



TEACHING CERTIFICATE PROGRAM

2018-2019

PROGRAM OVERVIEW

The Sullivan University College of Pharmacy (SUCOP) Teaching Certificate Program was created to provide an opportunity for pharmacy professionals to expand and refine their teaching skills. Our program is designed to meet the diverse needs of pharmacists teaching students, residents, other healthcare professionals, peers, and patients in both the experiential and didactic settings. Participants in our program will attend an educational seminar focusing on small group and experiential skills that are applicable to a wide variety of pharmacy settings. There will also be additional (a la carte) seminars for those participants who desire more training in the “traditional” didactic aspects of pharmacy education. Participants will receive individualized mentoring and will experience a variety of teaching opportunities to apply knowledge and skills gained during the educational seminars. Teaching experiences and growth in teaching skills will be documented in the participant’s teaching portfolio. Upon successful completion of the program, the participant will receive a certificate.

Oversight of the Sullivan University College of Pharmacy Teaching Certificate Program will be provided by:

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PROGRAM GOALS¹

- Development of a basic knowledge of teaching and to increase confidence and experience through a variety of teaching opportunities
- Development of a narrative description of the participant's concept of teaching that guides the participant's teaching efforts and is included in a teaching portfolio that captures all teaching activities
- Guidance from a teaching mentor to coach and provide feedback to the participant in the preparation, delivery, and assessment of the teaching experiences
- Active participation in pedagogy seminars that provide baseline knowledge to prepare the participant for teaching experiences and discuss the roles and responsibilities of faculty and preceptors
- Exposure to and delivery of several different teaching experiences to various audiences, including small group facilitation, didactic presentations, experiential education and case-based teaching

TEACHING MENTOR

Participants will be assigned a mentor from a list of predetermined Sullivan University College of Pharmacy faculty teaching mentors.

The program participant is expected to meet with their Teaching Mentor **on a quarterly basis** and as needed to discuss teaching experiences.

The teaching mentor will assume the following roles¹:

- Provide guidance in developing the participant's teaching portfolio and review the teaching portfolio and program competency check list for meeting the program's goals at least once per quarter with the resident.
- Provide guidance for teaching experiences, including meeting with the participant before participant teaching experiences to provide feedback in preparation for activities, attending teaching experiences, and meeting with the participant after experiences to provide formal verbal and/or written evaluation.
- Review the participant's teaching evaluations from all teaching experiences to provide an assessment of his or her teaching skills and longitudinal performance.
- Provide direction to the participant for co-precepting/precepting experiences.
- Provide verbal and written evaluation of the participant's teaching performances, capabilities, and growth quarterly through the residency year

PROGRAM PARTICIPANTS

Program participants may include residents, preceptors, and other personnel. All participants must be approved by the Teaching Certificate Program Coordinator.

PROGRAM REQUIREMENTS

- Seminar Attendance and Participation
- Develop and present Participant Led Educational Pearl
- Teaching Experience
- Teaching Philosophy (Draft and Final)
- Teaching Portfolio (Draft and Final)
- Competency Checklist (Provided in Appendix F for Academia Track and Appendix G for Preceptor Track participants)

Seminar

Each participant is *required* to attend the Small Group/Experiential Teaching Seminar. This seminar is scheduled for **Friday, July 13, 2018** and will be held live in Auditorium A at the Sullivan University College of Pharmacy. Learning objectives will be provided by seminar speakers.

SMALL GROUP/EXPERIENTIAL TEACHING SEMINAR SCHEDULE

Time	Topic	Speaker	Special Notes
8:30 – 9:00 AM	Welcome and Program Overview	Dr. Kim Elder	
9:00 – 10:15 AM	FERPA, Experiential Education, and the 4 Teaching/Precepting Roles	Dr. Jamie Nash	
10:15 – 11:00 AM	Developing your Rotation/Learning Experience	Dr. Jamie Nash	
11:00 AM – 12:15 PM	Small Group Presentation and Facilitation Skills	Dr. Sarah Raake	
12:15 – 1:15 PM	Lunch		
1:15 – 2:00 PM	Learning Objectives and Active Learning	Dr. Kim Daugherty	

