

Teaching Certificate Program

Program Personnel

Director

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Program Faculty & Teaching Mentors

Faculty from the UAMS College of Pharmacy, affiliated institutions, and other invited guest faculty participate in the Program's didactic curriculum, as Teaching Mentors, and as evaluators. Teaching mentors will be assigned by the Program Director and distributed to participants at the Summer Seminar.

Program Support

Michelle Beck
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Additional materials may be found on the Program webpage:
www.pharmcollege.uams.edu/tcp

Program Overview

In its accreditation statements for pharmacy residency programs, the American Society of Health-System Pharmacists includes delivering effective education among the practice skills that should be taught during residency. Programs that promote the development of teaching skills are beneficial to all residents since teaching is a component of almost all pharmacy positions, and development in teaching abilities among prospective faculty is especially valued by colleges and schools of pharmacy. Additionally, development of teaching skills is beneficial to preceptors who teach students and residents.

Since 2005, the UAMS College of Pharmacy has enrolled over 200 participants in its year-long Teaching Certificate Program (TCP). While originally developed for pharmacy residents, the program is now offered to residents, fellows, graduate students, preceptors,

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and faculty from affiliated programs across Arkansas to encourage development of teaching abilities.

For more than a decade, this statewide program has commenced with a two-day Summer Seminar to acquaint participants with the program requirements, introduce fundamental teaching skills, and provide a venue for professional networking with participants and program faculty. Additional hands-on teaching skills development occurs at a Winter Seminar later in the year. Most importantly, the TCP allows for individualized development as participants set their own teaching-specific goals to accomplish during the program year. Longitudinal development occurs through self-directed participation in teaching activities and continuous reflection on progress. Teaching goals are achieved through participating in one-on-one, small group, and large group teaching environments including didactic and experiential pharmacy education, interprofessional education, and clinically-based teaching activities. Participants receive formal multidirectional feedback on teaching activities from faculty, peers, and learners. Finally, the participant's successful teaching development is reflected in a comprehensive online teaching portfolio submitted at the end of the program year.

Program Goal

The Program's goal is to promote and support the ongoing development of participants' teaching and assessment skills, helping them serve as effective educators to learners of all types, including students, professional colleagues, and patients/families. Activities in the Program are meant to be individualized according to the participant's identified areas of needed teaching-specific professional development.

Program Objectives

Through participation in the Program's didactic seminars and workshops, self-directed teaching experiences, and reflective learning, the participant will:

- Gain experience in delivering educational content using a diverse variety of methods
- Individualize teaching and assessment methods according to learning setting and audience
- Utilize effective assessment mechanisms to distinguish learners of varying content mastery
- Provide meaningful, regular, and consistent feedback to learners in a sensitive and constructive manner
- Articulate personal values, beliefs, and goals about teaching and learning into a written teaching philosophy
- Engage in targeted continuous professional development through goal-setting, reflection, and feedback

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Program Cost

While the costs of developing and offering the TCP to its participants are substantial, these costs are supported by the UAMS Department of Pharmacy Practice to promote the educational mission of the College of Pharmacy. It is the Department's intention to support the development of the residents, preceptors, and faculty members who provide educational opportunities for our students and residents. The Program is offered free of charge to participants.

Program Timeline

Summer Seminar: July 18-19, 2016 (required)

Winter Seminar: Date TBD (required)

*Additional optional programming may be scheduled during the program year.

Program Deadlines:

- I. **Friday, August 26, 2016**: Statement of Teaching Goals
- II. **Friday, December 30, 2016**: Midpoint Self-Reflection, Teaching Philosophy Outline/Draft
- III. **Monday, May 1, 2017**: Submit the following information:
 - A. Completed portfolio website link
 - B. Your name, exactly as you wish it to appear on your teaching certificate, including degrees & designations
 - C. Your post-residency plans, such as PGY2 or accepted employment (please include institution, city, and state)
 - D. A long-term e-mail address (i.e., one that won't expire after residency)
 - E. End-year Teaching Abilities Self-Assessment form (webpage)
 - F. Program evaluation form (webpage)

Enrollment Deadline

Participants are asked to confirm their participation in the TCP no later than June 20 of the corresponding program year starting July 1.

Program Requirements

It is the responsibility of the Program participant to complete the required components of the Program within the specified timeframe. The Program Director and Teaching Mentors are available to answer questions and lend guidance regarding teaching activities and

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portfolio development. The participant is asked to contact his/her Teaching Mentor for feedback well before submission of all materials.

