AACP Annual Meeting

July 14–18 • Kissimmee, Florida
Teaching Certificate Programs: Unifying the Diversity

Session Moderator
Lynette R. Bradley-Baker, RPh, PhD
American Association of Colleges of Pharmacy
Director of Professional Alliance Development

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Session Objectives

• Describe the history and current landscape of teaching certificate programs (TCPs)
• Discuss the commonalities among current TCPs
• Debate the challenges and opportunities of designing, executing, and improving a successful TCP
• Provide input on a national standardized template for TCPs
Session Topics

• History of TCPs
  – Kelly Smith, University of Kentucky College of Pharmacy

• TCP Commonalities
  – Eric Wright, Wilkes University Nesbitt College of Pharmacy and Nursing

• TCP Challenges and Opportunities
  – Jacob Gettig, Midwestern University Chicago College of Pharmacy
  – Breakout session

• AACP Task Force on Standardization of TCPs
  – Bonnie Brown, Butler University College of Pharmacy and Health Sciences
  – Breakout session

• Question and Answer (Q&A)
History of Teaching Skill Development Programs in Residency Training

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

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University of Kentucky

Scholarship of Teaching and Learning (Certificate) Program

http://pharmacy.mc.uky.edu/depts/education/stlp.php
University of Kentucky

• Forum to gain *knowledge* of contemporary health professions and pharmacy education issues and to demonstrate *experience* and *accomplishment* in these areas

• Emanated from a need to formalize the preparedness of residents for academic careers

• Piloted in 1998 as elective experience for residents affiliated with the college

University of Kentucky

• 12 weekly seminars, evaluated small and large group teaching experiences, student precepting, teaching portfolio

• Offering expanded to programs across the state that following year

• 2006 – program became a required component for most residents in state

• Expanded to include graduate students, faculty, and students from other professions

University of Arizona
Clinical Pharmacy Scholars Teaching Certificate Program

University of Arizona

- Devised in 2001
- Introduce pharmacy residents and fellows to aspects of education and teaching
- Exposure, knowledge, improvement, exploration
- Optional program
  - Seminar series
  - Small group facilitation, large group teaching, self-critique of teaching
  - Didactic teaching opportunities
Massachusetts College of Pharmacy - Boston
Mentoring Prospective Pharmacy Faculty Seminar Series

Sylvia LM. Am J Pharm Educ 2004;Article 38.
Massachusetts College of Pharmacy - Boston

• Devised in 2002
• Introduction to the elements of effective teaching; provide forum to discuss contemporary pharmacy education issues
• Seminars delivered in discussion-based teaching model with a tutorial approach
• Boston-area residents
Indiana - IPTEC
Indiana Pharmacy Teaching Certificate Program

IPTEC

• Devised in 2003
• Multifaceted program with didactic and experiential training to prepare residents and fellows for teaching roles
• Instructors from Purdue University, Butler University, University of Illinois at Chicago
• Seminar series
• Small group facilitation, large group teaching
• Teaching portfolio
University of Florida
Teaching Certificate Program

Taylor JR et al. *Ann Pharmacother* 2006;1215.
University of Florida

• Devised in 2004
• Train residents in delivery pharmacy education to enhance preparedness for academia
• Seminar series via distance education
• Small group facilitation, large group teaching, precepting
• Teaching portfolio
University of Oklahoma
PGY2 Teaching Certificate Program


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University of Oklahoma

- Piloted in 2005
- Expand PGY2 residents’ ability to teach by exploring advanced topics
- Revise and redeliver teaching experiences
- Greater focus on course coordination, grading, active learning and technology
- Serve as preceptors of record for fourth-year students
- Peer evaluation of teaching
2007 National Survey

- Directors of accredited residencies (36% response rate)
- 54 (27%) had a teaching certificate program
- More frequent in TC(+) programs:
  - Opportunities to teach
  - Opportunities to coprecept
  - Duration of coprecepting assignments
  - Teaching assistants in practice laboratory

TC(+) = presence of a teaching certificate program

2008 National Survey

- Directors of accredited residencies (44% response rate)
- 69% provided teaching skill development programming to trainees
- 60% required residents to participate
- 41% integrated training throughout the year
- 92% required participants to teach
  - Staff development – 37%
  - Classroom instruction – 34%

2008 National Survey

- Teaching was not required for certificate completion in 37%
- 41% - seminar participation
- Assessment
  - Participants’ self-perceived change in abilities – 29%
  - Participants’ career paths – 29%
  - None – 35%
2010 National Survey