2:00 – 3:00 PM	Question Writing	Dr. Kim Daugherty
3:00 – 3:15 PM	Break	
3:15 – 4:00 PM	Criteria-Based Feedback	Dr. Amanda Jett
4:00 – 4:30 PM	Career Paths, Teaching Philosophy, Teaching Portfolio	Dr. Kim Elder
4:30 – 5:00 PM	Wrap Up	Dr. Kim Elder

A la Carte Teaching Seminars

Participants should participate in at least four of the sessions from the A la Carte Teaching Seminars. A la Carte Teaching Seminars will be held live at the Sullivan University College of Pharmacy, as well electronically. Please RSVP for these sessions via acceptance of Outlook meeting request. Sessions will also be recorded via Panopto and available on the Blackboard site. Learning objectives will be provided by seminar speakers.

A LA CARTE TEACHING SEMINAR SCHEDULE

Month	Date/Time/Location	Topics	Speakers
August 2018*	T 8/14 3-5 PM Study Room A/B	Large Group Presentation Skills, Classroom Assessment Techniques, Technology in the Classroom, Creation of an Academic Syllabus	Dr. Kim Daugherty/Mr. Ben Stephens
September 2018	W 9/5 3-5 PM Aud B	The Art of Article Review	Dr. Daniel Malcom
October 2018*	T 10/2 3-5 PM Aud B	Advanced Assessment Techniques (More Exam Questions and More Rubrics) and Performance-based assessments	Dr. Chris Betz, Dr. Sarah Slabaugh, Dr. Sarah Raake
October 2018**	W 10/17 3-5 PM Aud B	Precepting 2.0 (Individualizing rotation, precepting residents versus students, layered learning, creation of a rotation syllabus)	Dr. Jamie Nash
October 2018*	T 10/30 3-4:30 PM Study Room A/B	Make it Stick Book Club	Dean Cindy Stowe
November 2018	T 11/13 3-5 PM Aud B	Interprofessional Education and Work-Life Balance/Student Teacher Relationships Panel Discussion	Dr. Chris Betz, Dr. Jamie Nash; Panel members?

*Required for Academia Track participants

**Required for Preceptor Track participants

Teaching Experiences-Academia Track

Participants must complete the following teaching components at a minimum:

- Provide two hours of didactic lectures at SUCOP
 - Each didactic lecture must include the development of the following items: learning objectives, appropriate delivery method (slides, handout etc.), at least one form of active learning, an appropriate assessment strategy and/or other items/requirements as directed by the course faculty/coordinator. The experience must be evaluated by the lecturer (self-assessment), faculty mentor, and faculty providing oversight for course with the form provided in Appendix A and evaluated by students with the form provided in Appendix C. Participants may use a hard copy of the form or request an electronic, web-based version from the Teaching Certificate Program Coordinator.
- Develop and present a 10-minute Participant Led Educational Pearl on a topic on May 15, 2019 from 3-5 PM
 - Potential topics include, but are not limited to: learning styles, academic integrity, intellectual property, grant writing, CAPE outcomes, ACPE Accreditation Standard, etc. Additional information to be provided on Pearl session closer to the May date.
- Serve as a small group facilitator for one quarter (ten weeks) of lab experience. See Appendix B for associated evaluation form.
- Proctor two exams in accordance with SUCOP Office of Academic Affairs and Assessment Policy and Procedure 3: Exam Proctoring Policy (for SUCOP-funded residents only)
- Participate in two major student skills assessments (Patient Counseling, Patient Case Work-up & Presentation, Skills Check-off etc.)
- Co-precept 2 IPPE/APPE students during residency year (see Appendix D for associated evaluation form)
- Participate in the design/update of one course syllabus
- Attend at least one SUCOP committee meeting and one SUCOP faculty meeting (for SUCOP-funded residents; outside residents may alternatively attend a staff/clinical meeting and a committee meeting at their site)
- Attend one Scholarship of Teaching and Learning reading group

Teaching Experience- Preceptor Track

Participants must complete the following teaching components at a minimum:

