

UNIVERSITY AT BUFFALO
SCHOOL OF PHARMACY AND PHARMACEUTICAL SCIENCES
TEACHING AND LEARNING CERTIFICATE PROGRAM
2022-2023

COURSE COORDINATOR

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OVERALL LEARNING OUTCOME

The University at Buffalo School of Pharmacy and Pharmaceutical Sciences (UB SPPS) offers to postgraduate residents and fellows the opportunity to complete a local certificate program in the area of teaching and learning. At the end of this program, participants should have an initial set of knowledge, skills and attitudes to enhance performance as clinical preceptor, mentor, patient and health-professional educator/colleague and junior faculty member with a focus on student-centered active learning. The ASHP **PGY1 Elective Competency Area E6, Teaching and Learning**, will be the focus of this course and the available teaching opportunities. Applicable learning objectives are outlined below.

CERTIFICATE PROGRAM ORGANIZATION

This year, the program will consist of once-weekly, evening **webinars** from **Tuesday, August 2nd through Tuesday, September 6th**. Participants will be presented information related to pharmacy, pharmacy education and/or higher education. Active learning principles will be employed and residents will be given opportunities throughout the seminars to work on items such as learning objectives, exam questions, and a teaching philosophy.

CERTIFICATE PROGRAM REQUIREMENTS

Two versions of the teaching certificate will be offered. Please see below for the requirements for each certificate and discuss each option with your program director. ***Any resident completing the Advanced Academic Teaching Certificate should complete the verification form at the end of the syllabus and submit to the Course Coordinator no later than May 15th to ensure you receive your certificate prior to completing your residency training.***

Option 1: Basics of Teaching Certificate

The Basics of Teaching Certificate will be awarded to participants who have completed the following:

1. Participation in all of the teaching certificate program webinars. **Residents are expected to attend the webinars live on the date they are offered so they can participate in active learning and discussion.** Please contact the course coordinator regarding any conflicts.

2. Participation in PHM 715 (Pharmaceutical Care IV) Patient Care Planning Process
 - Course Coordinator: Robert Wahler, PharmD (rgwahler@buffalo.edu)
 - In-classroom time commitment: ~6-8 hours – This course meets from 8am – 12pm on Wednesdays. Each resident will be expected to meet with their assigned students 3 times, though meetings will not take the entire 4-hour block.
 - Introductory meeting with course coordinator – TBD/webinar with Dr. Wahler
 - Verbal case presentation 1 – 10/12/22
 - Verbal case presentation 2 – 11/16/22
 - Care plan review – 11/30/22
 - Outside-of-the-classroom time commitment (evaluation of care plans) – variable
3. Participation in PHM 505/506 (Patient Assessment) (prescott@buffalo.edu)
 - Course Coordinator: William Prescott, PharmD
 - Time commitment: ~12 hours* (~3 classes*, 1pm-4pm Tuesday/Thursday)

*UB SPPS residents may have additional time in class

Option 2: Advanced Academic Teaching Certificate*

The Advanced Academic Teaching Certificate will be awarded to participants who have completed the following:

1. Participation in all of the teaching certificate program webinars. **Residents are expected to attend the webinars live.** Please contact the course coordinator regarding any conflicts.
2. Participation in PHM 715 (See requirements for Basics of Teaching Certificate) **(E6.2.2, E6.2.3)**
3. Participation in PHM 505 and/or 506 (See requirements for Basics of Teaching Certificate) **(E6.2.2, E6.2.3)**
4. Creation and delivery of at least one (1) didactic lecture within the UB SPPS PharmD curriculum **(E6.2.2, E6.2.3)**
5. Facilitate at least one (1) six-week precepting experience **(E6.2.2, E6.2.3)**
6. Creation and delivery of at least one (1) professional education program **(E6.2.2, E6.2.3)**
7. Creation of a teaching portfolio, to be reviewed with your teaching mentor or program director.

