



Objectives

- Describe how teaching assistants can serve as faculty extenders in a variety of learning environments.
- Describe strategies for developing teaching assistants to effectively facilitate and assess various learning activities.
- Develop assessment strategies for teaching assistants in various settings.

Utilizing and Assessing Teaching Assistants

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Special Considerations for Working with Teaching Assistants

- Employment vs. educational relationship
- Short-term, limited time
- Variable backgrounds and experience
- Variable future applicability / motivation
- Logistical / Scheduling challenges
- Lack of objective distance from students

Clarity of Expectations

- Recruitment
- Orientation
- Training
- Written guidance

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Clarity of Expectations

Serves as Basis for Performance Assessment

- Roles and functions
 - Large group, small group or laboratory instruction
 - Precepting
 - Develop instructional or assessment materials
- Behavioral
 - Professionalism
 - Communication
 - Time commitment
 - Deadlines
- Products
 - Instructional / assessment materials
 - Assessed student work

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Assessing TAs

- **Formative** vs. Summative
- Conducting Criterion-based Assessment
 - Observation (roles, functions, behaviors)
 - Products (e.g. instructional materials, assessed student work)
- Assessment Sources / Participants
 - Self
 - Student
 - Faculty

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Preparing Teaching Assistants to Assess Students

- Formal Instruction / Training
 - Modeling and Practice
 - Faculty Consultation
- Standardized Assessment Tools (scoring keys, rubrics, checklists)
 - Valid and reliable
 - Clear and specific
 - Clearly linked to learning goals and objectives
- Feedback
 - Co-evaluate and compare
 - Review assessed written work
 - Ask TAs to critique tools

Pharmaceutical Care Labs- Use of Professional Student TAs

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Course Structure

- Audience- ~155 PY1 students
- Labs are delivered at 2 campuses (Chapel Hill and Elizabeth City)
- Labs utilize small groups of 8-10 students and meet for 4 hours/week
- TA needs- 1 TA per small group; total of 18 TAs in CH and 1-2 TAs in EC

Core Concepts of Lab

- Compounding
- Calculations
- Communications
- Drug Literature and Information
- Prescription Analysis/MTM
- Medication administration/ devices
- Professional Development

TA Responsibilities

- Supervise and assist students in compounding lab
- Role-play
- Work out example calculations
- Demonstrate devices and techniques
- Keep student grades updated in Blackboard (online CMS)
- Serve as role models

TA Assessment of Students

- Grade weekly quizzes
- Grade compounding records
- Role-play and provide feedback using checklists for patient counseling exercises
- Review student self-assessments (beginning, midpoint, end of semester)
- Provide mid-point and final assessment

TA Training and Assessment

- TA contract
- Required half-day orientation prior to start of semester
- One hour TA meeting weekly
- TA guides
- TA evaluation by faculty

Lessons Learned


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| <ul style="list-style-type: none">• Strengths<ul style="list-style-type: none">– Role models that are close in age– Fresh perspective on the curriculum– Energetic | <ul style="list-style-type: none">• Challenges<ul style="list-style-type: none">– Inexperience (practice and assessment)– Balance between TA duties and PY3 course work |
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Professional Communications: Use of Graduate Student TAs

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Course Structure

- Audience:
 - ~330 PY2 students on 4 campuses
- Class environment
 - large group (45-60 students)
 - small group (8-10 students)
- Utilize 3-4 TAs/facilitators per group
 - graduate students
 - practitioners
 - faculty
 - PY4 students, if available




Graduate Student TAs

- Pursuing a Ph.D. in Pharmaceutical Outcomes & Policy
- Areas of expertise
 - pharmacoepidemiology
 - pharmacoconomics
 - patient safety & program evaluation
- PhD program includes developing skills in teaching



Graduate Student TAs

- Considerations when developing teaching skills in graduate student TAs
 - Varying academic experiences prior to graduate school
 - U.S. citizens vs. students from other countries
 - Aligning teaching assignments with specialty area and strengths of graduate student



TA Duties- Large Group

- 2-3 TAs or facilitators per class
- Set up quiz and video-taping equipment
- Facilitate role play – PY4 as patient
 - Select / call on students and provide feedback
- Lead discussion
 - Refer to evaluation criteria
 - Request specific positive comments
 - Request 1-2 suggestions for improvement
- Assessment
 - Meet to determine performance for student role plays after each class; standardized rubrics used

Small Group Class

- At least 2 TAs or Facilitators
- Used to conduct complete patient interview.
- Students
 - assigned to additional 2-hour lab for 2 weeks
 - informed before class which week they will be called on and must be prepared to interview any of four patient profiles assigned each week
- All role plays are videotaped and posted
 - Self and peer evaluations using specific forms due for that week are required

TA Duties - Small Group

- Lead feedback discussions
- Use Interview Evaluation Form to
 - assess student performance
 - provide written feedback
- Meet with other TAs / PY4 students after class to discuss grades
- If there are differences, videotape can be observed to decide grade
- Confirm grade and post in on-line gradebook

TA Training

- One-day training workshop before semester begins
 - Philosophy of teaching communication skills; Course objectives and structure; Evaluation forms specific to different class exercises
 - Show videos from previous years and use specific evaluation forms to grade.
 - Discuss grading, resolve areas of disagreement to improve reliability
 - New TAs serve as “apprentices” for one year - assigned to experienced TA who is in charge of the class sessions

TA Training (cont)