- Provide two hours of didactic lectures (at least one hour at SUCOP)
 - Each didactic lecture must include the development of the following items: learning objectives, appropriate delivery method (slides, handout etc.), at least one form of active learning, and an appropriate assessment strategy and/or other items/requirements as directed by the course faculty/coordinator. The experience must be evaluated by the lecturer (self-assessment), faculty mentor (or other designee if lecture not at SUCOP), and faculty providing oversight for course with the form provided in Appendix A and by the audience with the form provided in Appendix C. Participants may use a hard copy of the form or request an electronic, web-based version from the Teaching Certificate Program Coordinator.
 - Didactic lectures not occurring at SUCOP could include continuing education lecture, presentation at Grand Rounds, presentation at local, state and/or national pharmacy meeting, etc.
- Develop and present a 10-minute Participant Led Educational Pearl on a topic on May 15, 2019 from 3-5 PM
 - Potential topics include, but are not limited to: Leadership development, cultural competency, experiential rubrics, CV development, constructive feedback, self-reflection, scaffolding, etc. Additional information to be provided on Pearl session closer to the May date.
- Provide documentation of 30 hours of small group facilitation/experiential teaching at their site using Appendix H (all must be verified by a site designee)
 - Must have a minimum of 10 hours of small group facilitation with at least 2 hours including student/preceptor/self-evaluations using Appendix B
 - Examples: patient case presentations, journal club presentations, pharmacy/nursing/physician in-services, IPPE/APPE student topic discussions, P&T presentation, etc.
 - Must have a minimum of 10 hours of experiential teaching/precepting
 - Must show example of creation/update of rotation syllabus, calendar creation, learner evaluations completed by the teaching certificate participant
 - See Appendix D for resident precepting evaluation form (may also include formal student evaluation from college of pharmacy if preceptor participant)
 - The remaining 10 hours may come from either small group facilitation or precepting

- Participate in one major student skills assessment (Patient Counseling, Patient Case Work-up & Presentation, Skills Check-off etc. Not required for non-resident participants)
- Attend at least one staff/clinical meeting and one committee meeting

Teaching Philosophy

Participants must write a teaching philosophy. All participants must submit an initial draft teaching philosophy to their teaching mentor by **September 30, 2018**. Each program participant is recommended to reassess their teaching philosophy and teaching growth during their quarterly mentor meetings. The final teaching philosophy should be included in the participant's teaching portfolio.

Teaching Portfolio

At the end of the program, each participant must submit a teaching portfolio to their teaching mentor to verify completion of the portfolio. Items to be included in the portfolio are:

- Table of Contents
- Teaching philosophy
- Summary of teaching and precepting activities (include course title and number, number of students, contact hours, teaching topic)
- Examples of teaching and precepting work (including handouts, learning objectives, and examination questions)
- Teaching/Precepting evaluations (including self-assessment, Chair, course coordinator, or supervisor assessment, peer evaluation)
- Teaching/Precepting Narrative (include brief summary of how all teaching activities relate back to the principles in the teaching philosophy, areas for growth, etc.)
- Other items related to teaching/precepting (i.e. Educational stewardship committee, scholarship of teaching, awards or other recognitions, thank you notes)
- Completed Competency Checklist

The teaching portfolio will be reviewed for the following:

- Completeness of all required materials
- Clear, consistent and concise formatting to program requirements
- Quality of materials used in teaching

- Inclusion of reflective statements for personal improvement
- Growth in teaching, as documented in evaluations

All participants must submit an initial draft teaching portfolio to their teaching mentor by **March 31, 2019**. Each program participant is recommended to reassess their teaching portfolio and teaching growth during their quarterly mentor meetings. Appendix E provides detail of how the teaching portfolio will be assessed.

The final teaching portfolio should be submitted to their teaching mentor by May 19, 2019 and to their residency program director by June 15, 2019.

Competency Checklist

Please see Appendix F (or G) for the Teaching Certificate Program Competency Checklist that must be reviewed with your teaching mentor quarterly. Completed competency checklists must be included the final teaching portfolio submission.

CERTIFICATE

Upon satisfactory completion of all components of the program as determined by the Teaching Mentor, Residency Program Director and Residency Committee, the participant will receive a certificate at the end of the year.

MISCELLANEOUS TIPS

Timelines

Participants should send all teaching materials (lecture notes, handouts, exam questions, etc.) to their teaching mentor 2 weeks prior to the deadline provided by the course coordinator/faculty providing oversight to course to allow ample time for feedback. The teaching mentor should send feedback to the participant 1 week prior to the deadline provided by the course coordinator/faculty providing oversight to course to allow ample time for the resident to make updates and submit final materials.

