

Bill Gatton College of Pharmacy, East Tennessee State University

Teaching and Learning Certificate (TLC) Program 2014-2015

Online sessions: asynchronous
Face-to-face sessions: VA Campus Building 7, Room 211

See schedule for specific dates and times

Revised July 1, 2014

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TBD

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Rationale for the Program

Many individuals graduating from a pharmacy residency program will choose a career path that includes teaching responsibilities in the didactic and/or experiential settings. The purpose of the Gatton College of Pharmacy (GCOP), East Tennessee State University (ETSU) Teaching and Learning Certificate (TLC) program is to provide formal training to prepare residents for future educator roles.

Textbooks and Other Readings

A text is not *required*; however, periodic readings will be distributed via email and a *recommended* textbook is Davis BG. Tools for teaching, 2nd edition. San Francisco, California: Jossey-Bass, 2009. ISBN 9780787965679

Program Description

The TLC program provides residents with a general review of pharmacy education categorized into three main areas: 1) planning for effective teaching, 2) implementing teaching and learning, and 3) assessing student learning. The program offers residents the opportunity to apply educational theory in both the didactic and experiential settings and to develop a teaching portfolio that includes a teaching philosophy statement. If a resident chooses to enroll in the program, it must occur with the permission of his/her residency program director. Consequently, the TLC program should be incorporated into the resident's individualized plan (e.g., Residency Learning System).

Program Outcomes

Upon completion of the TLC program, participants will be able to meet the following outcome expectations:

1. Compile a teaching portfolio
2. Write a personal teaching philosophy to be included in the teaching portfolio
3. Devise a plan for effective teaching in the didactic and experiential settings with clearly defined student expectations
4. Develop an approach to implement successful instruction in the didactic and experiential settings
5. Compare and contrast teaching methods in large classroom and small group settings
6. Design methods to assess student learning in different educational settings
7. Identify strategies for continued self-improvement related to pharmacy education

Learning Objectives

See individual educational seminars for specific learning objectives

Enrollment Cost

Enrollment in the TLC program is free to residents in member programs of the Tri-Cities Residency Consortium. It is the responsibility of the resident/residency program to assume any costs associated with the TLC program, including expenses related to printing program materials, mailings, and other program requirements (e.g. travel to and from lecture venues).

Application Process

To apply for the TLC program, interested residents must complete an application (see **Appendix A**) and submit it to his/her residency program director by **July 25, 2014**. The residency program director will forward all approved applications to the TLC program coordinator.

Certificate of Completion

When the resident completes all TLC program requirements, he/she will receive a certificate of completion. The college will provide certificates to residency program directors for distribution.

Program Structure and Requirements

The TLC program coordinator will organize activities during the year in concert with residency program directors. Residents must satisfactorily complete all the following items to receive a certificate of completion at the conclusion of the residency year. **Appendix B** provides a method by which residents and residency program directors can track progress.

The items listed below represent minimum requirements of the TLC program. Individual residency programs may have additional teaching expectations.

1. Attend and participate in teaching-related educational seminars

Teaching and learning seminar topics fall into three main areas: 1) planning for effective teaching, 2) implementing teaching and learning, and 3) assessing student learning. Residents will complete the TLC program through various online, asynchronous presentations and related activities. Additionally, residents will attend four face-to-face, interactive sessions during the year (see schedule).

