitious.
- Eventually a town in Kenya (Winam) was identified through the NABUUR website: “nabuur.com – the global neighbour network.”



The screenshot shows the nabuur.com website interface. At the top, the logo reads "nabuur.com the global neighbour network" with a search bar. A navigation menu includes Home, News, Tasks, Villages, Neighbours, Resources, Support, About Nabuur, My home, Logout, and My profile. The main content area is titled "Winam | Kenya" and "Project overview". A link for "Other projects on Health and Nutrition" is visible. The project description is titled "Help set up a health care program for abandoned patients/orphans" and details the goal of providing care for abandoned patients in hospitals. It lists the main focus as providing health care for malnourished patients and the first goal as gathering ideas for a project plan. A "We need to:" section lists three tasks: finding existing project plans, discussing nutrition provision through organic farming, and searching for funding organizations. The project also seeks help from neighbours. A "Facilitator" section features a photo of Vidya Karigirivasan and links to "View profile" and "Contact". A map of Kenya highlights the location of Winam.

What are the project's goals cont.?

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- The specific goals of the VIP project were:
 - to challenge a diverse body of students and educators in addressing global health issues and how they can be communicated through visual design campaigns targeted at specific communities in developing countries
 - to emphasise the important role played by pharmacists in the health and welfare of social communities in poorer regions of the world
 - to promote increased social awareness and proactive involvement amongst professional bodies and education institutions worldwide and encourage new approaches to collaborative education, research and ethical debate


What are the project's goals cont.?


November 27, 07

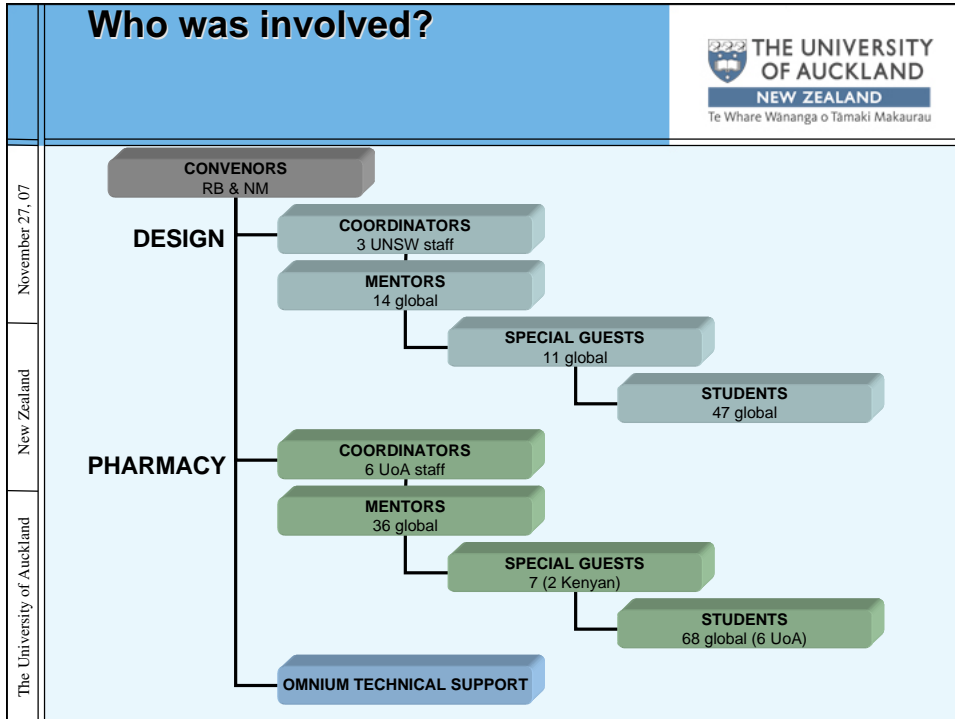
New Zealand

The University of Auckland

- Through the production of in-depth written reports and visual design implementations, the project aimed to raise public awareness of 6 health-related concerns identified as debilitating public health in specific global locations:
 - **Adherence**
 - **Malaria**
 - **Tuberculosis**
 - **Chronic disease**
 - **Immunisation**
 - **Sexually Transmitted Infections**