Communication

It is teaching certificate participant's responsibility to communicate all teaching activities, deadlines, etc. to their teaching mentor, program director, preceptors, and anyone else who may benefit from knowing these dates. Please reach out early and often to ensure the appropriate people are aware of all lecture dates and other important items.

REFERENCES

1. Havrda DE, Engle JP, Anderson KC, Ray SM, Haines SL, et al. ACCP White Paper: guidelines for resident teaching experiences. *Pharmacotherapy* 2013;33(7):e147-161.
2. Engle JP, Erstad BL, Anderson DC, Bucklin MH, Chan A, et al. ACCP Commentary: minimum qualifications for clinical pharmacy practice faculty. *Pharmacotherapy* 2014;34(5):e38-44.
3. Aistrophe DS, Attridge RT, Bickely AR, Browne MR, Hall AD, et al. ACCP Commentary: strategies for developing pharmacy residents as educators. *Pharmacotherapy* 2011;31:e65-70.
4. Gonzalvo JD, Ramsey DC, Heck Sheehan A, Sprung TL. Redesign of a statewide teaching certificate program for pharmacy residents. *Am J Pharm Educ.* 2013; 77 (4).
5. Nappi JM. An Academician Preparation Program for Pharmacy Residents. *Am J Pharm Educ.* 2013; 77 (5).
6. Required and Elective Educational Outcomes, Goals, Objectives, and Instructional Objectives for Postgraduate Year One (PGY1) Pharmacy Residency Programs, 2nd ed. – effective July 2008. Available from www.ashp.org/menu/Accreditation/ResidencyAccreditation.aspx. Accessed April 12, 2014.

Appendix A

Classroom Observation

Date: _____

Evaluation

Evaluator: _____

Instructor: _____

Course: _____ Number of students: _____

Instructional Techniques Used:

☐ Lecture ☐ Small group activities ☐ Audio/visual ☐ Web enhanced ☐ Class discussion ☐ Interactive activity

	Lecture	Strong	Competent	Marginal	Unsatisfactory	Comments
Goals and Objectives	Goals and Objectives were clearly communicated, relevant to larger goals Connected to other planned activities	10 9 8	7 6	5 4	3 2 1	
Organization of lecture	Organized progression from each topic to next Lecture notes are clear and enhance the lecture, easy to take notes from	10 9 8	7 6	5 4	3 2 1	

	Faculty	Strong	Competent	Marginal	Unsatisfactory	Comments
Use of class time	Punctuality and use of class time, including pace of lecture, time for in-class activities, class ended on time (not early/late)	10 9 8	7 6	5 4	3 2 1	
Presentation & delivery	Articulate, uses appropriate vocabulary, exuding a confident demeanor Enthusiasm, speaking expressively or emphatically. Free from distracting movements or phrases	10 9 8	7 6	5 4	3 2 1	
Classroom management	Maintains control of classroom Creates an environment conducive to learning, monitoring discussion and student activities	10 9 8	7 6	5 4	3 2 1	

Subject matter expert	Expresses mastery of and currency in subject matter is able to use extemporaneous delivery, does not read from slides	10 9 8	7 6	5 4	3 2 1	
Teaching methodologies	Exhibits mastery of teaching skills and strategies Makes topic interesting and provides clear explanations using appropriate method	10 9 8	7 6	5 4	3 2 1	
Student Involvement	Actively engages students and provides opportunities for student participation to enhance student understanding	10 9 8	7 6	5 4	3 2 1	
Rapport	Clear evidence of mutual respect between faculty and students. Able to use student names and interact sufficiently to build a positive classroom atmosphere	10 9 8	7 6	5 4	3 2 1	

Overall Classroom Observation Evaluation:

☐ Strong ☐ Competent ☐ Marginal ☐ Unsatisfactory

Summary Evaluation:

Evaluator's Signature _____ **Date** _____

Instructor's Signature _____ **Date** _____

Area	Strong	Competent	Marginal	Unsatisfactory
Goals & Objectives	Instructor specifically includes goals as part of handout and/or states class goals, which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of lecture	Instructor is very well organized and builds the lecture utilizing previous knowledge to scaffold students' learning of the material.	Instructor has a lecture prepared which follows course outlines and provides learning opportunities.	Instructor's lecture is prepared but it does not support course objectives, or the lecture loses focus at points.	Instructor has a lecture which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was miscalculated so as to be too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Presentation & Delivery	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Classroom Management	Instructor is in control of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate control of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.

