2013-2014
Wilkes University
Teaching and Learning Curriculum Program

Director: Eric A. Wright (eric.wright@wilkes.edu)

INTRODUCTION

- Welcome to the Wilkes University Teaching and Learning Curriculum (TLC) Program!
- You will be participating in a discussion based series on teaching/academia in addition to having hands-on teaching experience in a variety of settings.
- *Our mission is to equip you with the knowledge and ability to facilitate student learning in multiple environments effectively and confidently.*

OUTCOMES

- By participating and successfully completing the residency teaching and learning curriculum program at Wilkes University, you will be trained and assessed on the following outcomes as it relates to educating student pharmacists:

PGY1 Requirements for Pharmacy Practice and Community Residencies$	Where OBJ taught?	Where OBJ experienced and assessed?	Responsible Group for Assessment
(Application) Use effective educational techniques in the design of all educational activities. OBJ R5.1.1, OBJ R5.1.2	Group Discussion	➢ PT or other class ➢ Care Lab	Wilkes Mentor
(Synthesis) Design an assessment strategy that appropriately measures the specified objectives for education or training and fits the learning situation. OBJ R5.1.2, OBJ R5.1.3	Group Discussion	➢ PT or other class ➢ Care Lab	Wilkes Mentor
(Application) Use skill in the four preceptor roles employed in practice-based teaching (direct instruction, modeling, coaching, and facilitation). OBJ R5.1.3, OBJ R5.1.4	Group Discussion	➢ IPPE, APPE interactions at ***practice site***	Preceptors @ site
(Application) Use skill in case-based teaching. OBJ R5.1.4#, OBJ E6.2.4, OBJ R5.1.5	Group Discussion	➢ PT or other class ➢ Care Lab	Wilkes Mentor
(Application) Use public speaking skills to speak effectively in large and small group situations. OBJ R5.1.5, OBJ R5.1.4(for Community), OBJ R5.1.6	Group Discussion	➢ PT (large) or other class ➢ Care Lab (small) ➢ Long Care (Very small)	Wilkes Mentor
(Application) Use knowledge of audio-visual aids and handouts to enhance the effectiveness of communications. OBJ R5.1.6#, OBJ R5.1.7	Group Discussion	➢ PT or other class ➢ Care Lab	Wilkes Mentor

$ Elective PGY1 Community and Managed Care experiences along with Required PGY2 Ambulatory Care – AC, are available and offered within the program (noted as "E6.2.4" OBJ for Community, and "R5" for AC)
#Not a required element of PGY1 Community Practice Objectives
DG = Discussion Groups at the University, PT = Pharmacotherapeutics (N = 70), WF = Wilkes Faculty

TEACHING AND LEARNING CURRICULUM CONTENT WAS DEVELOPED BY/FROM:

- Collecting information about residency teaching programs (online survey)
- McKeachie's Teaching Tips (see reference below)
- Sylvia's Pharmacy Education: What matters in learning and teaching. (see reference below)
- Past residents and faculty insights and ideas
- Yearly reviews and revisions of the program

TEXTS (provided)

- Sylvia LM, Barr JT. Pharmacy Education: *What Matters in Learning and Teaching*. Sudbury, MA: Jones and Bartlett Learning; 2011.

TEXTS (suggested)

- Svinicki M, McKeachie WJ. *McKeachie's Teaching Tips*. 13th Ed. Belmont, CA: Wadsworth, Cengage Learning; 2011.

EXPECTATIONS

Of Residents/Participants:

