

PROGRAM SYLLABUS**Program Personnel**Co-Directors

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Program Faculty & Teaching Mentors

Faculty from the UAMS College of Pharmacy, affiliated institutions, and other invited guests participate in the Program through contributions to the didactic curriculum, as Teaching Mentors, and as portfolio evaluators. Teaching Mentors will be assigned by the Program Director and distributed to participants at the Summer Seminar.

Program Support

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Additional materials may be found on the Program webpage: go.uams.edu/tcp

Program Overview

In its accreditation statements for pharmacy residency programs, the American Society of Health-System Pharmacists includes delivering effective education among the practice skills that should be taught during residency. Programs that promote the development of teaching skills are beneficial to all residents since teaching is a component of almost all pharmacy positions, and development in teaching abilities among prospective faculty is especially valued by colleges and schools of pharmacy. Additionally, development of teaching skills is beneficial to preceptors who teach students and residents.

Since 2005, the UAMS College of Pharmacy has enrolled over 500 participants in its year-long Teaching Certificate Program (TCP). While originally developed for pharmacy residents, the program is now offered to residents, fellows, graduate students, faculty, and preceptors from affiliated programs across Arkansas to encourage development of teaching abilities.

For more than a decade, this statewide program has commenced with a two-day Summer Seminar to acquaint participants with the program requirements, introduce fundamental teaching skills, and provide a venue for professional networking with participants and program faculty. Additional teaching skills development occurs at a Winter Seminar. Most importantly, the TCP allows for individualized development as participants set their own teaching-specific goals to accomplish during the program year. Longitudinal development occurs through self-directed participation in teaching activities and reflection on progress. Teaching goals are achieved through participating in one-on-one, small group, and large group teaching environments including didactic and experiential pharmacy education, interprofessional education, and clinically-based teaching activities. Participants receive formal multidirectional feedback on teaching activities from faculty, peers, and learners. Finally, the participant's successful teaching development is reflected in a comprehensive online teaching portfolio submitted at the end of the program year.

Program Goal

The Program's goal is to promote and support the ongoing development of participants' teaching and assessment skills, helping them serve as effective educators to learners of all types, including students, professional colleagues, and patients/families. Activities in the Program are meant to be individualized according to the participant's identified areas of needed teaching-specific professional development.

Program Objectives

Through participation in the Program's didactic seminars and workshops, self-directed teaching experiences, and reflective learning, the participant will:

- Gain experience in delivering educational content using a diverse variety of methods
- Individualize teaching and assessment methods according to learning setting and audience
- Utilize effective assessment mechanisms to distinguish learners with varying content mastery
- Provide meaningful, regular, and consistent feedback to learners in a sensitive and constructive manner
- Articulate personal values, beliefs, and goals about teaching and learning into a written teaching philosophy
- Engage in continuous professional development through goal-setting, reflection, and feedback

Program Cost

While the costs of developing and offering the TCP to its participants are substantial, these costs are supported by the UAMS Department of Pharmacy Practice to promote the educational mission of the College of Pharmacy. It is the Department's intention to support the development of the residents, preceptors, and faculty members who provide educational opportunities for our students and residents. The Program is offered free of charge to participants.

Registration and Enrollment Deadline

Participants must register for participation in the TCP no later than June 20 of the corresponding program year starting July 1. Please contact the Program Directors directly to ensure space is available.

Program Timeline*

Summer Seminar: July 17-18, 2023 (required)

Winter Seminar: November 6, 2023 (required)

*Additional optional programming may be scheduled during the program year.