Teaching Methodologies: Pedagogy Andragogy	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.
Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.

Small Group Facilitation Rubric

Presenter: _____

Evaluator: _____

Class: _____

Lecture/Presentation: _____

Date: _____

Skill	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
Preparing Adequately	Meets expectations AND brings in outside references, discusses with other faculty, composes materials beforehand, posts materials for students, considers strategies for stimulation deeper discussion beyond what is written.	Has read and reflected on the materials before coming to class. Additional strategies besides lesson plan are not utilized. Can discuss the key points of the learning activity fluently.	Has limited familiarity with the material and activities prior to class. Facilitation and class do not run fluidly. Continuously need to look back at materials.	
Establishing Rapport	Meets expectations AND is available for further consultation outside of class.	Shows enthusiasm in running the session and working with the group.	Does not make an effort to know group. Lack of enthusiasm towards facilitating group work (nonverbal/verbal interactions).	
Creating a Supportive and Adaptable Environment	<p>Positive encouragement, helps to resolve group conflicts, clarifies all expectations, accepts and/or builds upon a student's ideas, and avoids embarrassing students.</p> <p>Adaptable to changes in schedules, technology issues, flexible in changes to activities, etc. Class flows with changes.</p>	<p>Helps to manage group conflicts, clarifies most expectations, positively encourages students, listens to students' ideas, avoid embarrassing students.</p> <p>Adaptable to minor changes in schedule, issues with technology, and some flexibility to changes in activity. Class flows with minor issues due to changes.</p>	<p>Failure to clarify expectations, issues with resolving conflicts within a group, failure to accept student ideas.</p> <p>Failure to adapt to issues in schedule, technology, and inflexible with changes in class.</p>	

Setting Up the Activity	Reviews the learning activity, objectives, asks for group feedback in creating new goals or activities. Activity runs in a timely fashion. Encourages groups to complete activity in a meaningful and timely fashion.	Reviews the goals and planned activity with the group. Leads the activity so that it is done in a timely manner.	Discusses goals and expectations in a confusing manner. Failure to adequately explain the learning activity to the group.	
Managing and Eliciting Discussion	Meets expectations AND engages all or most group members in the discussion. Explores important points beyond the activity and recognizes "teachable moments."	Allows group to lead discussion, emphasizes key points, guides group back to discussion if they go off topic. Intervenes only to ask follow up questions.	Provides answers without engaging the group members in discussion. Allows group to stay off topic.	
Establishing the Relevance	Meets expectations AND offers suggestions/feedback/examples to ensure relevance of the topics.	Asks the group to relate the topic back to importance and applicability to pharmacy and other courses.	Does not address how the session topic is relevant to pharmacy.	
Promoting Professionalism and Teamwork	Addresses unprofessionalism and the importance of teamwork. Establishes baseline expectations of professionalism and teamwork. Formally gives feedback to group on professionalism and teamwork.	Only addresses the group if basic professionalism and teamwork rules are being broken.	Does not attempt to prevent or alleviate unprofessional or individual behavior. This includes disrespectful group members, students on their phone/not actively participating in the discussion, and students "goofing off"	

Overall Evaluation:

_____ Strong _____ Competent _____ Marginal _____ Unsatisfactory

Additional Comments/Summary Evaluation:

Evaluator's Signature: _____

Date: _____

Instructor's Signature: _____

Date: _____

Appendix C

Student Didactic Evaluation of Teaching Certificate Participant

Instructor's Name: _____ Course: _____

Topic: _____ Date: _____

1. Instructor was knowledgeable about the content taught.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
2. Instructor's communication was clear and effective.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
3. Instructor engaged the class.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
4. Instructor was well prepared and organized
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
5. Instructor's learning tools were helpful (example: PowerPoints, modules, visual aids, Blackboard materials, etc.).
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
6. Instructor effectively used active learning techniques (examples: cases, team-based learning, think-pair-share, debate, game, guided note, muddiest point, turning point, etc.) during class to apply concepts being taught.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree

7. Instructor was available to answer my questions.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
8. Instructor modeled professionalism in the classroom.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
9. Overall, I would rate the instructor as a highly effective teacher. (1=very low, 2=low, 3=adequate, 4=high)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
10. List any strengths of the instructor.
11. List ways the instructor could have improved your learning experience.

