

The University of Montana
Montana PGY1 Pharmacy Residency
Teaching Certificate Program Syllabus
Sept 1, 2020 to May 31, 2021

Description of the Program:

This certificate program was created for pharmacy residents interested in increasing their training as educators. 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 virtual meetings with university and clinical faculty, mentoring for teaching experiences required by the residency site, and preparation of an APPE rotation plan and teaching portfolio. This year residents will be involved in developing and virtually delivering simulated cases for APPE students, utilizing a platform available through the University. 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. Plans for this year's program are still a bit fluid and will be firmed up by the time of the first meeting.

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

I. Attend all four meetings

- a. Session 1: September 22 videoconference (3-5:30PM)
- b. Session 2: October/November videoconference – late afternoons – date(s) TBD after initial videoconference (max 2 hours)
- c. Session 3: January videoconference - late afternoons – date(s) TBD after initial videoconference (max 2 hours)
- d. Session 4: Late March/April final videoconference (max 2 hours)– date(s) TBD

PLEASE NOTE: We will identify potential dates and times for the final three meetings during our first meeting, and then use Doodle polls to determine exact dates. The videoconferences after the first one will be offered twice or possibly even three times for some sessions so we can split into smaller groups and to give residents more flexibility in scheduling.

A. Session 1: First Videoconference-Introductions and Basic Teaching and Learning Topics

Pre-session preparation:

Access your Box account. Jean will send you info regarding how to do this soon.

Read assigned information about writing a teaching philosophy, Bloom's taxonomy, and learning styles posted in Box.

Watch Jean Carter's recorded video on Kolb's Experiential Learning Cycle / H-PILS learning style inventory; take the learning style inventory which will be posted to Box

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.

Access your CEI account on E-Value. You will soon be sent information on how to do this from Peggy Griffin.

Once your account is created, you will have access to various preceptor continuing education resources. There are many good resources on this site related to precepting in the clinical site that you can avail yourself of as the residency year wears on. Go to the "Learning Modules" tab of E-Value and then "Connect to CEI Account". You will then need to register.

Session 1 agenda:

The goals of this meeting are to acquaint the residents to the program and to each other and to the preceptors for the education certificate, discuss some basic teaching and learning topics as well as scholarship pearls, and introduce the simulation assignment.

- 1.Introductions & program overview
- 2.Discuss learning experiences: Positive & negative, didactic & clinical experiences (reserve bulk of discussion of remote APPE experiences to session 2)
- 3.Teaching philosophies
- 4.Questions on Bloom's taxonomy, learning style inventory
5. Scholarly activities, manuscript preparation tips (or reviewer tips)
- 6.Administrative topics-dates/times for future meetings, portfolios, UM BOX, E-Value, intro to simulation case/activity assignment

B. Session 2 (videoconference in October to early Nov.) – clinical teaching topics; developing/delivering a simulated case (max 2 hours)

Pre-session preparation:

Read about the four roles of a preceptor at

http://www.ashpmedia.org/softchalk/softchalk_preceptorroles/softchalk4preceptorroles_print.html

You will be given access to a simulation platform and are asked to familiarize yourself with this platform prior to the meeting. You and your partner resident or residents (typically at your own residency site) will choose a topic for the case/exercise that you will develop and deliver from a list provided by Sarah and Jean.

Also review the one-hour presentation entitled The New Normal: How to Deliver Remote Experiential Teaching in the CEI Preceptor Resources in E-Value.

Session 2 agenda (2h max)

The goals of this meeting are to discuss challenges of live clinical teaching (e.g., APPE precepting) and virtual/remote teaching and learning and to give guidelines for developing a case simulation/activity for virtual delivery to APPE students.

- 1.Address questions regarding the four roles of a preceptor
- 2.Reflect upon your own virtual/remote APPE experiences, comparing and contrasting positive and negative aspects of each
- 3.Discuss evaluation of APPE students.
- 4.Discuss orientation of APPE students and incorporation of them into clinical workflow.
- 5.Address questions regarding the platform to be used for developing simulation cases or exercises.
- 6.Review key components of potential cases/exercises and consider what learner skills will be enhanced by them.
- 7.Review the strategy for mentoring APPE students through your virtual case/exercise.
- 8.Assignments for Session 3

C. Session 3 (videoconference in late Jan) – didactic teaching methods with lecture demos (max 2 hours)

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. Watch the video entitled Teaching in the Flipped Classroom in the CEI Preceptor Resources section of E-Value.
3. 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.
4. Complete assigned reading about objective structured clinical examinations (OSCE); Jean may assign you an activity related to OSCE.
 5. 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. There are many pharmacy-related rubric examples on the Internet, so you should not have to totally reinvent the wheel. Note that Jean and Sarah may decide to delete this activity depending on your involvement in an OSCE activity as outlined above.

Session 3 agenda:

Resident presentations (10 minutes followed review of objectives and exam items if time permits)
Discussion of OSCE

Rubrics for a clinical learning activity – share and discuss – see caveat in Session 3 prep section above
As time allows, we will further discuss general tips for writing exam questions
Discuss upcoming syllabus or Naplex review course assignment

D. Session 4 (videoconference in late April) - designing a learning experience OR creating/editing a lecture for a virtual Naplex review course. You will be exempted from attending this final videoconference if you choose the Naplex option; more information and potential topics will be provided in the spring if you choose to exercise this option. (max 2 hours)

Pre-session preparation:

1. Using an existing syllabus for an APPE experience at your site, use a checklist that will be provided to determine how it might be improved. Alternatively, you can create a syllabus for a new rotation offering, again using the checklist as a guide. 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. If you choose the Naplex review course option, you will not be designing a syllabus but rather designing or revising a lecture and/or other activities to be used by P4 students for board exam preparation.
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 (for those opting for syllabus exercise):

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.

If you choose the Naplex review option, feel free to contact Jean or Sarah to discuss any of the other topics above on a one-on-one basis.

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. An inservice is also a suitable alternative. 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, 2021** 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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