• Conducted to assess residency program salaries, benefits and common structures
• 41% (465 program directors) responded
• Teaching certificate or formal teaching program as component of residency:
  – 40% of postgraduate year one programs
  – 66% of postgraduate year two programs

2011 Academic Medical Center Survey

• Survey of residency directors in University HealthSystem Consortium institutions
  – 18% response rate
• 27 (61%) programs with teaching certificates
  – More than 25% planned to establish a program
• 35% offered in conjunction with other residencies
• 38% required participation for PGY1
• 79% required teaching portfolio
2011 Academic Medical Center Survey

- All used longitudinal delivery (e.g., seminars)
- 8% did not require teaching delivery for program completion
- 91% reported self-declared value by participants
- Programmatic assessment was rare

Phillips HL et al. *Curr Pharm Teach Learn* 2012; Submitted.
Observations

• Impetus for program development was the need to prepare the next generation of pharmacy practice faculty
• Program designs and deliverables continue to vary
• Lessons can be learned from each experience
TCP Commonalities

Eric A. Wright, PharmD, BCPS
Wilkes University Nesbitt College of Pharmacy and Nursing
Director of Residency Programs
Associate Professor of Pharmacy Practice
“Commonality”

The sharing of common attributes*

Generality - the quality of being general or widespread or having general applicability

*Based on WordNet 3.0, Farlex clipart collection. © 2003-2012 Princeton University, Farlex Inc.
Why Commonality in TCPs?

- No Standardization
- Widespread use of TCP
- Need to assess what’s similar before moving onto differences
## Commonalities – Sources of Information

<table>
<thead>
<tr>
<th>Sources</th>
<th>Included Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Search (programs)</td>
<td>Indiana Colleges, University of Arizona, University of Florida, University of Illinois, University of Kentucky, University of the Sciences in Philadelphia</td>
</tr>
<tr>
<td>ACCP Education and Training PRN 2009</td>
<td>Ferris State University, Indiana Colleges, North Dakota State University, The Ohio State University, University of Maryland</td>
</tr>
<tr>
<td>AACP Successful Practices in Conducting Residency Programs 2009</td>
<td>Texas Tech University, University of Georgia, University of Kentucky, University of Michigan, University of Oklahoma, University of Pittsburgh</td>
</tr>
<tr>
<td>AACP Task Force Member Institutions</td>
<td>Indiana Colleges, Northeast Ohio Medical University, University of Mississippi, West Virginia University, Wilkes University</td>
</tr>
<tr>
<td>Literature (other)</td>
<td>Resident survey</td>
</tr>
</tbody>
</table>

Big Picture Commonalities of TCP’s

1) Prep
2) Do
3) Reflect
4) Compile
5) Evaluate/Certify

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Audience Questions
1) Prep – Prepare to Teach

Seminars (a.k.a. workshops, topic discussions, forums)

- **Description**
- **Topics**
  - Preparing outcomes - Objectives
  - **How Students Learn**
  - Classroom methodologies
  - **Lectures for classroom teaching**
  - Handouts for classroom teaching
  - Technology in the classroom and outside of
  - Skillful teaching in classroom
  - **Active learning strategies for classroom (E.g. Cases)**
  - Integrative teaching in the classroom
  - Developing test questions
  - **Evaluation of student achievement**
  - Teaching professionalism (inside and outside of the classroom)
  - Classroom Management
  - Student evaluations and peer evaluations (how to give and receive)
  - Small classroom facilitation
  - Using discussions in learning
  - Experiential Education (IPPE and APPE) - Developing an experience
  - **Experiential Education (IPPE and APPE) - Precepting**
  - Intellectual Property and Copyright
  - Teaching as Scholarship (Boyer model)
  - Scholarship in academia and residency
  - Functions/roles/positions in Academia
  - Developing a clinical practice as a faculty member
  - Professional organizations in pharmacy and involvement
  - CV/Interviewing
  - **Teaching Philosophy Statement**
  - Teaching Portfolio
1) Prep – Prepare to Teach

• How are topics facilitated?
  – Staff
  – Location
  – Style
  – Readings/References
  – Assignments
  – Quantity
  – Expectations of residents
  – Evaluations
Audience Questions
2) Do - Teach

- Description
- Practice ("Dry Run")
- Didactic
  - Large Classroom
  - Small Classroom
- Experiential
  - IPPE
  - APPE
3) Reflect

- Teaching philosophy statement
  - Definition
  - Incorporates
    - Self-reflections
    - Student-evaluations
    - Peer-evaluations
- Faculty Mentorship
4) Compile

