



Teaching and Learning Curriculum (TLC) - Program Overview

1. Purpose

To provide PGY 1 and PGY 2 pharmacy residents with opportunities to:

- develop a philosophy of teaching.
- learn and exercise teaching skills in the experiential and classroom setting;
- prepare an academic portfolio.
- increase knowledge about careers in academia, faculty roles/responsibilities, and pharmacy education trends.

2. Program Length

The program length is one year (July 1 – June 30). This program must be completed prior to the end of residency training (June 30th).

3. Certificate

Each participant who completes all required program activities (as outlined below in item 7) will be awarded a certificate of completion from the Department of Pharmacy Practice at the NEOMED College of Pharmacy. Academic portfolios will be reviewed on an individual basis by the program director for completeness.

4. College of Pharmacy Appointment and Resource Access

Participating residents will complete the requisite paperwork for faculty appointment as Clinical Instructor of Pharmacy Practice. As faculty, the residents will have access to the University's course management system (AIMS), and its extensive library resources.

5. Program Director and Faculty Instructors

The program director will be Daniel Krinsky, M.S., R.Ph., Professor of Pharmacy Practice (dkrinsky@neomed.edu). Additional campus-based faculty will serve as instructors and resources for residents during the teaching and learning curriculum program.

6. Teaching Advisors

Those participants in Track 2 (Exploring a Career in Academic Pharmacy; see p.4) will have a teaching advisor designated to serve as a 'mentor' for the teaching and learning curriculum program experiences. In the situation where a residency program is unable to provide a teaching advisor, the college of pharmacy will seek a faculty member or graduate of the NEOMED teaching and learning curriculum (TLC) to serve as the advisor.

The duties/expectations of the **teaching advisor** are as follows for campus-based teaching assignments (e.g., small group, large group, assessment activities):

- ensuring the resident is aware of his/her role in the assigned teaching experience. For example, is the resident serving as an evaluator for an activity that has already been developed or is he/she responsible for designing and facilitating the session, such as a large group lecture?;
- ensuring that the resident is aware of the objectives of the assigned teaching session, what material is to be covered, and what level of detail/depth is expected;
- ensuring that the content prepared by the resident is accurate and at an appropriate level for the learner;
- confirming that all handout material (where applicable) is acceptable in format and content;
- ensuring all slides and session materials have been submitted for posting on AIMS in a timely manner
- reviewing/revising examination questions prior to and after the exam (where applicable);
- providing the resident with a structured evaluation of performance/feedback after the class session (where applicable);
- reviewing the residents self-evaluation and student evaluation (where applicable) of his/her teaching following a teaching assignment; and
- reviewing the residents teaching portfolio at various points throughout the year.

To help facilitate the engagement of the teaching advisor and the resident, it is recommended that the resident-advisor pair meet periodically and use the tracking sheet on page 3 (or another similar mechanism) to plan for teaching assignments.

Note:

Not all teaching assignments will require each of the items on page 3 to be completed by the resident. For example, if the resident is participating in a workshop where students are learning how to use blood glucose meters that has already been designed by the course director, he/she will most likely not be writing the session objectives and test questions. Alternatively, in a traditional 'lecture' environment, all of the above steps may apply. **Therefore, the participant and his/her advisor, in conjunction with the primary contact for the teaching assignment, should discuss which of the above duties/expectations may or may not apply for the individual teaching assignments.**

Teaching Assignment Checklist

	Reviewed session logistics (e.g., date / time / learner level / topic)	Reviewed resident objectives and outline	Objectives and outline sent to course contact for review	Reviewed draft of resident teaching materials / practice-run	Reviewed resident assessment (e.g., MCQ) items	Reviewed residents evaluations (advisor, self, student) of teaching
	2-3 mos. in advance	2 months in advance	2 mos. in advance	6 weeks in advance	4 weeks in advance	≤ 1 week after session
[Topic Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[Topic Name]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. Teaching and Learning Curriculum (TLC) Requirements

a. Two-Track System

There will be two tracks available for participants of the NEOMED Teaching and Learning Curriculum (TLC). Below is a summary table of the two-track system.