Student Experiential Assessment/Evaluation of Resident

Please complete the following assessment and provide feedback based on your resident's teaching/precepting skills during your IPPE/APPE rotation.

	Never	Sometimes	Frequently	Always
1. The resident was available when I needed him/her for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The resident displayed enthusiasm for teaching and precepting me as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The resident did an adequate job of explaining and clarifying information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The resident encouraged me to contribute and ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The resident was an excellent pharmacy practice role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The resident provided constructive criticism/feedback when appropriate to help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The resident encouraged me to solve problems and make professional decisions with supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The resident showed respect towards different viewpoints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The resident's expectations of me were fair during my rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The resident interacted and communicated well with the preceptor during my IPPE/APPE rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the resident's overall teaching and precepting skills based on your experience during your IPPE/APPE rotation.

Unsatisfactory	Inconsistent	Effective	Highly Effective	Exceptional
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list areas of strength for the resident (at *least* one):

Please list areas for improvement of the resident (at *least* one):

Additional Comments:

Appendix E

Teaching Portfolio Checklist

(To Be Completed by Teaching Mentor)

Mentee: _____

Mentor: _____

Draft #: _____

Date: _____

Contents

Completed

Table of Contents

☐

Teaching Philosophy

☐

Curriculum Vitae

☐

Summary of Teaching Activities, Assessments and Precepting Activities

☐

Evaluations

☐

- Student
- Self
- Peer

Teaching/Precepting Narrative

☐

Other Materials (if applicable)

☐

Completed Competency Checklist

☐

Additional Comments:

Teaching Portfolio Rubric

(To Be Completed by Teaching Mentor)

Mentee: _____

Mentor: _____

Component	Exceeds Expectations	Meets Expectations	Needs Improvement or Absent	Comments
Organization/Structure <ul style="list-style-type: none"> Sections of Portfolio 	Documents are organized into well-defined sections with visual cues (Table of Contents, Section Tabs, etc.).	Documents are generally organized into sections and visual cues are acceptable.	Inconsistent organization, sections or visual cues are unclear or not available.	
Teaching Philosophy <ul style="list-style-type: none"> Demonstration of Various Elements of Teaching Portfolio 	Teaching philosophy acts as a central theme that is carried throughout rest of portfolio elements.	Teaching philosophy is generally connected to the rest of the portfolio (connection is weak or not obvious at times).	Teaching philosophy unrelated to the rest of the portfolio.	
Lecture/Activity Design <ul style="list-style-type: none"> Goals and Objectives Relevance to Course Topic/Course Level/Student Population 	<p>Objectives and designs are representative of various learner populations and topics.</p> <p>Connects materials to teaching philosophy and learning goals.</p>	<p>Objectives and designs are similar and represent a few subsets of learner populations and topics.</p> <p>Partially developed connection between teaching philosophy and learning goals.</p>	<p>Objectives and designs are similar and represent only one subset of learner populations and topics.</p> <p>Unreflective and basic connection between teaching philosophy and learning goals.</p>	
Teaching Methods <ul style="list-style-type: none"> Repertoire of teaching methods Contribution to your goals and objectives Appropriate Methods Used 	<p>Presents examples of learning activities representing different learning objectives and learning styles.</p> <p>Connects learning activities to teaching philosophy.</p>	<p>Presents examples of learning activities representing different learning objectives and learning styles, although some are similar in objective or styles.</p> <p>Connects learning activities to teaching philosophy, although</p>	<p>Learning activities are similar, representing similar learning objectives and learning styles.</p> <p>Little to no connection between teaching philosophy and learning objectives.</p>	