UoA Research Dissertation		 THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ All UoA BPharm final-year students undertake a 30-point Research Dissertation 	
New Zealand	<ul style="list-style-type: none"> ■ Major component of final year 	
The University of Auckland	<ul style="list-style-type: none"> ■ Generally undertaken in groups of 5 or 6 	
	<ul style="list-style-type: none"> ■ In early 2007 Nataly introduced the VIP project as an RD option 	

Who was involved?		 THE UNIVERSITY OF AUCKLAND NEW ZEALAND <small>Te Whare Wānanga o Tāmaki Makaurau</small>
November 27, 07	<ul style="list-style-type: none"> ■ Convenors: NM and RB ■ Omnium technical support personnel ■ PHCY Coordinators at UoA – one per AHI ■ Design coordinators – one per 2 AHIs ■ PHCY students (global + 6 BPharm IV students at UoA – one for each AHI) 	
New Zealand	<ul style="list-style-type: none"> ■ Graphic Design students (global + UNSW) 	
The University of Auckland	<ul style="list-style-type: none"> ■ Specialist mentors and coordinators 	
	<ul style="list-style-type: none"> ■ Special guests 	





IP
Visualising Issues
in Pharmacy

Pharmacy and graphic design students working together to raise public awareness of critical health issues in Kenya, Africa

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INTERNATIONAL ONLINE STUDENT DESIGN PROJECT

Produced and hosted by **OMNIUM**



Visualising Issues in Pharmacy

Pharmacy and graphic design students working together to raise awareness of critical health issues in Kenya, Africa.

Pharmacy Phase: Who is taking part so far?

68 pharmacy students from **24** countries on **5** continents

36 mentors from **13** countries with **15** invited guests

Including 20 students and 5 mentors from African nations

ONLINE ESSAYS BY:

RAUL CACERES - 2006 United Nations Volunteer Winner

GEORGE ONYANGO - Help Heal Kenya - Winam

TANA WULUH - President IPSF 2004/05

JOHN BELL - Vice president FIP

Written in collaboration between:

The School of Pharmacy, University of Auckland, New Zealand

The College of Fine Arts, University of New South Wales, Australia.





Support



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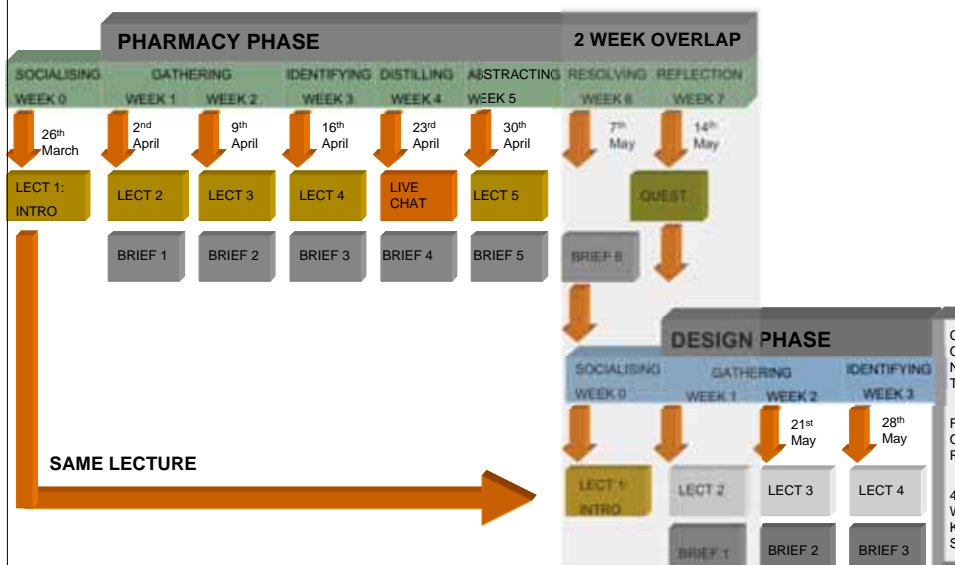
The project was produced in collaboration with the International Council of Graphic Design Associations (ICOGRADA)


and had support from:


- International Pharmaceutical Federation (FIP)
- Universitas 21
- International Pharmaceutical Students' Federation (IPSF)


The VIP project was produced, funded and hosted by the Omnium Research Group (Australia)


