Pharmacy Teaching Program
2016-2017

Background

The American Society of Health-System Pharmacists (ASHP) post-graduate year one (PGY1) and post-graduate year two (PGY2) residency standards strongly encourage programs to offer opportunities to residents to gain experience in teaching and education.\textsuperscript{1,2} Competency Area R4 (PGY1) and Outcome R4 (PGY2) establish standards that require participants to demonstrate effective teaching and education for a variety of learners.\textsuperscript{1,2} Several publications describe the effectiveness of teaching certificate programs offered by colleges of pharmacy.\textsuperscript{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.\textsuperscript{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 student pharmacists 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.

Contact Information

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Requirements

I. **Construct A Teaching Portfolio** (ASHP PGY1 Competency Area R4 and ASHP PGY2 Outcome R4)
   A teaching portfolio should contain evidence of an educator’s effectiveness, including:
   1. Teaching philosophy
   2. Faculty evaluations
   3. Student evaluations
   4. Teaching reflections and self-assessments
   5. Lecture handouts
   6. Exam questions
   7. Syllabus

II. **Teaching**
   A. **Precept – for Pharm.D. Residents** (ASHP PGY1 Goal R4.2 and ASHP PGY2 Goal R4.1)
      • 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 Goal R4.1 and ASHP PGY2 Goal R4.1)
    • 1-2 hour lecture, write objectives, design active learning activities, construct test questions
    • Evaluations by students and a faculty member
    • Review student performance on applicable test questions
    • Self-assess teaching

IV. **Facilitations or Teaching Assistant** (ASHP PGY1 Competency Area R4 and ASHP PGY2 Goal R4.1)
    Document all small-group teaching on a log form. Some available facilitation activities to complete the hours include, but are not limited to: *
    • Institutional Introductory Pharmacy Practice Experiences
    • Case discussions
    • Journal clubs
    • Practice skill labs
    • Precept P3 Institutional IPPE students for one block of up to 80 hours over 2 weeks*

*Residents will either facilitate 6 small group activities/skills laboratory over the academic year or one, 2 week IPPE block and 2 small group activities/skills laboratory over the academic year.

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
2016 - 2017

Understanding the Roles of the Instructor and the Learner
Workshop 1 - Wednesday, July 20, 2016: 4:00-6:30 p.m. at Mercer
Home-Study Program #1 due by 11:55 pm, Tuesday, July 19, 2016

Teaching Strategies in the Classroom
Workshop 2 - Wednesday, August 24, 2016: 4:00-6:30 p.m. at Mercer
Home-Study Program #2 due by 11:55 pm, Tuesday, August 23, 2016

Designing Effective Teaching Experiences
Workshop 3 - Wednesday, September 21, 2016: 4:00-6:30 pm at Mercer
Home-Study Program #3 due by 11:55 pm, Tuesday, September 20, 2016

Assessments and Evaluations
Workshop 4 - Wednesday, October 19, 2016: 4:00-6:30 pm at Mercer
Home-Study Program #4 due by 11:55 pm, Tuesday, October 18, 2016

Life in the Academy
Workshop 5 - Wednesday, November 16, 2016: 4:00-6:30 p.m. at Mercer
Home-Study Program #5 due by 11:55 pm, Tuesday, November 15, 2016

References
1. Required Competency Areas, Goals, and Objectives for Postgraduate Year One (PGY1) Pharmacy Residencies. Available at
2. ASHP Accreditation Standards for Postgraduate Year Two (PGY2) Pharmacy Residency Programs. Available at
   2003;60: 1037-41.
   58:896-898.