Pharmacy Teaching Program
2014-2015

Background

The American Society of Health-System Pharmacists (ASHP) post-graduate year one (PGY1) residency standards strongly encourage programs to offer opportunities to residents to gain experience in teaching.\(^1\) The post-graduate year two (PGY2) standards have an outcome (Outcome E1) requiring that participants demonstrate skills required to function in an academic setting.\(^2\) Several publications describe the effectiveness of teaching certificate programs offered by colleges of pharmacy.\(^3\)\(^-\)\(^5\) Post-graduate training programs that are at colleges of pharmacy typically provide opportunities to gain classroom experience and receive instruction on educational methods. Recently, the American College of Clinical Pharmacy (ACCP) published teaching guidelines that emphasize the importance of consistent and quality teaching experiences to prepare the trainee for a variety of practice settings.\(^6\)

Coordinators of pharmacy post-graduate training programs in Metro Atlanta have requested that Mercer University College of Pharmacy (MUCOP) provide teaching experiences for their residents. Additionally, Mercer University College of Pharmacy Doctor of Philosophy (Ph.D.) students currently participate in the program to help prepare them for careers in academia. Mercer University pharmacy students benefit from interacting with the residents and Ph.D. students in small group activities. Training residents and Ph.D. students in teaching will help position them for possible careers in academia.

Objectives and Goals

This practice-based program is based on ASHP residency standards and ACCP guidelines. It consists of seminars, teaching experiences, precepting experiences and developing a teaching portfolio. The primary goal of the Pharmacy Teaching Program is for participants to develop, through practice, skills required to function in an academic setting and any settings where teaching is involved.

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Requirements

I. Construct A Teaching Portfolio (ASHP PGY1 Standards and Objective 2.6 and 4.1b5 and PGY2 Standards Objective E1.2.7) A teaching portfolio should contain evidence of an educator’s effectiveness, including:

1. Teaching philosophy
2. Faculty evaluations
3. Peer evaluations
4. Student evaluations
5. Teaching reflections and self-assessments
6. Lecture handouts
7. Exam questions
8. Syllabus

II. Teaching

A. Precept – for Pharm.D. Residents (ASHP PGY1 Standards and Objective 2.6 and 4.1b5 and PGY2 Standards Objective E1.2.4)

• Precept, under the supervision of the practice-site preceptor, TWO Advanced Pharmacy Practice Experiential (APPE) students over a minimum of two blocks
• Conduct written midpoint and final evaluations for the APPE students they precept
• Grade presentations and assignments
• Have students evaluate teaching

B. Mentor – for Ph.D. students

• Mentor a first year graduate student over a minimum of two semesters
• Conduct written midpoint and final evaluations for the students they mentor
• Have mentor complete two evaluations of the mentee, one at the end of each semester

III. Lecture (ASHP PGY1 Standards and Objective 2.6 and 4.1b5 and PGY2 Standards Objective E1.2.2)

• 1-2 hour lecture, write objectives, design active learning activities, construct test questions
• By evaluated by students, peer, and a faculty member
• Review student performance on applicable test questions
• Self-assess teaching

IV. Facilitations or Teaching Assistant (ASHP PGY1 Standards and Objective 2.6 and 4.1b5 and PGY2 Standards and Objective E1.2.3)

• Document 15 hours of small-group teaching on a log form. Some activities that are available to complete these hours include, but are not limited to facilitating: *
  • Institutional Introductory Pharmacy Practice Experiences
  • Case discussions
  • Journal clubs
  • Practice skill labs
• Precept P3 Institutional IPPE students at your institution for one block of up to 80 hours over 2 weeks*

*Residents will either facilitate 15 hours of small group activities over the academic year or one, 2 week IPPE block

V. Syllabus (ACCP Guideline 2.3)

• Pharm.D. residents – create an APPE syllabus in the practice area of your choice
• Graduate students – create a syllabus for an elective on a topic of your choice
• Include goals and objectives, expectations, schedule of activities, grading policies
Pharmacy Teaching Program Workshops
2014 - 2015

Understanding the Roles of the Instructor and the Learner

Workshop 1 - Wednesday, July 16, 2014: 4:00-6:30 p.m. at Mercer
Home-Study Program #1 due by Midnight, Tuesday, July 15, 2014

Teaching Strategies in the Classroom

Workshop 2 - Wednesday, August 6, 2014: 4:00-6:30 p.m. at Mercer
Home-Study Program #2 due by Midnight, Tuesday, August 5, 2014

Designing Effective Teaching Experiences

Workshop 3 - Wednesday, September 3, 2014: 4:00-6:30 pm at Mercer
Home-Study Program #3 due by Midnight, Tuesday, September 2, 2014

Assessments and Evaluations

Workshop 4 - Wednesday, October 15, 2014: 4:00-6:30 pm at Mercer
Home-Study Program #4 due by Midnight, Tuesday, October 14, 2014

Life in the Academy

Workshop 5 - Wednesday, November 12, 2014: 4:00-6:00 p.m. at Mercer
Home-Study Program #5 due by Midnight, Tuesday, November 11, 2014

References