

Skaggs School of Pharmacy at the University of Montana
Montana PGY1 Pharmacy Residency
Teaching Certificate Program Syllabus
Sept 1, 2023 to May 31, 2024

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 live and virtual meetings with university and clinical faculty, optional mentoring for teaching experiences required by the residency site, review or revision of an APPE rotation plan, and compilation of written assignments that can be used in a teaching portfolio. 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 and complete all assigned work

- a. Session 1: **September 22-or- October 13tentative** (Friday) conference – approximately 1130am to 4pm at Bozeman Health Deaconess Hospital in Bozeman
- b. Session 2: Early-mid Nov videoconference – late afternoons – dates TBD (max 2 hours)
- c. Session 3: Mid-December or early January videoconference - late afternoons – dates TBD (max 3 hours)
- d. Session 4: Late March/early April final conference -late afternoons videoconference – date TBD (max 2 hours)

PLEASE NOTE: We will try to identify potential dates and times for the final three meetings during our first meeting, and then use Doodle or When2Meet polls to determine exact dates. The videoconferences will be offered twice or possibly even three times for sessions 2 and 3 so we can split into smaller groups and to give residents more flexibility in scheduling. The final meeting will also use videoconferencing but we will attempt to find a day and time that works for the whole group to meet.

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, inservices, and formal teaching experiences in labs or other settings are acceptable activities. Consider saving copies of presentation handouts, evaluations and any other information related to the activity for your portfolio.

III. Teaching portfolio option. Each resident will have a BOX folder for submitting their work. If needed, they can also use it for building a teaching portfolio if they do not have that option at their residency site. Assignments should be posted to the BOX folder within one week after the meeting to ensure completion by end of the program. Residents will receive feedback on assignments during the meetings as part of a group review and critique process. Completed BOX folder with assignments is due **May 25, 2024** at the latest; earlier is fine.

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. Email is generally the best way to contact the program faculty.

Faculty	Contact Information
Jean Carter	Phone: 406-214-7316 mobile or Email: jean.carter@umontana.edu
Sarah Miller	Email: sarah.j.miller@mso.umt.edu

MEETING INFORMATION

A. Session 1: Fall Meeting at Bozeman Health from approximately 1130am to 4pm(tentative)

Pre-session preparation

1. Access your UM BOX account. Jean will send you info regarding how to do this prior to fall meeting.
2. Create your CEImpact account on E*Value_- Peggy Griffin will send info regarding this prior to fall meeting.
3. Read assigned information about writing a teaching philosophy, Bloom's taxonomy, and learning styles posted in UM Box.
4. Prepare a written draft of your teaching philosophy (you will need it during the meeting) and post to BOX by the night before the meeting.
5. Prepare a written reflection of how you learn best and describe how/when you figured that out; be prepared to share highlights at the meeting.
6. Watch the videos titled "Preceptor Orientation" (4 modules – 1.25 hours total) available in E*Value. Instructions for accessing the CEI portion of E*Value will be emailed to you by Peggy Griffin.
7. Review the slides for the "Four Roles of the Preceptor" located in UM BOX

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 and to discuss some basic teaching and learning topics.

Morning (1130am - 12:30pm):

- Introductions & program overview
- Your learning experiences: Positive & negative, didactic & clinical experiences
- How you learn best (share reflections)

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

Afternoon (1 - 4pm)

- Kolb's Experiential Learning Cycle / H-PILS learning style inventory
- Teaching philosophies
- Four roles of a preceptor/Feedback (covered in Module 2 of *Preceptor Orientation* CEI video)
- Bloom's taxonomy
- Administrative topics: Dates/times for future meetings, assignments

B. Session 2 (videoconference in early-to-mid Nov) – clinical teaching (max 2 hours)

Pre-session preparation:

1. Read assigned information about rubrics in *Teaching and Assessment* (2016) and information about EPAs (entrustable professional activities) posted in BOX. There is also a video in CEImpact on EPAs you should watch.
2. Prepare a rubric for assessment of a clinical skill based on the template provided. Be sure to specify the clinical skill being assessed and how you will measure the student's achievement of that skill. You will also be asked what you found challenging about its development. Post the rubric in UM Box prior to the meeting.
3. View the 1 hour CEI video titled *Failure to Fail: How to Evaluate Poor Performance*

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, delivered, student feedback given, and student learning is assessed.

- Share and discuss your best/worst APPE experiences as a student
 - Also, share if you have been a preceptor in layered learning of either IPPE or APPE students
- Discuss the following topics
 - Orientation to a clinical experience
 - Incorporation of students into clinical workflow
 - Giving feedback on performance
 - Assessing student learning
 - Explain the EPA rubric you developed and how you will measure achievement
- Update on recent developments for clinical teaching in pharmacy academia (e.g., PPCP, CoEPA)

C. Session 3 (videoconference in mid Dec or early Jan) – didactic teaching with lecture demos (max 3 hours)

Pre-session preparation:

1. Read assigned information about learning objectives, didactic teaching, and creating a classroom exam in *Teaching and Assessment* (2016), which is posted in BOX.
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 based on Bloom's Taxonomy (on one slide after title slide)
- b. Three exam questions (e.g., two multiple-choice items and one short essay item) on last three slides of the presentation.