	Track 1 (Introduction to Teaching & Learning)¹	Track 2 (Exploring a Career in Academic Pharmacy)²
Who is Eligible?	Open to all	Limited to 10-15 participants ³ based on teaching opportunities available
What on-campus seminars are required?	Seminars 1-3 + Residents as Teachers ⁴ Conference required	Seminars 1-4 + Residents as Teachers ⁴ Conference required
What type of teaching experiences will be included?	Small group teaching ⁵ Assessment activities SOAP note grading	Small group teaching ⁵ Large group teaching ⁶ Assessment activities SOAP note grading
Will there be a teaching advisor assigned to the resident?	No	Yes

¹ *Designed for PGY1 and PGY2 residents that have not had any (or limited) teaching experiences to date and do not currently see themselves pursuing a career path including academia but are interested in gaining foundational knowledge and skills in teaching and learning (both classroom and precepting).*

² *Designed for PGY2 residents that have had some teaching experiences during the PGY1 year and/or those residents interested in exploring further an academic career path*

³ *All participants interested in Track 2 will submit a letter of interest (1 page) to Dan Krinsky (dkrinsky@neomed.edu) by August 1st. After reviewing letters of intent, participants will be notified of the decision. Preference may be given to PGY2 residents and those programs that have participated in the teaching certificate program for 5 or more years and have made the teaching experience a core focus of the residency program. Participants should discuss this decision with their Residency Program Director prior to submitting a letter of interest.*

⁴ *Half-day interprofessional resident conference held at NEOMED focused on clinical teaching & learning skills development.*

⁵ *SMALL GROUP = facilitating a small group of learners using content that has already been created for you (typically does not include developing session objectives and assessment items/activities and may include an evaluation of the learner during that activity (e.g., skills training competency)*

⁶ *LARGE GROUP = owning the creation and delivery of the content (including developing session objectives and assessment items/activities, where applicable)*

b. Teaching and Learning Seminars

For those opting into Track 1 (“Introduction to Teaching & Learning”), **Seminars 1-3 and the Residents as Teachers Conference are required**. There will be an optional career development seminar to follow in October.

- Seminar 1: _____
- Seminar 2: _____
- Seminar 3: _____
- Residents as Teachers Conference: _____
- Optional Career Development Seminar: _____

For those opting into Track 2 (“Exploring a Career in Academic Pharmacy”), **Seminars 1-4 and the Residents as Teachers Conference are required**. There will be an optional career development seminar to follow in October.

- Seminar 1: _____
- Seminar 2: _____
- Seminar 3: _____
- Seminar 4: _____
- Residents as Teachers Conference: _____
- Optional Career Development Seminar: _____

Participants in Track 1 (“Introduction to Teaching & Learning”), will receive instruction in the following topics throughout the program:

- Program overview/requirements/role of the teaching advisor
- History of teaching certificate programs
- Constructing an academic portfolio
- Writing goals and objectives
- Overview of NEOMED College of Pharmacy / Introduction to Curriculum
- Large group teaching skills
- Orientation to library resources / course management system (AIMS)
- Educational technology in the classroom
- Constructing a teaching philosophy
- Student assessment (writing assessment questions, interpreting test items, introduction to rubrics)
- Introduction to SOAP note assessment/grading

- Active learning in the classroom
- Small group teaching strategies
- Overview of experiential education
- Orientating learners to a clinical teaching site
- Providing effective feedback on experiential rotations
- ASHP / job preparation (voluntary)
 - a. Practicing your elevator speech
 - b. ASHP Midyear / PPS preparation and planning
 - c. Job search and interview preparation
 - d. CV outline/tips and review
 - e. Financial considerations during/after residency training

Participants in Track 2 (“Exploring a Career in Academic Pharmacy”) will receive instruction in all of the topics noted above for Track 1 plus the following:

- Life as a practice-based faculty member
- Academic career paths and roles/responsibilities of faculty
- Promotion/tenure

c. Teaching Experiences

Depending on the TLC track (1 or 2), the resident will be assigned a mixture of teaching experiences (e.g., small group, large group, assessment/evaluation) with a variety of learners (e.g., P1, P2 and P3). Teaching assignments will be approved by the director of the teaching and learning curriculum in conjunction with the chair of pharmacy practice based on the current teaching needs of the department of pharmacy practice and the pharmacy resident’s schedule. The teaching assignments may or may not be in the resident’s area of interest and will be randomly assigned. Exception will be given to residents in a specialty area of practice (e.g., PGY2, Master’s in Health-System Administration, etc.) Teaching assignments will vary based on the track chosen by the participant (details noted above).