- Topic Discussion Sessions:
  - In preparation for the discussions, you are expected to come prepared by completing the assigned readings. The Sylvia et al. text uses a number of reflective exercises within the readings. You should do those exercises.
  - Your participation in discussion during meetings is expected and is vital for you to gain the most from these sessions.
  - Attendance is expected and required for successful completion of the TLC program. If you cannot make a session, you must notify (1) your RPD, (2) eric.wright@wilkes.edu , (3) your mentor AND (4) the facilitator for that session. In the case of an excused absence you are responsible for contacting the facilitator to make up any missed work.
- Experiential:
  - Teaching a small-group class (Longitudinal Care) which runs over the two semesters.
  - Teach in a large classroom setting (from list of pre-selected available lectures).
  - Participate/teach in one Care lab series.
  - Student evaluation, peer-evaluations, and/or participant evaluations will be conducted in these courses or CE throughout the year.
  - IPPE/APPE experiences (these are to be conducted at practice location and are to be monitored by site preceptors).
- Mentor:
  - Meet with faculty mentor at regular intervals. It is the expectation that the mentor-mentee discuss and reflect on current learning and experiences.
  - Mentor will write a letter of support for your TLC completion.
- Portfolio:
  - Participants must also compile a portfolio which is to be handed in prior to the completion of the program (see below)
  - Completion of a personalized "Teaching philosophy statement"
  - Evaluation for successful completion will include attendance and participation at all sessions, completion of classroom and experiential experiences, and completed

portfolio. Successful completion will be signified by receipt of a certificate of completion from Wilkes University.

Of Participating Residency Programs:

- ***Support*** of your residents to participate in this program is key to its continued success. Support includes release time from other residency obligations, and an understanding that this TLC program will take away some time from a 40 hour work week. It also includes an agreement that this TLC program offers an experience not only to have residents grow in their teaching skills, but also to interact with other residents from area programs on a continual and collegial basis. In order for this to continue, commitments by program directors must be made to release residents to attend TLC discussions, attend classes, and travel to and from site. In addition, residents will need an ample amount of time to prepare for topic discussions before sessions (readings and assignments are part of the TLC program), prepare materials for classes (particularly care labs and large classroom lectures), and to grade materials for all courses. All of these additional activities are to be completed outside the time spent on campus, and therefore must be carved out of the schedule you make up for the residents as part of their residency program. How this can be justified and accomplished is up to you, but we suggest the following:
    - In a given year, we have estimated that our residents travel to Wilkes to teach class and/or participate in TLC program topic discussions or activities a minimum of 22 times, or a trip to Wilkes a little less than once every other week. Looking at it a different way, total classroom and topic discussion time is 64 hours in a year. Out of a 2000 hour yearly schedule (based on 50 weeks of the year x 40 hours a week), this accounts for approximately 3.2% of total time in the residency.
    - However, this calculation of classroom time does not account for resident preparation (readings and classroom preparation), grading, communication, and travel (which vary depending on the proximity sites are to Wilkes). Taking this into consideration, at a minimum, we recommend doubling the duty hours above (6.4%).
    - We estimate that from our own personal and monitored experience, residents spend 3-6 hours of outside time for each hour of scheduled class or topic discussion time. If we triple the time commitment above, it works out to ~9.6% of total residency time or 192 hours. This equates to a release time of about ½ day a week throughout the entire residency year where the resident is grading, preparing or communicating from site work done as part of the TCP. For programs further away (E.g. Lebanon VA, Hartzell's), this ½ day a week should be extended to account for travel.
    - **We therefore recommend all programs release residents ½ day a week for the entire year**. This is 4 hours out of a 40 hour work week, and equates to 10% of your residency program time. At a very minimum, we expect ½ day of time most weeks of the year, totaling 6.4% of total residency time (plus travel for distant sites). Residents are expected to work outside of the 40 hour work week to account for additional time, which can amount to up to 20% of time based upon the 40 hour work week.