How was it conducted? Overall Structure





<h2 style="margin: 0;">How was it conducted?</h2> <h3 style="margin: 0;">Phase 1: Pharmacy</h3>		
November 27, 07	New Zealand	<p>Week 0 – ‘Socialising’</p> <ul style="list-style-type: none"> ■ <u>Introductory lecture</u> – RB & NM ■ Participants were given UNs and PWs to access the VIP site and asked to fill in their profiles accompanied by a photograph of themselves. ■ They were directed to the discussion thread where they were asked to participate in a task to familiarise them with Omnium’s technical interface and the process of online communication. <p>Week 1 – ‘Gathering’</p> <ul style="list-style-type: none"> ■ <u>Lecture 2</u> – Raul Alberto Caceres (UN volunteer award winner ‘06) ■ Participants were placed into working teams of 5, each from different parts of the world, and asked to discuss what pharmacy is in their own country. ■ Each team member was also required to gather information on the teams assigned health issue (AHI) – specifically from their own individual local perspectives – and to gather an image or series of images relevant to their AHI to visually describe their issue
The University of Auckland		

<h2 style="margin: 0;">How was it conducted?</h2> <h3 style="margin: 0;">Phase 1: Pharmacy</h3>		
November 27, 07	New Zealand	<p>Week 2 – ‘Gathering’</p> <ul style="list-style-type: none"> ■ <u>Lecture 3</u> – George Onyango (Winam representative) ■ Students were required to concentrate on their respective health issue to gather information relating to the Kenyan context. Invited guests and local representatives were available for consultation and students were given the opportunity to be involved in asynchronous discussions with them and each other. <p>Week 3 – ‘Identifying’</p> <ul style="list-style-type: none"> ■ <u>Lecture 4</u> - John and Carolyn Bell (FIP) ■ Emphasis was placed on 'identifying' the needs of health professionals, patients and local communities in Kenya using continued discussions. Dialogue, points of contact, commonality, difference and overlapping interests arising from weeks 1 and 2 were used as reference and background to this process. ■ During this stage of the project, the brief and specifically written and associated readings began to offer advice and starting points for each team to identify a course of collective direction to follow.
The University of Auckland		

<h2 style="margin: 0;">How was it conducted?</h2> <h3 style="margin: 0;">Phase 1: Pharmacy</h3>		
November 27, 07	New Zealand	<p>Week 4 – ‘Distilling’</p> <ul style="list-style-type: none"> ■ <u>Live chat</u> – Eva Ombaka (Nairobi) ■ Each team continued to discuss their intended project direction and collaborative working process passing information and files between each member and mentors for critique and amendments. The brief was further developed using information from local Kenyan expertise and resources to focus their aims on the needs of the communities. ■ The collaborative nature of this part of the brief required teams to manage themselves through synchronous and asynchronous discussions and begin distilling the information into desired outcomes, which were to form part of the final report. <p>Week 5 – ‘Abstracting’</p> <ul style="list-style-type: none"> ■ <u>Lecture 5</u> – Tana Wuliji (IPSF president 2004/2005) ■ Teams further abstracted their reports using supporting written readings and communication with local health representatives to encourage teams to further refine their work by passing files around the world in order to edit them into more abstract and resolved outcomes.
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<h2 style="margin: 0;">How was it conducted?</h2> <h3 style="margin: 0;">Phase 1: Pharmacy</h3>		
November 27, 07	New Zealand	<p>Week 6 – ‘Resolving’</p> <ul style="list-style-type: none"> ■ This stage required participants within each team to start resolving ideas to form a final report using their individual and collective ideas, their backgrounds, origins, discoveries, feelings, etc; ultimately portraying their experiences and existence throughout the VIP project and ultimately producing and submitting one final piece of work. ■ The layout of report was required to fit into a general template, which was issued to participants by the convenors. <p>Week 7 – ‘Reflection’</p> <ul style="list-style-type: none"> ■ The final stage required participants within each team to reflect upon the entire six-week process to date. ■ Pharmacy participants started engaging with the newly arrived graphic design students to answer any questions they may have had in relation to the reports. ■ An online evaluation questionnaire was posted to all Pharmacy students.
The University of Auckland		

<h2 style="margin: 0;">How was it conducted?</h2> <h3 style="margin: 0;">Phase 2: Graphic Design</h3>		
November 27, 07	<ul style="list-style-type: none"> ■ The same stages were used as in Phase 1 ■ Graphic Design students were placed into teams of 5 and assigned to a specific health issue 	
New Zealand	<ul style="list-style-type: none"> ■ Participants were required to read the reports produced by the pharmacy participants and post any questions or comments to the main discussion forum where PHCY participants could reply 	
The University of Auckland	<ul style="list-style-type: none"> ■ Discussions between PHCY and GD lasted c. 2 weeks after which GD students began to identify their starting points for collective direction. 	