d. Experiential Teaching Experience

The resident will serve as a preceptor (or co-preceptor) for an Advanced Practice Pharmacy Experience (APPE) rotation for a **minimum of one month**. Individual residency programs may substitute one month of preceptorship experience for an Introductory Practice Pharmacy Experience (IPPE) in place of one month of preceptorship for an APPE, if appropriate.

e. Teaching Philosophy

The resident is required to compose a personal teaching philosophy that will continually evolve during the program and beyond. Residents should share their philosophy with their teaching advisors on a regular basis. A discussion on writing a teaching philosophy will take place during seminar 2.

f. Academic Portfolio

The resident is required to create and maintain an electronic academic portfolio during the program. While the e-portfolio will be required, the resident may decide to create a hard copy for his/her own use. Track 2 participants should submit their portfolios to their teaching advisors for review on (or before) the following dates: **November 30, 2018, February 28, 2019, and May 15, 2019**. The final portfolio, to be evaluated by the TLC director, should be submitted by **June 15, 2019** and contain the following:

- Curriculum vitae (CV)
- Teaching philosophy
- Teaching Experiences Log
- Teaching materials (i.e. PowerPoint slides, cases developed, test questions, etc.); *where applicable for Track 1 participants.*
- Evaluations (*where applicable for Track 1 participants.*)
 - a. Self-evaluations
 - b. Advisor evaluations
 - c. Learner (student) evaluations
- Summary narrative about what they learned and specific plans for continuing to develop their teaching skills

The participant can submit his/her final portfolio any of the following ways*:

- Submitting a hard copy of the portfolio (drop off at NEOMED)
- Creating a Dropbox folder and sharing with Dan Krinsky (dkrinsky@neomed.edu)
- Creating a Google Drive folder and sharing with Dan Krinsky (dkrinsky@neomed.edu)
- Creating a zip folder (right click on desktop and select “New” then “Compressed (zipped) folder.” The zip folder can be e-mailed to Dan Krinsky (dkrinsky@neomed.edu).

*When submitting the final portfolio for review, the resident should send his/her preferred mailing address for the certificate of completion to be returned after review of the portfolio.

g. Preceptor Training Program

The resident will complete the NEOMED College of Pharmacy IPPE and APPE Pharmacy Preceptor Training Program (resident may complete the program at <https://www.neomed.edu/pharmacy/academics/preceptor/training/>). The deadline for completion of this program is August 15th.

h. Pharmacy Faculty Meeting Attendance

While not required, the pharmacy resident is welcome to attend Department and Core Faculty meetings. Residents who are interested in doing so should contact Dan Krinsky (dkrinsky@neomed.edu) in advance so he can work with the college staff to ensure there is enough space at the meeting. Department meetings typically take place the 3rd Wednesday of the month from 1-2:20pm, and Core Faculty meetings every other month on these same days.

8. Evaluation

Evaluations for each type of teaching should be completed as follows:

Large Group Teaching (lecture type of environment)

- The teaching advisor should complete an evaluation of the resident's teaching using the "Large Group Teaching Advisor/Self Evaluation Form" (APPENDIX A)
- The resident should complete a self-evaluation of his/her teaching using the "Large Group Teaching Advisor/Self Evaluation Form" (APPENDIX A). When available, it is highly recommended that the resident watch his/her recording of the teaching session (available via the course website in AIMS) to complete the self-evaluation.
- The resident should obtain a small sample (e.g. 4-6) of student evaluations (APPENDIX B). The resident should bring copies of the student evaluation form with him/herself to the teaching session. Prior to beginning the session, the resident should ask a small sample of students if they would be willing to complete the evaluation form.
- The resident should complete the self-reflection form (APPENDIX D)
- All of the above should be reviewed with the teaching advisor within a reasonable timeframe following the teaching assignment (e.g. 1 week)

Small Group Teaching (activity/workshop/small group discussion environment)

- The resident should obtain a small sample (e.g. 5-8) of student evaluations (APPENDIX C) where appropriate (not every small group teaching environment is conducive for small group teaching evaluations)
- The resident should complete the self-reflection form (APPENDIX D)
- The above should be reviewed with the teaching advisor within a reasonable timeframe following the teaching assignment (e.g. 1 week)

Assessments/Evaluations (e.g., grading a journal club, counseling activity or case presentation)

- No formal evaluations have to be completed for these teaching assignments

Experiential (Precepting) Teaching

- For any experiential teaching assignment, the resident should complete a self-evaluation in addition to having the learner complete an evaluation of his/her teaching using the form reference in APPENDIX E. This evaluation form is based on the four preceptor roles as defined by the American Society of Health-System Pharmacists (ASHP).