To be considered for a Teaching Certificate, the participant must complete each required component of the Program as described below:

- I. Participate in all required seminars and workshops.
- II. Submit all finalized materials to Michelle (tbeck@uams.edu) by the specified deadlines. All submissions are final after the respective deadline passes. Additional edits will not be accepted.
- III. Meet with assigned teaching mentor a minimum of 3 times during the year or more often as directed by mentor. Submit completed the Progress Report / Mentor Meeting Form to the Teaching Mentor at least 2 business days in advance of each meeting so that mentor has information about current progress. Required meetings are as follows:
 - A. Prior to submitting teaching goals (August)
 - B. Prior to submitting the midpoint self-reflection and teaching philosophy draft (December)
 - C. Prior to submitting the completed portfolio (April)
- IV. Complete at least 6 unique teaching activities with different educational content. Each teaching activity will be described in your teaching portfolio as directed in the Portfolio Requirements. Your teaching portfolio must include at least 1 teaching activity tailored to meet the needs of each group of learners:
 - A. Individual learners, defined as 1-2 learners participating in the activity.
 - B. Small group, defined as 3-19 learners participating in the activity.
 - C. Large group, defined as ≥ 20 learners participating in the activity.
- V. Program Faculty encourage participants to seek evaluations for every teaching activity. The evaluator should be familiar with the participant's teaching goals and provide feedback specific to the goal(s) addressed by the teaching activity. Participants are strongly encouraged to develop tailored evaluation forms to assist the evaluator in providing evaluation and feedback specific to the participant's teaching goals and strengths/weaknesses. At least 1 teaching evaluation (or set of evaluations) should be received from each source:
 - A. Mentor – TCP teaching mentor, residency director, faculty member, etc.
 - B. Peer (another current TCP participant)
 - C. Learner

The source of the evaluations should be clearly labelled (i.e., mentor, peer, learner). Names of mentor and peer evaluators should be disclosed; learner names should only

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be disclosed if the learner provides specific permission to have his/her name included within an online portfolio.

All evaluations should be performed prospectively. Participants must discuss the evaluation, the goal(s) addressed by the teaching activity, and the specific areas of feedback desired with the evaluator before the activity occurs. Retrospective evaluation of activity is not acceptable.

- VI. To encounter different teaching styles and encourage development in giving critical feedback, participants are required to observe and evaluate at least 2 different experienced teachers (faculty/mentors/preceptors) during formal lecture. Notify faculty of your purpose and ask permission before attending lecture. Carefully evaluate the teaching activity and provide thoughtful, specific feedback to the faculty member using the form provided.
- VII. Complete at least 2 selective experiences. Selective experiences may be chosen from the included list and can be tailored to the participants' needs or career goals. Additional experiences may be approved by the Program Director in advance.
- VIII. Prepare and submit an online Teaching Portfolio. All portfolio materials are final following the stated deadline. Participants should check their portfolio against the included portfolio requirements and rubric to ensure all required elements are included.

Portfolio Requirements

It is the responsibility of the Program participant to submit a high-quality, complete teaching portfolio for review by the specified deadline. The Program Director and Teaching Mentors are available to answer questions and lend guidance regarding portfolio development. The participant should submit the portfolio, either in entirety or as individual components, to his/her Teaching Mentor well before the submission deadline to obtain feedback.

To be considered for a Teaching Certificate, the participant must include each required component in his/her Teaching Portfolio at the time of submission:

- I. Welcome or introductory page that includes:
 - A. Name, credentials (i.e., "PharmD" behind name), current position title, program affiliation
 - B. Professional-appearing photo (suggest wearing white coat)
 - C. Description of career goals (note: this is not the statement of teaching goals)
 - D. How teaching will likely be incorporated into your career
 - E. How participation in the TCP has impacted your teaching and professional development

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- II. Site menu / table of contents
- III. A brief professional bio and attached curriculum vitae. The participant should focus on him/herself as a professional and carefully balance any personal information included. Hint: Provide a bio with information similar to a LinkedIn bio rather a Facebook bio.
- IV. Teaching goals and related information (plan, strengths, weaknesses, measurement, etc.)
- V. Statement of Teaching Philosophy
- VI. Teaching Activities: Participants are encouraged to include a wide variety of teaching activities in their portfolios. Review program requirements to ensure inclusion of activities meeting minimum required experiences. Categorize activities as individual, small group, or large group activities. Program Faculty encourage inclusion of patient-directed teaching activities if completed.