Program Deadlines:

- I. **Friday, August 18, 2023:** Upload statement of teaching stretch goal & SMART goals via this link: <https://forms.gle/rMmgFydthT436D8J7>
- II. **Friday, December 29, 2023:** Upload your Midpoint Self-Reflection and draft of Teaching Philosophy statement via this link: <https://forms.gle/RIG7PGJwtg34Z1xR9>
- III. **Monday, April 1, 2024:** Email the link to a complete draft of your teaching portfolio to your teaching mentor for feedback.
- IV. **Wednesday, May 1, 2024:** Submit the link to your final completed online portfolio and complete end-year forms via this link: <https://forms.gle/YDtXc42L5JATjUKy6>

Program Requirements

It is the responsibility of the Program participant to complete the required components of the Program within the specified timeframe. The Program Directors and Teaching Mentors are available to answer questions and lend guidance regarding teaching activities and portfolio development. The participant is asked to contact his/her Teaching Mentor for feedback well before submission of all materials. Ultimately, it is the participant's responsibility to ensure the completion of all Program requirements.

To be considered for a Teaching Certificate, the participant must complete each required component of the Program as described below:

- I. Programming: Participate in all required seminars and workshops.
- II. Timely Submissions: Submit all finalized materials by the specified deadlines. All submissions are final after the respective deadline passes. Additional edits will not be accepted.
- III. Teaching Mentors: Meet with assigned teaching mentor a minimum of 3 times during the year, or more often as directed by mentor or as desired by participant. Submit completed the Progress Report / Mentor Meeting Form (see TCP webpage) to the Teaching Mentor **at least 2 business days in advance of each meeting** so that mentor can review information about current progress. See checklist for deadlines. Required meetings are as follows:
 - A. August: Prior to submitting teaching stretch goal and SMART goals
 - B. December: Prior to submitting the midpoint self-reflection and teaching philosophy draft
 - C. April: Prior to submitting the completed portfolio
- IV. Teaching Activities: Complete at least 6 unique teaching activities with different educational content. Each teaching activity will be described in your teaching portfolio as directed in the Portfolio Requirements. Your teaching portfolio must include at least 1 teaching activity tailored to meet the needs of each group of learners:
 - A. Individual learners, defined as 1-2 learners participating in the activity.
 - B. Small group, defined as 3-19 learners participating in the activity.
 - C. Large group, defined as ≥ 20 learners participating in the activity.
- V. Teaching Evaluations: Program Faculty encourage participants to seek evaluations for every teaching activity and include evaluations in the teaching portfolio. The evaluator should be familiar with the participant's teaching goals and provide feedback specific to the goal(s) addressed by the teaching activity. Participants should develop tailored evaluation forms to gain evaluation and feedback specific to their individual teaching goal(s). At least 1 teaching evaluation should be received from each source during the program year:
 - A. Mentor – TCP Teaching Mentor, residency director, or faculty member, etc.
 - B. Peer (another current TCP participant)
 - C. Learners

All evaluations should be performed prospectively. For mentor and peer evaluations, participants must discuss with the evaluator in advance the teaching goal(s) to be addressed by the teaching activity and the specific areas of feedback desired. Retrospective evaluation of an activity is not acceptable.

- VI. Teaching Observations: To encounter different teaching styles and encourage development in giving critical feedback, participants will observe and evaluate at least 2 different experienced teachers (faculty/mentors) during a formal lecture or presentation. **At least one observation must be completed prior to December 31.** A formal lecture or presentation is one that is prepared in advance and delivered in a formal learning environment such as a didactic college course, grand rounds, or continuing education session. These are not informal discussions.

Notify faculty/mentors of your purpose and ask permission before attending lecture. Carefully evaluate the teaching activity and the methods/materials used, and provide thoughtful, specific feedback to the faculty member using the teaching observation form provided (see TCP webpage). Upload the observation form to your online portfolio and submit it to the faculty member you observed.

- VII. Selective Experiences: Complete at least 3 different types of selective experiences. Selective experiences may be chosen from the included list and can be tailored to the participants' needs or career goals. Additional experiences must be approved in advance by the Program Directors.

- VIII. Teaching Portfolio: Prepare and submit an online Teaching Portfolio. All portfolio materials are final following the stated deadline. Participants should check their portfolio against the included portfolio requirements and rubric to ensure all required elements are included.