<h2 style="margin: 0;">What were the outcomes?</h2> <h3 style="margin: 0;">Resources produced</h3>		
November 27, 07	<ul style="list-style-type: none"> ■ 7 reports from PHCY participants were produced covering all 6 AHIs 	
New Zealand	<ul style="list-style-type: none"> ■ A number of resources and links were supplied for the VIP project by mentors, coordinators and students ■ Lectures were specifically written for VIP by special guests and mentors 	
The University of Auckland	<ul style="list-style-type: none"> ■ Visual health campaign material were sourced from the internet ■ All materials gathered have great potential as future references 	

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IP Pharmacy and graphic design students working together to raise public awareness of office health issues in Europe, Africa

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LECTURES

Sort items by: [Name of items \(A-Z\)](#)

#	Title	Author		
6	Design Lecture 4 - Weight and balance	Wesley Archary	View abstract	Edit Delete
7	Design Lecture 3 - Ergonomics, service design, research to healthcare in the UK	Ian Drysdale	View abstract	Edit Delete
8	Design Lecture 2 - Manual Lifting in New Zealand Industry	Anna Miltenburg	View abstract	Edit Delete
5	Pharmacy Lecture 4 - Strengthening the Pharmacy Workforce	Tara Wylie	View abstract	Edit Delete
4	Pharmacy Lecture 2 - Partnership Promoting Health	Carolyn Bell	View abstract	Edit Delete
3	Pharmacy Lecture 3 - The Episode of Abandonment of Sickness and Death	George Onyanga	View abstract	Edit Delete
2	Pharmacy Lecture 1 - Easy Maths	Raul Alberto Caceres	View abstract	Edit Delete
1	Introductory Lecture - Omium, Creative Waves, and our aims for the IP project	Rick Bennett & Nataly Martin	View abstract	Edit Delete

Navigation menu: Welcome, News, Design Teams, Pharmacy Teams, Students, Mentors, Coordinators, Special Guests, Discussion Forum, Resources, **Lectures**, Galleries, Briefs, Links, My Profile

THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Makaurau

November 27, 07


New Zealand


The University of Auckland


PHARMACY REPORTS








<h2>What were the outcomes?</h2> <h3>Dissemination</h3>		
November 27, 07	<ul style="list-style-type: none"> ■ Following completion of Phase 2 and the VIP project, the convenors and design coordinators are in the process of securing funding for production of materials to be distributed in Winam 	
New Zealand	<ul style="list-style-type: none"> ■ Further talks are being held with local representatives in Winam in order to ensure that factually correct and culturally sensitive materials will be disseminated 	
The University of Auckland		


What were the outcomes? Feedback from participants		
November 27, 07	What participants got out of the project: <i>"An opportunity to know that I am not the only future-pharmacist who believes in a collaboration such as this. My dream of combining my passion of graphics and pharmacy can be a reality" - USA</i>	
New Zealand	<i>"Wonderful international exposure to global health issues and like-minded individuals (mentors, students, convenors)" - NZ</i> <i>"Opened my eyes to what is and is not being done about adherence issues globally" - Denmark</i>	
The University of Auckland	<i>"Great resources and links for future references" - USA</i> <i>"Learned a great deal how to tackle low health literacy issues (pictograms, visual concept mapping)" - Kenya</i> <i>"Exercised my brain (brainstorming): graphics and pharmacy" - USA</i>	

What were the outcomes? Feedback from participants		
November 27, 07	What VIP has meant to participants: <i>"A wonderful and fun-filled learning experience that I will remember forever :)" - USA</i>	
New Zealand	<i>"A project such as this reminds me why I wanted to study pharmacy in the first place - in the hope that I can make a positive difference in someone's wellbeing." - Australia</i> <i>"What I have learnt about Africa, Kenya and Winam, I feel can be a stepping stone for further work!! I learnt that there is a whole other way of volunteering, and many online volunteers contributing their time on a daily basis! I learnt that you really dont have to save the world in one go, and I understand now that the awareness of the issues that I am taking away IS a contribution in itself: because I can use it later in other work." - Australia</i>	
The University of Auckland		