- Weekly TA meetings in Gainesville
 - debrief on the last week class
 - discuss the class for next week
- Weekly conference calls with distance campus faculty and facilitators to do same as TA meetings

Lessons Learned

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| <ul style="list-style-type: none">• Strengths<ul style="list-style-type: none">– Apprenticeship model– Use of PY4 students as patients– Use of specific criteria/evaluation form for each class activity | <ul style="list-style-type: none">• Challenges<ul style="list-style-type: none">– Establishing reliable grading– Teaching TAs to provide helpful, specific feedback for improvement rather than just ratings and grades. |
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Engaging Residents in Teaching Roles

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Residents as Teachers

- Organizational support of residency training, cultivating clinician-educators
 - AACP
 - ACCP
 - ASHP
- Colleges / schools of pharmacy often engaged in residency training
- Residents can actively expand teaching capacity

Academic Medical Centers

- 37 (82%, n=45) conduct pharmacy residencies

Nature of Training	Number [n=37]
PGY1	36 (97%)
PGY2	28 (76%)
PGY1 and PGY2	27 (73%)

PGY1=Postgraduate Year One
PGY2=Postgraduate Year Two

Resident Teaching Extent

Time Engaged in Teaching	PGY1 No. (%) [n=36]	PGY2 No. (%) [n=28]
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None	10 (28%)	7 (25%)
1-10%	18 (50%)	11 (39%)
11-20%	7 (19%)	7 (25%)
>20%	1 (3%)	3 (11%)

- Maximum of 30% (PGY1) and 40% (PGY2)

Nature of Resident Teaching

Teaching Activity	PGY1 No. (%) [n=36]	PGY2 No. (%) [n=28]
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Precepting student rotations	30 (83%)	24 (86%)
Classroom teaching	15 (42%)	16 (68%)
Coordinating laboratory training	10 (28%)	11 (39%)
Facilitating small groups	25 (69%)	22 (79%)

Nature of Resident Teaching

- Leading weekly conferences
- Facilitating objective structured clinical examinations
- Assisting the primary preceptor
- Discussing the role of residency training in educational sessions

Variety of Resident Teaching

No. of Teaching Activities*	PGY1	PGY2
	No. (%) [n=36]	No. (%) [n=28]
None	3 (9%)	3 (11%)
1 activity	5 (14%)	3 (11%)
2 activities	12 (33%)	5 (18%)
3 activities	12 (33%)	8 (28%)
4 activities	4 (11%)	9 (32%)

*Precepting; classroom; laboratory; small groups

PGY1 vs PGY2: Internal Comparison

- Greater PGY2 involvement in teaching

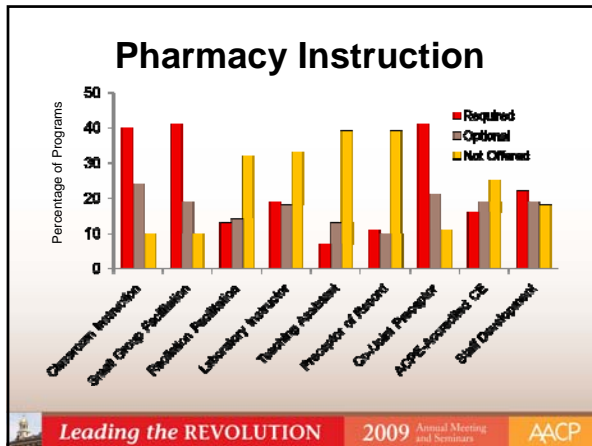
Finding	No. (%) [n=23]
More teaching activities* in PGY2	10 (44%)
Same no. of activities, more dedicated time in PGY2	6 (26%)
Similar extent and nature of instruction in PGY1 and PGY2	7 (30%)

*Precepting; classroom; laboratory; small groups

Teaching Skill Development Programs (TSDPs)

- National survey; 367 programs (44% RR)
- Nationwide proliferation (69%)
 - Stand-alone program (30%)
 - On-site delivery (67%)
 - Designed to improve resident teaching (74%)
 - Participation in teaching (72%)
 - Additional participants (63%)
 - Lacked assessment (35%)

Smith KM et al. Status of TSDPs in Pharmacy Residencies. AACP Annual Meeting 2008.



Resident Instructional Activity

Audience Instructed	Resident Participation (n=367)
Pharmacists, residents, students	99%
Pharmacy technicians, students	66%
Physicians, residents, students	59%
Nurses, students	48%
Nurse practitioners, students	22%
Physician assistants, students	15%
Dietitians, students	11%

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- ### Residents as Teachers
- Enthusiastic, contemporary role models for students
 - Eagerness to participate
 - Provide contemporary sense of practice issues
 - Culture of assessment
 - Higher-level objectives available for use (ASHP)
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Residents as Teachers

- Training in pedagogy
- Familiarity with curriculum
- Scheduling challenges
- Episodic presence in instructional environment
- Assessment rubric not integrated in ResiTrak™

Active Learning

- Now it is Your Turn! We want to hear from you.
- Divide up into small groups based on your area of interest, e.g., graduate student TAs
- Take 5 minutes and individually write down successes, challenges, concerns
- Next 15 minutes have a small group discussion based on what your group's main concerns are

Active Learning

- Ask one group member to take notes
- At then end of 15 minutes, groups will come back together and we will have a large group facilitated discussion
- Notes will be turned into the speakers and we will compile and share with the group after the meeting

Final Thoughts