For each **large group teaching session**, it is the responsibility of the resident to coordinate with his/her teaching advisor to be present to observe and evaluate the classroom teaching. While it is preferred to be present for the evaluation, if the advisor is not available, the session should be video recorded so the advisor can complete the evaluation at a later date.

For **small group sessions**, while not required, advisors are welcome to observe and provide feedback. Where appropriate, the resident should elicit written evaluations of his/her small group teaching using the small group evaluation form (APPENDIX C).

9. **About NEOMED College of Pharmacy** www.neomed.edu: History

In 1972, multiple constituents, including three state-supported universities in Northeastern Ohio (The University of Akron, Kent State University and Youngstown State University), responded to a challenge offered by the Ohio General Assembly to develop a plan for medical education for this area that could address the need for primary care physicians, and one which would use existing facilities of the three universities and of the area community hospitals to the greatest extent possible. In August 1973, the Ohio General Assembly passed legislation establishing the Northeastern Ohio Universities College of Medicine (NEOUCOM).

In November 2005, the Ohio Board of Regents approved a doctor of pharmacy program at NEOUCOM, and the **College of Pharmacy** was established in December 2005 by the NEOUCOM Board of Trustees. The doctor of pharmacy program was created to meet important regional needs: to address the shortage of pharmacists in both community and hospital settings. The college was awarded full accreditation status by the Accreditation Council for Pharmacy Education (ACPE) in June 2011. The mission of the College of Pharmacy is to prepare highly skilled pharmacists who play an indispensable role in a team-oriented approach to patient care and medication management services. The College of Pharmacy offers the only doctor of pharmacy (Pharm.D.) program in Eastern Ohio and works in a unique educational partnership with Cleveland State University, Kent State University, The University of Akron and Youngstown State University. The doctor of pharmacy degree program is a four-year program that admits approximately 75 students each year. Through preferential interview agreements with its four public university partners, students

are able to complete their pre-professional pharmacy studies at one of these institutions and then apply for one of the 15 seats in the doctor of pharmacy program designated for their university.

The pharmacy program offered NEOUCOM an opportunity to examine curricular needs of its students, and the introduction of interprofessional education was made. Today, medicine and pharmacy students take many first and second year classes together to help build a greater awareness and understanding of each profession and a deeper understanding of working together for the outcome of better patient care. With the addition of the College of Pharmacy, NEOUCOM became one of 130 academic health centers in the nation.

In July, 2009, the College of Graduate Studies was established. The University received degree granting authority for a Master of Public Health Degree, and established a bioethics certificate program as well as an M.S. and Ph.D. in integrative pharmaceutical medicine.

On April 29, 2011, Governor John Kasich publicly signed House Bill 139 as approved by the Ohio General Assembly to officially change the name of Northeastern Ohio Universities College of Medicine (NEOUCOM) to Northeast Ohio Medical University (NEOMED). The approval and signing of this bill positioned NEOMED as a free standing four-year public university, one of 14 public universities in Ohio.

The College of Pharmacy is currently comprised of 48 faculty members, 15 staff members, and more than 350 pharmacy preceptors, including shared faculty. The College has a shared faculty model in which 27 of its 38 pharmacy practice faculty hold faculty and site responsibilities with local hospital and community practice pharmacies.

APPENDIX A: Large Group Teaching Advisor & Self Evaluation Form

Northeast Ohio Medical University (NEOMED)
Pharmacy Residency Teaching Certificate Program
Teaching Feedback

Resident: _____

Residency Program: _____

Topic: _____

Date: _____

Who completed the evaluation?