Date/Time	Forum	Topic	Leader
July 31, 2014 (4:00-6:00 PM)	Face-to-face Room 211	<ul style="list-style-type: none"> ▪ Program overview ▪ Learning style preferences 	Cross
Planning for Effective Teaching			
August through October	Online (asynchronous)	<ul style="list-style-type: none"> ▪ Developing a teaching philosophy and portfolio ▪ Writing learning objectives that matter ▪ Using technology in and out of the classroom ▪ Putting together a didactic course 	Outside speaker
November 5, 2014 (4:00-6:00 PM)	Face-to-face Room 211	<ul style="list-style-type: none"> ▪ Open discussion and interactive activity ▪ Active learning techniques 	Flores
Implementing Teaching and Learning			
December through February	Online (asynchronous)	<ul style="list-style-type: none"> ▪ Creating effective cases & leading their discussion ▪ Teaching large classes ▪ Facilitating small groups 	Outside speaker
March 4, 2015 (4:00-6:00 PM)	Face-to-face Room 211	<ul style="list-style-type: none"> ▪ Open discussion and interactive activity ▪ Experiential teaching 	Bossaer
Assessing Student Learning			
April and May	Online (asynchronous)	<ul style="list-style-type: none"> ▪ Writing examination questions ▪ The scholarship of teaching and learning 	Outside speaker
June 3, 2015 (4:00-6:00 PM)	Face-to-face Room 211	<ul style="list-style-type: none"> ▪ Open discussion and interactive activity ▪ Quality exam questions 	Cross

2. Develop and deliver at least one hour of didactic teaching

The resident in concert with his/her residency program director and the TLC program coordinator will identify a learning session the resident will provide during the year. It may occur in one of many didactic settings (e.g., traditional lecture, active learning environment, etc.). For each learning session, the resident in concert with his/her residency program director and the TLC program coordinator will identify a content mentor who reviews and approves lecture materials beforehand. Once the resident has identified the topic and content mentor, he/she will submit the following information to the TLC program coordinator via email:

1. Date and time of the didactic learning session
2. Topic
3. Course and location
4. Learning environment (traditional vs. active learning)
5. Content mentor (provide email address)

The contact mentor will attend and evaluate the session using the “Didactic Teaching Evaluation Form” shown in **Appendix C**. Students may also evaluate the resident according to the college’s course evaluation process. The resident will compose a one-page self-reflection (or comparable evaluation consistent with the residency evaluation process [e.g., ResiTrak]) within one week of the didactic session. It is the

responsibility of the resident to place copies of all teaching materials, assessment questions, evaluations, and self-reflection paper in the teaching portfolio.

3. Attend *at least one* didactic learning session provided by a faculty member

One of the most effective ways to develop one's own teaching style is to attend learning sessions provided by a seasoned faculty member. Residents in concert with his/her residency program director and the TLC program coordinator will identify a teaching session to attend. After the resident has gained permission to attend the faculty member's session, he/she will forward the following information to the TLC program coordinator via email:

1. Date and time of the didactic learning session to observe
2. Topic
3. Course and location
4. Learning environment (traditional vs. active learning)
5. Faculty member being observed (provide email address)

Upon completion of the learning session, the resident will write a one-page reflection paper (or comparable evaluation consistent with the residency evaluation process [e.g., ResiTrak]), within one week, describing what he/she learned from the experience. Residents are encouraged to discuss with the faculty member why he/she chose the selected teaching strategy. Importantly, this activity is not a critique of the faculty member. The goal of this activity is to reflect on the learning environment and the effectiveness of the chosen educational strategy. When completed, the resident will place copies of related materials and the reflection paper in his/her teaching portfolio.

4. Serve as a preceptor for *at least one* Pharmacy Practice Experience

The resident's residency program director will work with the resident to determine the most appropriate time for experiential teaching to occur. Because pharmacy practice experiences are scheduled in advance, the resident may not be the preceptor of record, but still assumes substantial teaching responsibilities. When the resident and residency program director have chosen an appropriate pharmacy practice experience for the resident to precept, the resident will forward the following information to the TLC program coordinator via email:

1. Dates of the experience
2. Type of pharmacy practice experience
3. Students, if known
4. Supervising preceptor (provide email address)

The supervising preceptor will provide instructional guidance to the resident throughout the pharmacy practice experience. In addition to general evaluation forms used by the residency program (e.g., ResiTrak), the supervising preceptor will evaluate the resident using the "Experiential Teaching Evaluation Form," shown in **Appendix D**. Students may also evaluate the resident according to evaluation tools used by the college. The resident will compose a one-page self-reflection (or comparable evaluation consistent with the residency evaluation process [e.g., ResiTrak]) within one week of the end of the pharmacy practice experience. It is the responsibility of the resident to place copies of all supporting materials, evaluations, and the self-reflection paper in his/her teaching portfolio.