TEACHING MENTOR

- The goal of the Teaching Mentor is to provide the resident with direct access to a faculty member and expert in pharmacy education. The mentor has many functions, but in the most global sense, monitors resident progress in the program, provides feedback, is a listener and assists in career development.
- Each resident will be paired with a FACULTY MENTOR. Residents will be provided a list of potential mentors, and residents will also prepare a short bio and response to questions that will assist us in matching you to a mentor. We will attempt to make the best match possible.
- Responsibilities of the Resident:
    - Keep in touch with your mentor! We recommend a minimum once monthly contact (via phone or in person).
    - As the resident is developing their teaching material (objectives, handouts, presentations), they should be sending them to the mentor for feedback.
    - Communicate with mentor about any advice needed for classroom development materials.
    - *Longitudinal Care Advisor. One of the most unique courses at Wilkes is Longitudinal Care. It is a high-touch small classroom experience, but it can be confusing especially up front. Your mentor is intimately familiar with Longitudinal Care and is a terrific resource for you. TAKE advantage of their support. If you are having some student issues in Longitudinal Care, the mentor may have some advice for you. In short, use the mentors. They are meant to help you become a better teacher along the way.*
    - If you are required to submit any work for one of the facilitated meetings, you should "copy" your mentor… ALWAYS.
    - Discuss with your mentor your successes and your struggles as it relates to teaching and beyond.
    - Respond to requests from mentor in a timely manner.
    - Seek (optional) opportunities to learn from mentor (i.e. ask to sit in on a class they teach, visit their practice, set up regular times to meet, perhaps every month, ask about role as a faculty member, seek advice on personal/professional issues, etc.).
    - Assure mentor attendance at large classroom or CE for evaluative purposes.
    - Seek recommendation letter for inclusion in teaching portfolio.

PORTFOLIO (binder provided)

As part of this experience, you will be required to prepare and submit a teaching/academic portfolio. This will be similar in composition to a performance based evaluation portfolio that you would submit in an academic institution. Submission deadline for this Portfolio is the last Friday in May. You will be provided with a portfolio on your first day with sections to the binder as listed here:

1) Wilkes Overview information – Includes curriculum for program, PT topics, Care Lab topics and Terminal Educational Outcomes Document
2) Discussion topics – Content related to the resident teaching and learning curriculum program discussions
3) Curriculum Vitae
4) Personal Statement on teaching and profession (Pre-program, and Post-program)
5) Recommendation letter from Faculty Mentor
6) Chair's report (to be completed by the chair of the Residency Committee)
7) Peer-Evaluations
    a. Evaluation of another faculty member (Fall PT course)
    b. Evaluations from faculty for Care Lab and PT
8) SRS (Student Review Surveys) and other student evaluations (Longitudinal Care, Care Lab, PT, APPE, IPPE, etc.)
9) Course Syllabi (E.g. Clerkship orientation booklet)
10) Longitudinal Care
11) Teaching materials (Including submission drafts, make sure to include revision dates)
12) Scholarship – Including any publications, abstracts, presentations (Platform or poster / Local, regional, or national), and your research manuscript
13) Wilkes Policies

FACULTY/FACILITATORS

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MENTORS

KarenBeth Bohan, Pharm.D.
Associate Professor (Medicine, Infectious Disease)
Kimberly Ference, Pharm.D.
Assistant Professor (Ambulatory Care)
Edward Foote, Pharm.D.
Professor and Chair (Renal, Pharmacokinetics)
Dana Manning, Pharm.D., RD
Assistant Professor (Medicine, Nutrition)
Kim Metka-Welch, Pharm.D.
Assistant Professor (Medicine, Palliative Care, Infectious)
Dominick Trombetta, Pharm.D.
Associate Professor (Medicine, Geriatrics, CNS/Psych)
Adam Welch, Pharm.D., MBA.
Interim Assistant Dean and Associate Professor (Community Practice)
Eric Wright, Pharm.D.
Associate Professor (Pharmacoepidemiology, Outcomes and Health Services Research)

TABLE 1 - SCHEDULE OF TOPICS

Discussions will be held on Fridays @ 3:00 in Stark Learning Center 329 unless otherwise noted.