Portfolio Requirements

The Teaching Portfolio is the participant's compilation of their teaching activities, evaluations, and other experiences completed through participation in the Program. It is the responsibility of the participant to submit for review a high-quality, complete teaching portfolio by the specified deadline. The Program Directors and Teaching Mentors are available to answer questions and lend guidance regarding portfolio development. The participant should submit a full draft of their portfolio to their Teaching Mentor by the stated deadline to obtain feedback on its quality before final submission. In addition, participants may submit individual components of their portfolio to their Teaching Mentor throughout the Program year for feedback and suggestions. Teaching portfolios are built on the Google Sites platform.

To be considered for a Teaching Certificate, the participant must include each required component in the Teaching Portfolio at the time of submission:

- I. Site menu / table of contents

- II. Welcome or introductory page that includes:
 - A. Name, credentials (i.e., “PharmD” behind name), current position title, program affiliation
 - B. Professional-appearing photo (we suggest wearing white coat)
 - C. Description of career goals
 - D. Teaching stretch goal established at the beginning of the program, and how teaching will likely be incorporated into your career
 - E. How participation in the TCP has impacted your teaching and professional development

- III. A brief professional bio and attached curriculum vitae. Participants should focus on themselves as professionals and carefully balance any personal information included. The information in this bio should be similar to a LinkedIn bio rather a Facebook bio. Program Faculty strongly recommend writing in the first person rather than third person perspective for the bio and throughout the portfolio.

- IV. Teaching stretch goal and SMART goals with required additional information (including strengths, weaknesses, evidence, etc.)

- V. Teaching Philosophy (more to come in the Winter Seminar)

- VI. Teaching Activities: Participants are encouraged to include a wide variety of teaching activities in their portfolios. Review Program requirements to ensure inclusion of activities meeting minimum required experiences. Categorize activities as individual, small group, or large group teaching activities. Program Faculty encourage inclusion of patient and/or caregiver teaching activities if relevant to the participant’s position and stretch goal.

For each teaching activity, include the following:

- A. Description of teaching activity: Please provide enough background information to give reviewers an idea of what you did and who was involved. We suggest:
 - 1. Number & experience/expertise level of learners
 - 2. Date, setting, and length of time involved in actual activity
 - 3. Preparation time involved
 - 4. Your comfort level in leading the activity
 - 5. Teaching goals addressed by your participation in this activity
 - 6. Methods used to assess the learner’s understanding.
 - 7. Aspects of the activity that went well and one thing you would do differently

- B. Teaching and/or assessment materials used, including handouts, slides, videos, exam questions, etc.
 - 1. Don’t include materials that you didn’t develop yourself. You can explain how you used these materials and provide citations if relevant.

- VII. Teaching evaluations: We strongly encourage individualizing evaluation forms to your specific teaching goals when possible, and soliciting evaluations and feedback from attendees at each teaching activity. Evaluations should be detailed and describe a distinct teaching experience, not a retrospective reflection over a longitudinal experience.
- A. Separate and label different sources of evaluations (learner, peer, mentor) in your portfolio and make clear which evaluations came from which sources.
 - B. Learner evaluations: Document total number of learners submitting evaluations, but **do not disclose names of learners**. If evaluations are from more than one learner, do not include individual evaluation forms. Rather, compile all written comments into one table or document. If numerical evaluation scales were used, provide the mean/median scores and ranges for each item. Be sure to include an explanation of the scale/assessment item for reference (e.g., scale of 1-5, where 1=strongly disagree, etc.). Compile written comments into one document.
 - C. Mentor and peer evaluators: Include each individual evaluation and identify the evaluator by name and role (mentor or peer).
- VIII. Teaching Observations: Observe and provide feedback to a minimum of 2 experienced teachers in a formal teaching activity using the provided form.
- Please note:** Participants should ask permission to include the observed teachers' name in his/her online portfolio, and the subject's name should only be disclosed if he/she provides specific permission to do so. If the subject's name is included, a statement should accompany the observation and evaluation form, clearly stating that the subject gave explicit permission for his/her name to be included in the portfolio.
- IX. Selective experiences: Describe selective experiences and include required artifacts or other products of the experience. Discuss what you learned and how you will use what you learned from the experience.
- X. Self-Reflections (Midpoint & Final): The participant will submit 2 overall self-reflections of their development in teaching during the Program year. These self-reflections will be included in the teaching portfolio. For each reflection, address each of the following:
- A. Review the evaluations you received from your completed teaching activities. What themes (both positive and negative) do you see regarding your teaching? Were they expected or surprising? How will you change your teaching moving forward to account for these strengths and weaknesses?
 - B. Describe your overall progress toward your teaching stretch goal. What teaching-related experiences have been most beneficial in helping you reach your stretch