- Teaching Portfolio
  - Checklist of completed forums/activities/assignments (log)
  - Teaching Philosophy Statement
  - Curriculum Vitae
  - Lecture observation paper
  - Syllabi
  - Didactic information / handout
  - Clerkship manual
  - Peer Evaluations
  - Student Evaluations
  - Self-Evaluations/reflections
  - Peer/Mentor
  - Letter of Recommendation
  - Chair report/review
Audience Questions
5) Evaluate/ Certify

- Chair review
- Committee Deliberation
- Pre-post survey/ assessment

No Commonality
Big Picture Commonalities of TCP’s

1) Prep
2) Do
3) Reflect
4) Compile
5) Evaluate/Certify

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TCP Challenges and Opportunities

Jacob Gettig, PharmD, MPH, BCPS
Midwestern University Chicago College of Pharmacy
Assistant Dean for Postgraduate Education
Associate Professor of Pharmacy Practice
Challenges with **Designing** TCPs

- Unclear vision or plan
- Unwilling or unqualified administrators, faculty, preceptors or instructors
- Lack of funding
- Logistical issues
  - Space
  - Timing of seminars
  - Differences in schedules between residents
  - Deadlines for assignments/activities
  - Availability of teaching activities for residents
Challenges with Executing TCPs

- Disorganized or ineffective administrators, faculty, preceptors or instructors
- Limited staff/administrative support
- Logistical issues
  - Ineffective reminder systems
  - Changes in schedules/commitments
Challenges with Improving TCPs

• Insufficient or ineffective evaluation systems in place

• Unwillingness of those involved to change TCP design if necessary

• Lack of forward-thinking or looking for opportunities to enhance the TCP
Opportunities at many levels

• Colleges/schools of pharmacy
  – Investment in residents as future faculty
  – Investment in clinical site partners
  – Potential revenue stream

• Pharmacy residency programs/Residency Program Directors (RPDs)
  – Recruitment tool
  – Mechanism to meet certain ASHP Residency Learning System (RLS) goals

• TCP faculty/instructors
  – Adds dimension of faculty/resident interaction
  – Possibility for scholarly activity
Opportunities at many levels

• Pharmacy residents
  – Opportunity to explore academia as a potential career
  – Forum for networking with other residents and faculty
  – Additional accolade that may increase competitiveness in the job market

• Pharmacy students
  – Exposure to residents as teachers or preceptors could directly or indirectly influence students to pursue residency training
Breakout Session

TCPs Abbreviated SWOT Analysis
AACP Task Force on Student Engagement/Involvement

Bonnie Brown, PharmD
Butler University College of Pharmacy and Health Sciences
Assistant Dean of Student Affairs
Associate Professor of Pharmacy Practice
Chair, AACP Task Force on Student Engagement/Involvement
Task Force: Charge#1

- Create a template and modules for resident/fellow teaching certificate programs
- Task Force Members:
  - Eric Wright-Chair
  - Bonnie Brown
  - Jay Martello
  - Katie McClendon
  - Tim Ulbrich
Work to date

• Literature review completed
• Review of available survey data completed
• Investigated content samples and activities of TCPs
• Prepared for AACP special session
Required Core Topics

- Teaching Portfolio
- Teaching Philosophy Statement
- How Students Learn
- Pharmacy Education-ACPE/CAPE/AACP
- Preparing Outcomes/Objectives
- Classroom Methodologies
- Lectures for Classroom Teaching
Required Core Topics

• Active learning Strategies for the Classroom
• Evaluation of Student Achievement/Developing Test Questions
• Small Classroom Facilitation
• Experiential Education (IPPE/APPE)
• Roles/Functions/Positions in Academia
Optional Core Topics

A large list of optional topics has been developed including:

- Motivating students
- Syllabus preparation
- Handout preparation
- Technology
- Professionalism
- Classroom management
- Teaching as scholarship (Boyer model)
Required TCP Deliverables

- Teaching Portfolio
- Teaching Philosophy Statement
- CV Completion
- Syllabi
- Lecture Information
- Clerkship Manual
- Peer Evaluations
- Student Evaluations
Required TCP Deliverables

- Self Reflection
- Large Classroom Lecture
- Small Group Facilitation
- IPPE/APPE Preceptorship
Optional TCP Deliverables

- Lecture observation reflection paper
- Lab facilitation
- CE presentation
- Journal club/patient case/topic presentations
- Attend and evaluate a faculty lecture
- Attend department/college/university meetings
Breakout Session

Questions to provide input for the standardization of TCPs
Teaching Certificate Programs: Unifying the Diversity

Questions/Additional Discussion