<h2>Outcomes and Reflections</h2> <p>What have we learned through this project?</p>		 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ The significance of teamwork and collaboration within and across disciplines ■ Developed an insight into how different disciplines approach the same problem 	
New Zealand	<ul style="list-style-type: none"> ■ The potential of VIP as an online learning platform to: <ul style="list-style-type: none"> ➢ creating social awareness of health issues in other countries ➢ learn about different cultures and potential barriers to therapy ➢ explore the pharmacy profession around the world ➢ consider different perspectives to healthcare 	
The University of Auckland	<ul style="list-style-type: none"> ■ The limitations and difficulties of online learning environments 	

<h2>Outcomes and Reflections</h2> <p>Limitations and what could we do better?</p>		 <p>THE UNIVERSITY OF AUCKLAND NEW ZEALAND Te Whare Wānanga o Tāmaki Makaurau</p>
November 27, 07	<ul style="list-style-type: none"> ■ Time differences – will potentially always be a constraint due to Northern/Southern hemispheres 	
New Zealand	<ul style="list-style-type: none"> ■ Engaging design and pharmacy students at an earlier stage would have possibly led to improved collaboration with faster and more resourceful outcomes ■ Improve participant involvement – many students dropped out or failed to join the project possibly due to voluntary status of the VIP. Formally assessing the students could partly address this problem ■ Keep discussion threads smaller and more manageable (some exceeded 200 and became difficult to follow) ■ Make use of voice communication servers 	
The University of Auckland	<ul style="list-style-type: none"> ■ Lack of consistent contribution - shorten duration of project to increase participation and limit project fatigue ■ Introduction of certain technical features such as 'live chat' sooner in the project 	

<h2>Outcomes and Reflections</h2> <h3>What worked well?</h3>		
November 27, 07	<ul style="list-style-type: none"> ■ VIP interface was user-friendly, simple and logical to use. ■ Mentors and special guests with great set of skills and expertise to draw from helped to motivate participants. 	
New Zealand	<ul style="list-style-type: none"> ■ “Opened the eyes” of many participants to the health and social situation in a place where few would physically travel to. ■ Opportunities for PHCY students to meet like-minded students and think of future collaborations. 	
The University of Auckland	<ul style="list-style-type: none"> ■ Many viewed VIP as a stepping stone for future work. ■ PHCY students enjoyed the chance to think more visually and creatively about problems. 	

<h2>Outcomes and Reflections</h2> <h3>How can we use the technology in the future?</h3>		
November 27, 07	<ul style="list-style-type: none"> ■ Encourage new approaches to collaborative education, research and ethical debate 	
New Zealand	<ul style="list-style-type: none"> ■ Introduction of UG and PG online courses open to students world-wide ■ Develop multidisciplinary/cross-disciplinary/ trans-disciplinary projects 	
The University of Auckland	<ul style="list-style-type: none"> ■ To educate, create awareness and assist those in need ■ To create proactive involvement amongst professional bodies, NGOs, government and education institutions worldwide 	

Outcomes and Reflections

Final comments from convenors



November 27, 07

Rick Bennett

“The VIP project has been a great example of new visions and approaches to learning and teaching...we have now concluded the practical stage with a high degree of socialisation, cross-cultural interaction, love of learning and appreciation of others situations, disciplines and differences. That in itself is perhaps the best kind of education. Judging by both student, teacher and special guest enthusiasm, the cross-disciplinary VIP project can now act as a benchmark for further projects in both areas and its a testament to the bravery and hard work of everyone involved.”

New Zealand

Nataly Martini

“VIP was a success in ways I never expected. Not only was I amazed at the sheer dedication and spirit the participants exhibited during the project but more so by the fact that almost all of these individuals were volunteering their spare time to assist a community of people they have never met before and probably never will. Even though we still have some way to go in order to deliver effective campaign materials to the people of Winam, the online project in itself delivered 7 research reports that have the potential to be a valuable educational resource for anyone interested in the health situation in Kenya.”

The University of Auckland