Date	TOPIC	Faculty	Reading	Activities / Assignment
7/19/13 **9:00am**	ORIENTATION: Begins 9:00 am ○ Introductions ○ Logistics: Contacts, E-mail, communication, etc. ○ TLC program Syllabus review ○ Baseline Survey ○ Overview of pharmacy curriculum. (i.e. Wilkes curriculum, description of curricular themes (i.e. SOAP criteria, DI template…) – Terminal Outcomes, PT and Care Lab topics distributed ○ Syllabi contents • Lunch (12 noon) TOUR, MEET and GREET ○ Bernard Graham, Ph.D., Dean ○ Harvey Jacobs, PhD, Asst. Dean ○ Adam Welch, Pharm.D., MBA, Asst Dean ○ Barbara Nanstiel, Librarian ○ Shelli Holt-Macey, Director Experiential Education ○ Tina Koerber, Secretary ○ Margy Sromovski, Secretary • Discussion: Plotting Your Journey • Longitudinal Care Orientation (1 pm) • Orientation to LIVE (2 pm) • Survey debrief • Mentor rankings • Lecture rankings • Q+A • Social Hour **5:00 PM**	Wright, Trombetta, Foote	*Sylvia Ch 1*	Pre-session: • Read Sylvia Chapter #1 • Complete Bio of self and get "in-action" photo of self in practice for Residency Board. Session: • Baseline Survey • Contract • Reflect on teaching and learning • Become familiar with LIVE (course-online system) and long care • Read pgs. 279-81 of Sylvia for review of mentor-mentee relationship. • Mentor Assignments • PT lecture preference • Review fall PT schedule to identify a lecture to observe • Technology assignments
7/26/13 **12 PM**	• Outcomes and Objectives • Student-Centered Teaching • Systems Approach to Learning and Teaching • Assessment	Wright	*Sylvia Chap 2, Suggested - 3 and 4*	• Write a draft of outcomes/objectives for proposed lecture. • Come prepared with reading and objectives!
8/16/13	• Longitudinal Care – Orientation round 2 • Small Classroom Teaching • Small Group Facilitation	Trombetta J Ference	*Sylvia Ch 7*	

Date	TOPIC	Faculty	Reading	Activities / Assignment
9/13/13	• *Longitudinal Care Debrief!* • *Technology presentation #1* - ProfCast (Danielle Haas) • Information Mastery (Wilkes terminology)	J. Ference Mentors	http://wilkes.libguides.com/content.php?pid=348175&sid=2848337	Bring a SOAP note from L.C. to class with your feedback.
9/27/13	• *Long Care debrief* (30 min) • *Technology presentation #2* - Prezi (Natasha Conley) • Classroom Technology and Teaching (virtual)	Longyhore	*Specified reading*	Assignment/Activity is virtual for this session. Available after 9/14 and must be completed by 9/27.
10/18/13	• *Long Care debrief* (30 min) • *Technology presentation #3* - Jing (Nicole Paronish) • Classroom Teaching • Large Classroom Teaching • Lectures and Notes • Active Learning Strategies	Foote	*Sylvia Ch 5 + 6*	
11/1/13	• *Long Care debrief* (30 min) • *Technology presentation #4* - Socrative (Margaret LaBuz) • Interviewing Preparation, CV Prep, Interview presentation discussion	Foote	*Sylvia Ch 6*	• Bring test questions for lecture
11/15/13	• Long Care debrief (20 min) • *Technology presentation #5* - PollEverywhere (Elif Ozdener) • Assessing Student Performance • Writing Test Questions • P4 student residency information session (participation encouraged)	Bohan	*McKeachie Ch 8*	• Come prepared with your CV.
Dec 2013	• Break			
1/10/14	• *Practice Lecture* • *Technology presentation #6* - Camtasia (Amanda Li) • Experiential Education • Developing a teaching experience for the practice setting – Clerkship Manual/Syllabus	Olenak	*Sylvia Ch 9*	○ Practice Lecture #1 ○ Consider: What other topics would you like to discuss in spring

Date	TOPIC	Faculty	Reading	Activities / Assignment
1/31/14	• *Practice Lecture* • *Technology presentation #7* -Adobe Presenter (Bradley Dudeck) • Types of functions of an academician (E.g. committees, advising, service, expert advisory, professional involvement, interdisciplinary roles) • Balancing service, teaching, and scholarship • Faculty Positions (tenure vs. non-tenure) and promotion process.	Foote	*Sylvia Ch 11-14*	○ Send draft manual/syllabus for P-4 APPE clerkship student rotation to MENTOR • Practice Lecture #2+3
2/14/14	• *Practice Lecture* • *Technology presentation #8* - Voice Thread (Nicole Willis) • Developing Professionals and Professionalism	Olenak	*Sylvia Ch 10*	• Practice Lecture #4+5
3/14/14	• *Practice Lecture* • Teaching philosophy statement • Teaching effectiveness and student reviews	Wright		• Practice Lecture #6+7 • Refine teaching statement from 1st semester and submit.
3/15/14	• *Practice Lecture* • Open Discussion or other topic.	TBA		• Practice Lecture #8
4/11/14	• Open Discussion or other topic.	TBA		
5/30/14	NA	NA	NA	• Submission of final teaching philosophy • Submission of portfolio on 5/30/14
6/13/14 **1:30 PM**	• TLC Reflection and Assessment • Wilkes Security sign-out • CELEBRATION!	ALL	Certificate of completion	• Final outgoing survey