goal? Have you identified additional SMART goals needed to help you advance toward this goal?

- C. Reflect on your ability to assess learners. How were you able to differentiate between learners with good performance versus poor or average performance? Consider a variety of teaching settings such as experiential, small group, patient teaching, etc. What assessment tools have been helpful? If applicable, include insights gained from participation in exam item review sessions or other assessment-related selective experiences.
- D. Reflect on your ability to provide informative and meaningful feedback to learners. How was feedback individualized to meet specific learners' needs in each teaching setting encountered (e.g., APPEs, didactic, etc.)? Include specific examples of successful and/or unsuccessful attempts to provide feedback to a learner. Consider learners' reactions to the feedback provided.

Other Program Considerations

Creativity

Participants should feel free to express themselves in unique yet professional ways in their teaching portfolios. The use of videos, photos, or other media is encouraged to help tell the story of teaching development.

Privacy

Because of the online accessibility of the teaching portfolio, **participants must remove all identifying information of learners in the portfolio materials.** Not doing so could represent a FERPA violation. Similarly, unless the participant has received specific permission to disclose *in their online portfolio* the names or other identifiers of faculty evaluated in teaching observations, this information should be removed before adding to the portfolio.

Participant Performance Evaluation

The teaching portfolio serves as the primary mechanism by which the participant's performance in the Program is evaluated. Please note that the portfolio materials are final upon the submission deadline. Materials may not be added, deleted, or updated following the submission date, and subsequent resubmission of the portfolio will not be considered. The portfolio evaluation process consists of two aspects:

Originality Verification (plagiarism)

All portfolio materials are subject to originality verification through software programs such as Turnitin®.

Portfolio Review Committee

The Portfolio Review Committee is comprised of Program Faculty who are familiar with the Program's goals, objectives, and learning experiences. Primary reviewers are assigned to each portfolio, and these reviewers evaluate the portfolio according to the included Portfolio Rubric. The primary reviewers lead the Committee's discussion of the portfolio's areas of exceptional work, areas that do not meet minimum standards, and the recommended feedback to the participant. Following the discussion, evaluation of the portfolio is completed by consensus and the Committee's feedback to the participant is documented. The Committee then recommends for/against successful Program completion according to the completion of all Program requirements and the achievement of the minimum standard for the submitted portfolio.

A favorable Committee vote will result in the participant receiving the Program's Teaching Certificate. **These participants are authorized to include the Teaching Certificate earned from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional development on their *curricula vitae*.**

Participants with unsuccessful completion of the above requirements, including unacceptable levels of unoriginal material, will not receive the Program's Teaching Certificate. **These participants are not authorized to include the Teaching Certificate from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional development on their *curricula vitae*.** They may, however, list attendance of the Program's seminars as professional development on their CVs.