Session 3 agenda:

- Resident mini-presentations (10 minutes followed by time for review of objectives and exam items)
- Group critique on presentation slides, teaching style, learning objectives, and exam questions
 - As time allows, we will further discuss general tips for writing exam questions
- Discuss upcoming syllabus assignment

D. Session 4 (videoconference late March or early April) - designing a learning experience (max 2 hours)

Pre-session preparation:

1. You can work individually or in pairs at your site to either prepare a relatively complete draft of a syllabus for a six-week APPE rotation, or revise an existing syllabus for an APPE experience at your site. Use the checklist posted in BOX to evaluate the syllabus. Bring your evaluation notes to the meeting and post a PDF version of your draft syllabus or reviewed syllabus to meeting folder in BOX.
2. Review and revise the teaching philosophy you wrote at the beginning of the program. How did it change?
3. Write two reflections on teaching experiences that you have had during your residency year. Please post these to your individual BOX folder.

Session 4 agenda:

- Discuss your syllabus draft or syllabus revision with others. Focus on areas of the syllabus that are most difficult to prepare, well done or need improvement. In breakout small groups, you share your syllabi with each other and provide peer reviews of syllabi from other sites.
- Share your revised teaching philosophy. What has changed since the start of the year? Share a teaching experience from the residency year that helped to shape your current teaching philosophy.
- 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. Share a summary of your written reflections with the group.
- Review certificate requirements – deadline reminders and preferences for certificate name.
- Discuss ideas for certificate program for next year

REQUIREMENTS AND RESOURCES FOR PARTICIPATING

1. E*Value CEImpact account

As a participant in this program, and as a preceptor for the University of Montana Skaggs School of Pharmacy, you have access to a plethora of free Continuing Education through the CEImpact portion of the E*Value platform. **Some of these videos are required viewing for the certificate program.** You are encouraged to access your CEImpact account as soon as possible. You will be sent information on how to do this from Peggy Griffin, but here are the essential steps:

1. Navigate to the “Learning Modules” tab and then “Connect to CEI Account”
2. Register to create your account
3. Once your account is created, go to the Preceptor tab and look for the Course Catalog. (It will give you access to various preceptor continuing education resources, including some on precepting in the clinical site)
4. **IMPORTANT:** you must use the code **UOFMT23** to access these programs for free.

Required Videos:

- *Preceptor Orientation (required to watch before first meeting)*
- *Entrustable Professional Activities: How to Train and Build Trust (required)*
- *Failure to Fail: How to Evaluate Poor Performance (required)*
- *FERPA: A Guide for Preceptors*

Optional Videos:

- *Crucial Conversations in Experiential Education*
- *Fostering Interprofessional Educational Opportunities for Your Students*
- *Managing Time as a Preceptor*
- *Teaching in the Flipped Classroom*
- *The 11 Habits of Highly Effective Preceptors*
- *Tools to Facilitate Student Success with Your Learning Experience*
- *Topic Discussions to Promote Learner Growth*
- *What is the Wheel? Incorporating the Pharmacists’ Patient Care Process into Experiential Rotations*

If you encounter difficulties in accessing the videos or setting up your account, contact Peggy at peggy.griffin@mso.umt.edu

2. UM BOX account

Each participant will be given access to the UM BOX cloud-based storage system. This is where you will upload your information into your portfolio folder or the meeting folder as well as access readings and other resources. Some sites have firewalls that limit access so check your connection early in the year so we can work around any issues.

Instructions for creating your UM BOX account will be sent in early September. Even if you have an existing BOX account elsewhere, you may find you need to create one specifically for UM BOX.

If you encounter difficulty in accessing UM BOX, contact Jean for help.

3. ZOOM Videoconferencing access

The faculty will use ZOOM for the videoconference meetings. Each participant should ensure they have access to the web with a webcam and microphone that they can use during the meeting. Preferably, each participant has their own device so they can be seen and heard clearly; however, if sharing is necessary, make sure everyone is visible and can be heard. Firewalls within some clinical sites may necessitate connecting off-site instead. Participants should connect from a location that is quiet and has minimal disruptions. Some clinical sites may have conference rooms or other locations available that can be used. Please work with your site preceptors to determine on-site locations that will work for you.

We will set up the ZOOM meeting room so you can access it at any time to check your connections, etc. We will use the same ZOOM link throughout the year and send it with each meeting reminder. Here is the link:

<https://umontana.zoom.us/j/92927890740>

If you encounter difficulties with ZOOM before or during the meeting, email or phone Jean.