		sometimes the connection is not well developed.		
Assessment of Student Learning <ul style="list-style-type: none"> Learning objectives/goals met Test Questions Student Activities Samples of de-identified graded work 	<p>Presents examples of formal and informal assignments representing different learning objectives and environments.</p> <p>Connects learning activities to teaching philosophy and learning objectives.</p>	<p>Presents examples of assignments representing different learning objectives and environments, although some are similar in objective or environment.</p> <p>Connects learning activities to teaching philosophy and learning objectives, although connection is sometimes not well developed.</p>	<p>Examples of assignments are similar in learning objectives or environment.</p> <p>Little to no connection between assignments and teaching philosophy and learning objectives.</p>	
Assessment of Teaching <ul style="list-style-type: none"> Strengths Areas of Improvement Evaluations Student Feedback 	<p>Presents multiple forms of teaching evaluation data (student, peer, supervisor)</p>	<p>Presents multiple forms of teaching evaluation data, although more details, examples, or balance may be needed.</p>	<p>Forms of teaching evaluation are absent or significantly limited and/or unbalanced.</p>	
Self-Evaluation of Teaching <ul style="list-style-type: none"> Teaching consistent with philosophy Successes Improvement in enhancing student learning goals Aspects of current teaching 	<p>Identifies a specific teaching aspect for self-development.</p> <p>Connects development plan to teaching goals.</p> <p>Familiar with resources to support teaching development</p>	<p>Identifies a specific teaching aspect for self-development, but vague or generally stated.</p> <p>Connects development plan to teaching goal, although not well developed.</p> <p>Provides limited or general examples of resources to support teaching development.</p>	<p>Specific teaching aspect for self-development is too broad or general.</p> <p>Basic description of teaching development plan.</p> <p>Provides zero to a few general examples of resources to support teaching development.</p>	

Overall Assessment (*Participant must meet Strong or Competent assessment on FINAL to successfully complete the teaching portfolio*):

☐ Strong ☐ Competent ☐ Marginal ☐ Unsatisfactory

Additional Comments/Summary Evaluation:

ACADEMIA TRACK TEACHING CERTIFICATE PROGRAM COMPETENCY CHECKLIST 2018-2019

Participant Name:		Teaching Mentor:	
Teaching Mentor Meeting Dates			
Small Group/Experiential Teaching Seminar Attendance (7/13/18)	Y	N	
Traditional/Ala Carte Seminar Programs Attended	1.		
	2.		
	3.		
	4.		
Educational Pearl Presented			
Didactic Lectures	Hour 1	Self/Mentor/Student Evals Completed	
		Y	N
	Hour 2	Self/Mentor/Student Evals Completed	
		Y	N
Exam Proctoring (SUCOP-funded residents only)	Exam 1	Exam 2	
Small Group Facilitation			
Skills Assessments	Assessment 1	Assessment 2	
Experiences Co- Precepted	Experience 1	Experience 2	
Attendance at SOTL group	SOTL group		
Syllabus Update			
Attendance at SUCOP faculty and	Faculty Meeting Date	Committee Meeting Date	

committee meeting (or equivalent)			
Teaching Philosophy Draft (Due 9/30/18)	Deadline Met?	Y	N
Teaching Portfolio Draft (Due 3/31/19)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Teaching Mentor (Due 5/19/19)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Residency Program Director (6/15/19)	Deadline Met?	Y	N

Appendix G

PRECEPTOR TRACK TEACHING CERTIFICATE PROGRAM COMPETENCY CHECKLIST

2018-2019

Participant Name:		Teaching Mentor:		
Teaching Mentor Meeting Dates				
Small Group/Experiential Teaching Seminar Attendance (7/13/18)	Y	N		
Traditional/Ala Carte Seminar Programs Attended	1.			
	2.			
	3.			
	4.			
Educational Pearl Presented				
Didactic Lectures	Hour 1	Self/Mentor/Student Evals Completed		
		Y	N	
	Hour 2	Self/Mentor/Student Evals Completed		
		Y	N	
Skills Assessment	Assessment 1			
Small Group Facilitation/ Experiential Teaching	Log Complete?	Creation/update of rotation syllabus?	Calendar creation?	Learner evaluations?
Attendance at staff/clinical meeting and committee meeting	Staff/Clinical Meeting Date	Committee Meeting Date		
Teaching Philosophy Draft (Due 9/30/18)	Deadline Met?	Y	N	

Teaching Portfolio Draft (Due 3/31/19)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Teaching Mentor (Due 5/19/19)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Residency Program Director (Due 6/15/19)	Deadline Met?	Y	N

Appendix H: Small Group Facilitation/ Experiential Teaching Log

Date of Activity	Length of Activity	Small Group Facilitation vs. Experiential Teaching (Please specify)	Brief Description of Activity	Evaluations Included? (Y/N)	Signature of Site Designee