

The University of Montana
Montana PGY1 Pharmacy Residency
Teaching Certificate Program Syllabus
Sept 1, 2017 to May 31, 2018

Description of the Program:

This certificate program was created for pharmacy residents interested in increasing their training as an educator. It is designed to build upon the local residency requirements for teaching, presenting to professional audiences, and disseminating the results of residency projects. The program includes live and virtual meetings with university and clinical faculty, mentoring for teaching experiences required by the residency site, preparation of an APPE rotation plan, a teaching portfolio, and a draft of a manuscript that will be developed by the resident during the year. Each resident will have a UM BOX account to use to facilitate transfer and sharing of materials and building portfolios. Meetings will be discussion-based and require some preparation.

Required Activities (*in addition to local requirements for teaching*)

I. Attend all four meetings

- a. Session 1: Sept. 29 (Friday) conference – 11am to 4pm at Bozeman Health
- b. Session 2: Late Oct/early Nov videoconference (Date TBD)
- c. Session 3: January videoconference (Date TBD)
- d. Session 4: April face-to-face conference 2 - 1-4PM (Date and location TBD-videoconference option available)

PLEASE NOTE: We will identify dates and times for the final three meetings during our first meeting. The videoconferences will be offered twice so we can split into two smaller groups and to give you more flexibility in scheduling.

A. Session 1: Sept. 29 Fall Meeting at Bozeman Health from 11am to 4pm

Pre-session preparation:

- Read assigned information about writing a teaching philosophy, Bloom's taxonomy, and learning styles.
- Prepare a written draft of your teaching philosophy (you will need it during meeting).
- Prepare a written reflection of how you learn best and describe how/when you figured that out.

Session 1 agenda:

Morning (11am - 12:30pm):

- Introductions & program overview
- Your learning experiences: Positive & negative, didactic & clinical experiences
- Teaching philosophies
- Bloom's taxonomy
- Kolb's Experiential Learning Cycle / H-PILS learning style inventory

Lunch (12:30 - 1pm): Food and beverages provided; time to network with others

Afternoon (1 - 4pm with one short break)

- Clinical teaching topics (1 - 3pm)
 - Four roles of a preceptor/Feedback (presenter: JoEllen Maurer)
 - Incorporating students into pharmacy practice

Break (3-3:15pm)

Scholarly activities (3:15-3:45pm)

Manuscript preparation tips (or reviewer tips – depends on presenter availability) Mike

Administrative topics (3:45-4pm)

Dates/times for future meetings, portfolios, mentor assignments, UM BOX, E-Value

B. Session 2 (videoconference in late Oct / early Nov) – clinical teaching

Pre-session preparation:

1. **Required viewing** – This will be done through E-Value. Once your account is created, you will have access to various preceptor continuing education resources. Go to the “Learning Modules” tab of E-Value and then “Connect to CEI Account”. You will then need to register. It may look like you have to pay \$10 but you don’t; this is a free resource. Watch the following 3 PowerPoint presentations under “Preceptor Development: Core Modules” (50 minutes total):
 - a. The role of the preceptor
 - b. Developing your rotation
 - c. Giving experiential students constructive feedback
2. **Reflect** on your own APPE learning experiences – best/worst experiences and factors that made them that way. Be prepared to present briefly (i.e., 3-5min) as part of the meeting discussion.

Session 2 agenda (2h max)

The goal of this meeting is to explore teaching issues in APPE learning experiences that may shape how an experience is designed and a syllabus is prepared.

1. Share and discuss your best/worst APPE experiences as a student; as a preceptor
2. Discuss items from the required webinars -
 - Orientation to a clinical experience
 - Incorporation students into clinical workflow
 - Giving feedback on performance
3. Serving as a peer-reviewer for manuscripts submitted for publication (or tips for preparing a manuscript)
4. Assignments for Session 3

C. Session 3 (videoconference in early/mid Jan) – didactic teaching methods with lecture demos

Pre-session preparation:

1. Read assigned information about learning objectives, didactic teaching, creating a classroom exam, and rubrics in *Teaching and Assessment* (2016 draft)
2. Prepare a 10-minute PowerPoint presentation on a clinical topic of your choice. (Preferably the topic will be a portion of a presentation you have already given or are already preparing to give for some other purpose during your residency year.) Your content should be covered in 8-10 slides (this count does NOT include a title slide, student learning objectives slide or slides with test items). Post file in UM BOX.
Include these features in addition to your content:
 - a. Two or three learning objectives (on one slide after title slide)
 - b. Three test questions (e.g., two multiple-choice items and one short essay item) on last three slides of the presentation.
3. Prepare a rubric for assessment of a clinical activity/assignment. Aim for 3-4 levels of performance (columns) and 3-5 dimensions/aspects of the performance (rows). Be sure to specify the clinical skill being assessed; you will be asked to briefly discuss your rubric and what you found challenging about its development. Post a PDF version of it in UM BOX.

Session 3 agenda:

Resident presentations (10 minutes followed by time for review of objectives and exam items)
Rubrics for a clinical learning activity – share and discuss
As time allows, we will further discuss general tips for writing exam questions
Discuss upcoming syllabus assignment

D. Session 4 (video and live versions in late April) - designing a learning experience

Pre-session preparation:

1. Prepare a relatively complete draft of a syllabus for an APPE experience. Post a PDF version of your draft to UM BOX at least 2 days before the meeting so that your peers can review before the meeting.
2. Review the teaching philosophy that you wrote at the beginning of the program.
3. Write two reflections on teaching experiences that you have had during your residency year. Please post these as a PDF file to UM BOX at least 2 days before the meeting.

Session 4 agenda:

1. Discuss your syllabus draft. We will want to focus on areas of the syllabus that residents find are most difficult to prepare. Our goal will be to address everyone's questions and generate ideas in the group for ways to address them. Everyone should leave with some new ideas and advice they can use to finish the syllabus. In addition, you will get some experience in delivering peer evaluation.
2. Share your reactions to re-reading your teaching philosophy. What would you change if you were rewriting your philosophy today and why? Share a teaching experience from the residency year that helped to shape your current teaching philosophy.
3. Hopefully you have been reflecting, at least mentally if not in writing, on teaching experiences throughout the past year, be they clinical precepting, small group discussion facilitation, didactic lecturing, etc. Summarize one of your written reflections with the group.
4. Briefly discuss considerations for clinical faculty positions.
5. Review portfolio requirements – deadline reminders.
6. Discuss ideas for certificate program for next year

II. Prepare, deliver, and assess instructional sessions (*see your local residency requirements*)

In addition to the teaching demos or experiences during the certificate meetings, we will have residents use their local requirements as sources for reflection and discussion. Based on previous years, it appears that all residents have opportunities to present to groups at least two times during the year. Lectures, CE presentations, and formal teaching experiences in labs or other settings are acceptable activities. We will accept one inservice as a substitute if other opportunities to teach are limited. Save copies of the presentation, handouts, evaluations and any other information related to the activity for your portfolio.

III. Prepare teaching portfolio. Midterm review of portfolio content by the January video meeting. Completed portfolio due **May 22, 2018** at the latest; earlier is fine. Submit files into your assigned BOX folder in the PORTFOLIO folder. It is best to compile elements and complete reflections as experiences are completed.

Certificate Instructors. In addition to the mentoring residents receive at their PGY1 sites, residents should feel free to contact Sarah or Jean at any time during the year for additional advice or feedback on assignments and teaching portfolios. Mike Rivey is also available to answer manuscript preparation questions.

Mentor	Contact Information	
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