Table 2 – Teaching Assignments

Resident	Mentor	Longitudinal Care N = 5-7	Care Lab N = 22-25	Lecture	Clerkship (APPE) N = 1-2
Margaret LaBuz mlabuz@hartzells.com PGY1 Community - Hartzell's Pharmacy/Wilkes	A. Welch	Fridays	CV Assessment P2 Fall	Obesity PHA 532	At Site
Bradley Dudeck bradley.dudeck@wilkes.edu PGY1 Pharmacy Practice Moses Taylor Hospital	E. Wright	Fridays	Aseptic P1 Spring	Pain PHA 530	At Site
Danielle Haas danielle62015@gmail.com PGY1 Pharmacy Practice Moses Taylor Hospital	K. Metka	Fridays	Aseptic P1 Spring	Viral Infections PHA 428	At Site
Amanda Li amanda.li2@va.gov PGY2 Administration Lebanon VAMC	K. Bohan	Fridays	Aseptic P1 Spring	STD's PHA 428	At Site
Nicole Paronish nicole.paronish@va.gov PGY2 Ambulatory Care Lebanon VAMC	D. Trombetta	Fridays	Counseling P1 Spring	Constipation PHA 426	At Site
Nicole Willis nicole.willis@va.gov PGY1 Pharmacy Practice Wilkes-Barre VA	K. Ference	Fridays	Counseling P1 Spring	Headache PHA 530	At Site
Natasha Conley natasha.conley2@va.gov PGY1 Pharmacy Practice	D. Manning	Fridays	Adherence P1 Spring 2 labs	Alt Med PHA 532	At Site

Wilkes-Barre VA					
Ayse (Elif) Ozdener ayse.ozdener@va.gov PGY1 Pharmacy Practice Wilkes-Barre VA	E. Foote	Friday	Adherence P1 Spring 2 labs	Osteoporosis PHA 526	At Site

Table 3 – Available Teaching Assignments

- Below is a list of potential topics for lecture in the SOP. If a resident has a particular area of interest that is not listed here, this may be arranged (for example, management, risk reduction).
- Residents DO NOT need to choose the mentor that is associated with a given topic.

Course	Topic	Hrs	Typical Course Faculty
PHA 532 / Alternative Medicine and Nutrition (Jan-Feb)	Alternative Medications and dietary supplements	1.5	Welch
PHA 526 / Endocrine (Jan/Feb)	Osteoporosis	2-3	J. Ference
PHA 428 / I.D. (February)	Viral Infections (this is Influenza, VZV infection, and Herpes Simplex)	1	Bohan
PHA 426 / GI (April)	Constipation and Irritable Bowel Syndrome	2	Bolesta
PHA 428 / I.D. (March)	STD's	2	Longyhore
PHA 532 / Alternative Medicine and Nutrition (Mar-April)	Obesity Vitamins and Minerals Pre and pro-biotics	1.5 each	Manning
PHA 530 / CNS (April)	Headache	2	Longyhore
PHA 530 / CNS (April)	Pain management	2	Trombetta
PHA 310 / Research and Design (April)	Ethics in Research Pharmacoepidemiology	1-2	Wright

Care lab Topics

- Each resident will do a care lab (usually in the spring).
- Residents do not necessarily create the content of the labs but lead (or assist) in delivery.
- Care Lab topics include
    - P-1 Spring: patient communication and sterile product preparation
    - P-2 Fall: Information Mastery, Physical Assessment, Clinical Skills
    - P-3 Fall/Spring: Core Competencies, Acute Care, Managed Care, Special Populations, Amb Care