- Self-Evaluation
- Teaching Advisor Evaluation (Name and E-mail) _____

The RESIDENT instructor:	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Comments
PREPARATION AND INTRODUCTION						
appeared well prepared for class						
provided an introduction that was appropriate and engaged learners						
stated or displayed the goal/objectives for the session at the beginning of class						

PRESENTATION STYLE						
utilized visual aids and technology enhanced student learning						
spoke audibly and clearly without distracting speech fillers (e.g., "um")						
communicated enthusiasm for the content						
speech was neither too formal nor too casual, use of humor was positive and appropriate						
talked to the class, not the board or computer						
selected appropriate teaching methods (active learning, etc.)						
Effectively utilized active learning (gave objectives, clear instructions, etc.)						
used authority appropriately to create an environment conducive to learning						

CONTENT						
organized content to optimize learning						
related current course content to prior and future content, where applicable						
made course content relevant with references to real world applications						
explained difficult terms, concepts, and problems to facilitate comprehension						
summarized main points at the end of the session						
STUDENT INTERACTION						
presented questions to stimulate discussion						
encouraged student questions, involvement, and debate						
gave students enough time to respond to questions						
answered student questions clearly, confidently and directly						
admitted error and/or insufficient knowledge when appropriate						

Please include specific comments:

- What did the Resident instructor do that was most effective? When did you feel he or she did that was most engaging?

- What portions of the lecture were least effective? When did you feel not engaged and why?

- Which aspects of this observed teaching session would you consider incorporating into your teaching? Did your observation inspire and new personal learning needs?

APPENDIX B: Student Evaluation (Large Group Teaching)

Northeast Ohio Medical University (NEOMED)
Pharmacy Residency Teaching and Learning Curriculum Program

Large Group Teaching Evaluation
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Resident: _____ Residency Program: _____

Date: _____ Topic: _____

The following evaluation is to be completed by a Pharmacy Student.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Demonstrated knowledge of the topic.				
Presented concepts in a clear and organized manner.				
Matched content to my level of understanding.				
Made effective use of time.				
Emphasized key points.				
Spoke clearly and at a comfortable pace.				
Provided opportunities for student participation.				
Used technology effectively (audience response, video, PowerPoint, etc.)				
Summarized the session effectively.				
Demonstrated respect for learners.				
Displayed a positive attitude about teaching the material.				
Was accessible for questions.				
Overall, the teaching was effective.				

Please provide specific comments below:

What did the Resident instructor do that was most effective?

What could the Resident instructor do to improve his/her teaching?

Other observations/recommendations:

Thank you!

APPENDIX C: Student Evaluation (Small Group Teaching)

Northeast Ohio Medical University (NEOMED)
Pharmacy Residency Teaching and Learning Curriculum Program

Small Group Teaching Evaluation

Resident: _____ Residency Program: _____

Date: _____ Topic: _____

The following evaluation is to be completed by a Pharmacy Student.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Stated the session objectives.				
Started and ended the session on time.				
Demonstrated knowledge of the topic.				
Established an environment conducive to learning.				
Matched the content to my level of understanding.				
Encouraged group discussion effectively.				
Ensured that the group stayed on track.				
Facilitated good group interactions.				
Provided opportunities to give and receive feedback.				
Summarized the session effectively.				
Was open to student viewpoints and ideas.				
Overall, the teaching was effective.				

Please provide your comments below:

What did the Resident/group leader do that was most effective? (When you were the most engaged, what was happening?)

What could the Resident/group leader do to improve how the sessions went for you?

Other observations/recommendations:

Thank you!

APPENDIX D: Self-Reflection Form

Northeast Ohio Medical University College of Pharmacy
Teaching and Learning Curriculum (TLC)
Self-Reflection Form

Date of teaching experience	
Type of teaching experience (e.g., large group, small group, precepting)	
Description of teaching experience	

What were the strengths and weaknesses of my teaching during that session?

What will I do differently for future teaching assignments based on that experience?

How does my approach to the session and the feedback I received (preceptor/ advisor/ student, where applicable) match with the intentions stated in my teaching philosophy?

APPENDIX E: Experiential (Precepting) Self-Evaluation

Northeast Ohio Medical University College of Pharmacy
Teaching and Learning Curriculum (TLC)
Experiential (Precepting) Self-Evaluation Form

Review the Guide for Instruction by Preceptors published by the American Society of Health-System Pharmacists (ASHP) at <http://www.ashp.org/DocLibrary/Accreditation/Residency-Learning-System/RTP-GuideInstructionPreceptor.aspx>

Considering the four preceptor roles (direct instruction, modeling, coaching and facilitating), complete the following reflection questions:

1. What are some examples of how you demonstrated each of the four precepting roles during this teaching experience?
2. Did you find yourself spending more or less time in one or more of the precepting roles? Describe further.
3. How would you describe your effectiveness in giving the learner both formative and summative feedback?
4. What did you learn from this precepting experience that you will take with you to future experiences?