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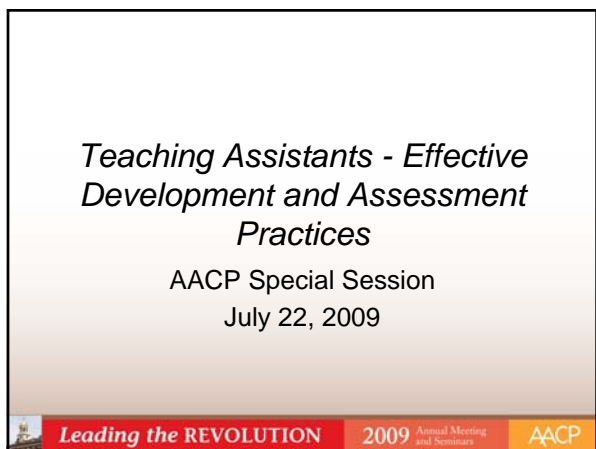
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## Objectives

- 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.

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## Utilizing and Assessing Teaching Assistants

Kimberly H. Deloatch, M.Ed  
Director of Assessment  
UNC Eshelman School of Pharmacy

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## Goals

- Consider special considerations for working with teaching assistants
- Discuss basis for and approaches to assessing the work of TAs
- Describe strategies for preparing TAs to assess student assignments and activities

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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

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## 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

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## Pharmaceutical Care Labs- Use of Professional Student TAs

Kelly L. Scolaro, PharmD  
Director, Pharmaceutical Care Labs  
UNC Eshelman School of Pharmacy

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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

*Leading the REVOLUTION* 2009 Annual Meeting and Seminars **AACP**

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## Core Concepts of Lab

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

*Leading the REVOLUTION* 2009 Annual Meeting and Seminars **AACP**

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## 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

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## 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

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## 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

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## Lessons Learned

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

Richard Segal, Ph.D.  
Chair, Pharmaceutical Outcomes and  
Policy  
University of Florida College of Pharmacy

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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

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## 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

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## 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

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## 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

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## 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

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## 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

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## 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

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## 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

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## Lessons Learned

- Strengths
  - Apprenticeship model
  - Use of PY4 students as patients
  - Use of specific criteria/evaluation form for each class activity
- Challenges
  - 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*

Kelly M. Smith, PharmD, BCPS, FASHP, FCCP  
Associate Dean, Academic and Student Affairs  
University of Kentucky College of Pharmacy  
Lexington, KY

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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

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## 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

Smith KM et al. AJHP 2008;65:1750-4.

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## Resident Teaching Extent

Time Engaged in Teaching	PGY1 No. (%) [n=36]	PGY2 No. (%) [n=28]
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)

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## Nature of Resident Teaching

Teaching Activity	PGY1 No. (%) [n=36]	PGY2 No. (%) [n=28]
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%)

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## 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

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## Variety of Resident Teaching

No. of Teaching Activities*	PGY1 No. (%) [n=36]	PGY2 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

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## 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

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## 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.

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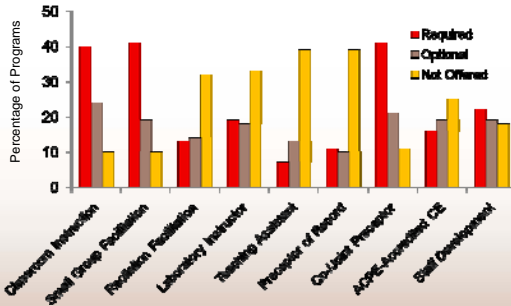
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## Pharmacy Instruction




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## Resident Instructional Activity

Audience Instructed	Resident Participation (n=367)
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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™

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## Active Learning

- Divide up into small groups based on your area of interest, e.g., graduate student TAs.
- Take 15-20 minutes and work with your group to answer questions on the next slide.
- A large group discussion will follow this small group time.

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## Active Learning- Questions

1. What types of activities are appropriate for the level of TA (professional vs. graduate vs. resident)?
2. What types of preparation strategies should be used to prepare a TA for activities defined in #1?
3. What assessment strategies should be used for the activities defined in #1?

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## Final Thoughts

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