For each teaching activity, include the following:

- A. Description of teaching activity:
 - 1. Number & experience/expertise level of learners
 - 2. Date, setting, and length of time involved in actual activity
 - 3. Preparation time involved
 - 4. The participant's comfort level in leading the activity
 - 5. Teaching and/or assessment materials used, including handouts, slides, videos, exam questions, etc. Provide citations for materials borrowed from other sources, and only include these materials if necessary to describe how you used them in a novel way.
 - 6. Methods for assessing the learner's understanding.
 - B. Specific teaching goals addressed by the activity
 - C. Impression of teaching success (what worked well, what to do differently, etc.). Be sure to discuss challenges encountered and feedback received.
- VII. Teaching evaluations: Ideally, evaluations and feedback should be tailored to the participant's specific teaching goals and solicited from attendees at each teaching activity. Evaluations should be detailed and describe a distinct teaching experience, not a retrospective reflection over a longitudinal experience (e.g., recitation semester). For each evaluation, include the following:

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- A. Include the date and name(s) of individual evaluator(s) or, for large sets of evaluations, disclose total number of individuals submitting evaluation/feedback.
 - B. Evaluations from the 3 required sources (mentor, peer, learner) should be included separately and specifically identified. Mentor and peer evaluators should be identified by name.
 - C. With the exception of evaluations from the 3 required sources, do not include individual evaluation forms from every evaluator. Rather, compile all written comments into one document, and summarize oral feedback if applicable. If formal evaluation scales were provided, state the mean/median scores and ranges for each item's numerical data. Be sure to include an explanation of the scale/assessment item for reference (e.g., scale of 1-10, 1=strongly disagree, etc.).
- VIII. Teaching Observations: Include a minimum of 2 teaching observation/evaluations of experienced teachers using the provided form. Please remove identifiers of the faculty evaluated.
- IX. Selective experiences: Include required artifacts for selective experiences .
- X. Self-Reflections (Midpoint & Final): The participant will submit 2 overall self-reflections of their development in teaching during the Program year. These self-reflections will be included in the teaching portfolio. For each self-reflection, consider each of the following:
- A. Ability to assess learners: Discuss ability to differentiate between poor, average, and good student performance in each teaching setting encountered (e.g., APPEs, didactic, etc.), stating what sets apart students with different levels of abilities. When applicable, provide numerical data from assessments performed of learner performance (quizzes, final grades, etc.) if available. Describe evaluation tools used to measure/describe student performance. If applicable, include insights learned from participation in exam item review sessions or other assessment-related selective experiences.
 - B. Ability to providing informative and meaningful feedback to learners: Describe how feedback is individualized to meet specific learners' needs in each teaching setting encountered (e.g., APPEs, didactic, etc.). Include specific examples of successful and/or unsuccessful attempts to provide feedback. Consider learners' reactions to the feedback provided.
 - C. Overall strengths and weaknesses identified through teaching experiences to date.
 - D. Progress toward each stated teaching goal: Describe how plan for goal achievement was implemented as well as any other activities undertaken to improve teaching. Describe the success of the implementation(s) and future plans to overcome weaknesses or to continue to strengthen teaching skills.

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Other Program Considerations

Privacy

Because of the accessibility of the information contained in the online portfolio, participants must remove all identifying information of learners in the portfolio materials. Similarly, unless the participant has received specific permission to disclose *in their online portfolio* the names or other identifiers of faculty evaluated, this information should be removed before adding to the portfolio.

Participant Performance Evaluation

The teaching portfolio serves as the primary mechanism by which the participant's performance in the Program is evaluated. Please note that the portfolio materials are final upon the submission deadline. Materials may not be added, deleted, or updated following the submission date, and subsequent submission of the portfolio will not be considered. The portfolio evaluation process consists of two aspects:

Originality Verification

All portfolio materials are subject to originality verification through software programs such as Turnitin®.

Portfolio Review Committee

The Portfolio Review Committee is comprised of Program Faculty familiar with the Program's goals, objectives, and learning experiences. Primary reviewers are assigned to each portfolio, and these reviewers evaluate the portfolio according to the included Portfolio Rubric. The primary reviewers lead the Committee's discussion of the portfolio's areas of exceptional work, areas that do not meet minimum standards, and recommended feedback to the participant. Following the discussion, evaluation of the portfolio is completed by consensus and the Committee's feedback to the participant is documented. The Committee then votes for/against successful Program completion according to the completion of all Program requirements and the achievement of the minimum standard for the submitted portfolio.

A favorable Committee vote will result in the participant receiving the Program's Teaching Certificate. These participants are authorized to include the Teaching Certificate earned from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional training and credentials on their *curricula vitae*.

Participants with unsuccessful completion of the above requirements, including unacceptable levels of unoriginal material, will not receive the Program's Teaching Certificate. These participants are not authorized to include the Teaching Certificate from the University of Arkansas for Medical Sciences College of Pharmacy as part of their professional training and credentials on their *curricula vitae*. They may, however, list

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participation in the Program's didactic curriculum as a professional development opportunity.

Appendices

- I. Selective experiences
- II. Progress Report / Mentor Meeting Form
- III. Teaching Observation Evaluation Form
- IV. Portfolio Rubric