5. Compose and submit a teaching portfolio for formal review

A teaching portfolio is more than a simple compilation of teaching activities. In addition to providing a teaching philosophy statement, it illustrates successful teaching and learning in different settings. It documents the depth and breadth of teaching ability as well as reflection and growth. The portfolio for the TLC program will include:

1. Teaching philosophy statement
2. Didactic instruction
 - a. Teaching materials (e.g., slides/handout), including learning objectives
 - b. Assessment questions (quizzes and/or examination questions)
 - c. Evaluations (**Appendix C** and other applicable evaluations)
 - d. Self-reflection paper
3. Reflective statement related to observed didactic teaching provided by others
4. Experiential teaching
 - a. Supporting materials
 - b. Evaluations (**Appendix D** and other applicable evaluations)
 - c. Self-reflection paper
5. Other teaching activities (e.g., continuing education program, journal club/case conference, etc)
 - a. Supporting materials (handouts, questions, etc.)
 - b. Evaluations (faculty members, students, and fellow residents)

Residents may submit the teaching portfolio in an electronic format or use the provided three-ring binder. Portfolios will be evaluated using the “Teaching Portfolio Evaluation” form shown in **Appendix E**. The residency program director must provide midpoint guidance in December. The final portfolio (submitted binders NOT be returned) must be submitted to the TLC program coordinator by **May 31, 2015**.

6. Other teaching activities

Residents will adhere to other teaching-related expectations set forth by the individual residency program. This may include, but is not limited to designing and delivering a continuing education program, journal club reviews, and/or case conference discussions.

If any of these teaching-related activities apply to the individual residency program, the resident should place copies of supporting materials and evaluation forms in his/her teaching portfolio.

**Appendix B
Program Tracker**

Resident:

Activity	Month(s)	Completed	
1. Attend and participate in teaching related educational seminars <ul style="list-style-type: none"> ▪ Program overview (face-to-face) ▪ Developing a teaching philosophy and portfolio (online) ▪ Writing learning objectives that matter (online) ▪ Using technology in and out of the classroom (online) ▪ Putting together a didactic course (online) ▪ Open discussion and interactive activity (face-to-face) ▪ Creating effective cases and leading their discussion (online) ▪ Teaching large classes (online) ▪ Facilitating small groups (online) ▪ Open discussion and interactive activity (face-to-face) ▪ Writing examination questions (online) ▪ The scholarship of teaching (online) ▪ Open discussion and interactive activity (face-to-face) 	July		
	August through October		
	November		
	December through February		
	March		
	April and May		
	June		
	2. Develop and deliver <i>at least</i> one hour of didactic teaching	*	
	3. Attend <i>at least</i> one didactic learning session provided by a faculty member	*	
	4. Serve as a preceptor for <i>at least</i> one Pharmacy Practice Experience	*	
5. Compose and submit a teaching portfolio for formal review	December <i>Draft portfolio to RPD for feedback</i>	May <i>Final portfolio to the TLC program coordinator</i>	

* When scheduled, the resident will submit necessary information (see text) to the TLC program coordinator.

**Appendix C
Didactic Teaching Evaluation Form**

Resident:

Date:

Topic/Course:

Learning Environment: Traditional lecture

Active learning environment (describe):

Evaluator:

Use this scale to rate the resident in the following areas:

- 1 = Unsatisfactory
- 2 = Needs improvement
- 3 = Satisfactory
- 4 = Exceeds expectations
- 5 = Superior