Appendix: Selective Experiences

To complete selective experience requirements, participate in at least 3 different listed experiences and include the required artifact(s) in your teaching portfolio:

Selective Experience	Required Portfolio Artifact(s)	Availability of Experience	Contact
Participate in item review session for written exam with faculty group	Describe experience, how you contributed, and how you will use what you learned	Multiple sessions, fall & spring	Session dates will be included on teaching opportunities spreadsheet
Participate in OSCE case development or review session	Describe experience, how you contributed, and how you will use what you learned	Multiple sessions, fall & spring	Session dates will be included on teaching opportunities spreadsheet
Develop APPE syllabus according to your current or future anticipated practice site	Syllabus. Must include at least 3 learning goals & corresponding learning objectives for your APPE.	On your own. Recommend asking for assistance from a faculty member.	Consider resource: Medina MS. AJHP 2010; 67: 516-521.
Develop 3-year personal continuous professional development plan specific for teaching following completion of TCP	CPD plan	On your own. Recommend asking for assistance from a faculty member.	
Assist faculty with facilitating an active-learning session (TBL, cases, etc)	Describe experience, how you contributed, and how you will use what you learned	Identify on your own. Faculty may offer experiences.	Some included on teaching opportunities spreadsheet
Assist faculty in at least 2 laboratory teaching sessions (sterile compounding, dispensing, etc.)	Describe experience, how you contributed, and how you will use what you learned	Primarily available in fall; some sessions may be available in spring	Session dates will be included on teaching opportunities spreadsheet
Collaborate with faculty member to author exam questions & receive post-exam item statistics	Exam questions, item statistics, reflection on item performance and lessons learned. Be sure to ask permission to include exam questions in portfolio.	On your own	
Attend teaching-focused development seminar or webinar (ex: UAMS Faculty Excellence series, etc.), minimum 45-minute presentation	Description of content, session information (venue, length, etc.), how you will use the information learned	On your own	Check link for announcements and archived seminars; Amy will forward opportunities as they arise. Can seek other web-based learning.

Selective Experience	Required Portfolio Artifact(s)	Availability of Experience	Contact
^a Develop brief online learning module for use as TCP resource (topics below), ~10 min module	Link to module	On your own	Amy or Catherine must approve topic in advance. Use Spark , Blackboard Collaborate, YouTube, or other platform as appropriate for your methods.
Participate in Standardized Participant (SP) training session for OSCE	Describe experience, how you contributed, and how you will use what you learned	Multiple sessions, fall & spring	Session dates will be included on teaching opportunities spreadsheet
Participate in at least 4 Faculty Interest Group (FIG) discussion sessions	Describe content discussed, how you contributed, and how you will use what you learned	Fall & spring (monthly)	Amy will send list of available sessions
Facilitate debrief sessions with students following OSCE or simulation	Describe experience, how you contributed, and how you will use what you learned	On your own	
**other experiences with the prior approval of the Program Director			

OSCE = Objective Structured Clinical Exam

^aParticipants may choose to develop an online module to provide a brief introduction or how-to guide for a specific teaching-related topic. Modules should be no more than 10 minutes in length and may present information in any way the participant chooses. Modules should be visually appealing, creative, and provide appropriately referenced information to serve as an introduction to a specific topic. Following review, modules will be viewable on the publicly-available TCP website as a resource for those interested in teaching and learning topics. Each module’s developer will be identified by name and as a TCP participant.

Potential Online Module Topics

- Basics of writing learning objectives
- How-to guide for specific active learning method (choose one: e.g., one-minute paper, think-pair-share, etc.)
- Activities related to ASHP 4 preceptor roles (choose one)
- Specific teaching and learning methods for APPE students (highlight a specific activity)
- How-to guide for using Prezi
- Developing a graphic syllabus
- Using social media in teaching
- Using Bloom’s taxonomy to design teaching activities
- The one-minute preceptor
- How to prompt meaningful self-assessment from learners

- Active learning methods that do not require technology
- Overview of specific learning theory (e.g., adult learning theory, etc.)
- Using role play in teaching
- Incorporating technology into teaching
- Facilitating journal club
- Present journal club on contemporary teaching paper relevant to pharmacy education (paper must be approved in advance)
- Using a rubric
- Developing a rubric
- How to solicit meaningful teaching feedback from learners
- Using YouTube videos in teaching
- CAPE educational outcomes
- The flipped classroom in pharmacy education
- Problem-based learning
- Simulations
- What is a teaching philosophy?

** other topics with prior approval of the Program Director