Objectives	Score					
Defined knowledge/skill to be acquired by learner	1	2	3	4	5	NA
Used active words to specify a measurable outcome	1	2	3	4	5	NA
Specified a target level of desired achievement	1	2	3	4	5	NA
Presentation	Score					
Clear and related to objectives	1	2	3	4	5	NA
Targeted to audience	1	2	3	4	5	NA
Included sufficient background for the learner	1	2	3	4	5	NA
Included a manageable amount of pertinent information	1	2	3	4	5	NA
Had a structured flow and logical order	1	2	3	4	5	NA
Utilized principles of evidence-based medicine & deductive reasoning	1	2	3	4	5	NA
Provided relevant information that learners can apply to practice	1	2	3	4	5	NA
Included an accurate conclusion and summarized important points	1	2	3	4	5	NA
Adequately answered learners questions	1	2	3	4	5	NA
Style	Score					
Captured audience's attention	1	2	3	4	5	NA
Delivered information at an adequate speed	1	2	3	4	5	NA
Altered voice tone and used inflection	1	2	3	4	5	NA
Maintained eye contact with the audience	1	2	3	4	5	NA
Avoided over-reliance on notes	1	2	3	4	5	NA
Used transitional statements	1	2	3	4	5	NA
Minimized distracting behaviors/gestures	1	2	3	4	5	NA
Handout and Visual Aids	Score					
Materials were well organized	1	2	3	4	5	NA
Materials added benefit to presentation	1	2	3	4	5	NA
Slides added value to presentation	1	2	3	4	5	NA
Font and color scheme were appropriate; no typographical errors	1	2	3	4	5	NA
References provided on presentation materials	1	2	3	4	5	NA
Questions and Answers	Score					
Questions repeated for audience clarification	1	2	3	4	5	NA
Provided clear/concise answers	1	2	3	4	5	NA
Answers added to the audience's comprehension	1	2	3	4	5	NA
Provided answers demonstrated extent of knowledge	1	2	3	4	5	NA

Provide written comments

Appendix D
Experiential Teaching Evaluation Form

Resident:

Date:

Pharmacy Practice Experience:

Preceptor of record: Yes
 No

Student evaluations: Completed via E*Value
 Hard copy only
 Not completed

Evaluator:

Use this scale to rate the resident in the following areas:

- 1 = Unsatisfactory
- 2 = Needs improvement
- 3 = Satisfactory
- 4 = Exceeds expectations
- 5 = Superior

Professionalism	Score				
Reliable and dependable	1	2	3	4	5
Punctual	1	2	3	4	5
Effectively used time and prioritizes responsibilities	1	2	3	4	5
Respective and cooperative	1	2	3	4	5
Accepted and applied instructive feedback	1	2	3	4	5
Not judgmental	1	2	3	4	5
Communicated assertively	1	2	3	4	5
Diplomatic	1	2	3	4	5
Demonstrated confidence	1	2	3	4	5
Teaching	Score				
Expectations were clearly communicated	1	2	3	4	5
Schedule provided to students (daily/weekly activities)	1	2	3	4	5
When possible, the preceptor arranged the necessary learning opportunities to meet objectives	1	2	3	4	5
Clearly communicated knowledge to the students	1	2	3	4	5
Served as a pharmacy practice role model	1	2	3	4	5
Gave feedback on a regular basis	1	2	3	4	5
Available when the students needed him/her	1	2	3	4	5
Displayed interest in the students	1	2	3	4	5
Displayed enthusiasm for teaching	1	2	3	4	5
Displayed dedication to teaching	1	2	3	4	5
Encouraged self-directed learning	1	2	3	4	5
Provided constructive feedback to students	1	2	3	4	5

Provide written comments

Appendix E
Teaching Portfolio Evaluation

Resident:

Date:

Evaluator:

Evaluation type: Midpoint (residency program director)

Final (TLC program coordinator)

Use this scale to rate the resident in the following areas:

- 1 = Unsatisfactory
- 2 = Needs improvement
- 3 = Satisfactory
- 4 = Exceeds expectations
- 5 = Superior

Teaching and Learning Portfolio	Score				
The portfolio is arranged in a clear and concise manner	1	2	3	4	5
The teaching philosophy is clear, concise, reflective, and summarizes the resident's personal approach to teaching	1	2	3	4	5
The chronology of teaching activities is clear	1	2	3	4	5
Provided teaching materials (learning objectives, slides/handouts, examination questions, etc.) reflect the teaching philosophy	1	2	3	4	5
The portfolio documents the depth and breadth of the teaching	1	2	3	4	5
The portfolio shows reflection and growth (e.g., self-reflection)	1	2	3	4	5

Provide written comments