The teaching portfolio should minimally include **(E6.2.1, E6.2.4)**:

- a statement describing one's teaching philosophy
- curriculum vitae
- teaching materials including slides and other handouts for each teaching experience
- documented self-reflections on one's teaching experiences and skills, including strengths, areas for improvement, and plans for working on the areas for improvement
- peer/faculty evaluations
- student/learner evaluations, when available

***Residents opting to attain the Advanced Academic Teaching Certificate must identify a teaching mentor within the UB SPPS no later than August 31st and work with that mentor to develop a plan for meeting the above requirements. Please contact Erin Slazak (emsabia@buffalo.edu) if you require assistance identifying a teaching mentor.**

REQUIRED TEXTS/COURSE MATERIALS

There are no required texts for this course. The materials for this certificate program will be available from the UB Learns site. To gain access to UB Learns, residents must complete a UB Bio Form to obtain a UB IT name and activate their UB email address. Residents should contact Mary Kruszynski (mek5@buffalo.edu) for assistance with this process.

UNIVERSITY AT BUFFALO CURRICULUM, ASSESSMENT, AND TEACHING TRANSFORMATION

The University at Buffalo is a valuable resource available to residents, fellows, and faculty to enhance their skills as educators. It is highly recommended that each participant browse the website and review some of the resources available: <https://www.buffalo.edu/catt.html>.

ASHP OBJECTIVES

Competency Area E6: Teaching and Learning

Goal E6.1 Demonstrate foundational knowledge of teaching, learning, and assessment in healthcare education.

Objective E6.1.1 (Understanding) Explain strategies and interventions for teaching, learning, and assessment in healthcare education.

Criteria:

- Accurately differentiates teaching and learning.
- Discusses appropriate teaching strategies for learning environments, including small and large group, didactic and experiential.
- Describes various teaching approaches and benefits for different learning styles.
- Characterizes assessment tools available for learning environments.

Objective E6.1.2: (Understanding) Explain academic roles and associated issues.

Criteria:

- Resident can discuss and explain:
 - the role of a course syllabus;
 - the importance of academic honesty;
 - the importance of professionalism in academia;
 - the role of accreditation (ACPE), professional organizations (AACP) and Center for the Advancement of Pharmacy Education (CAPE) Outcomes on pharmacy curricula; and,
 - faculty roles and responsibilities, including academic rank and promotion, and relationship between teaching, scholarship, and service.

Goal E6.2 Develops and practices a philosophy of teaching.

Objective E6.2.1 (Creating) Develop a teaching philosophy statement.

Criteria:

- Teaching philosophy includes:

- self-reflection on personal beliefs about teaching and learning;
- identification of attitudes, values, and beliefs about teaching and learning; and,
- illustrates personal beliefs on practice and how these beliefs and experiences are incorporated in a classroom or experiential setting with trainees.

Objective E6.2.2 (Creating) Prepare a practice-based teaching activity.

Criteria:

- Develops learning objectives using active verbs and measurable outcomes.
- Plans teaching strategies appropriate for the learning objectives.
- Uses materials that are appropriate for the target audience.
- Organizes teaching materials logically.
- Plans relevant assessment techniques.
- When used, develops examination questions that are logical, well-written, and test the learners' knowledge rather than their test-taking abilities.
- Participates in a systematic evaluation of assessment strategies (e.g., post-exam statistical analysis) when appropriate.
- Ensures activity is consistent with learning objectives in course syllabus.

Objective E6.2.3 (Applying) Deliver a practice-based educational activity, including didactic or experiential teaching, or facilitation.

Criteria:

- Incorporates at least one active learning strategy in didactic experiences appropriate for the topic.
- Uses effective skills in facilitating small and large groups.
- For experiential activities:
 - organizes student activities (e.g., student calendar);
 - effectively facilitates topic discussions and learning activities within the allotted time;
 - effectively develops and evaluates learner assignments (e.g., journal clubs, presentations, SOAP notes);
 - effectively assesses student performance; and,
 - provides constructive feedback.

Objective E6.2.4 (Creating) Effectively document one's teaching philosophy, skills, and experiences in a teaching portfolio.

Criteria:

- Portfolio includes:
 - a statement describing one's teaching philosophy;
 - curriculum vitae;
 - teaching materials including slides and other handouts for each teaching experience;
 - documented self-reflections on one's teaching experiences and skills, including strengths, areas for improvement, and plans for working on the areas for improvement;
 - peer/faculty evaluations; and,
 - student/learner evaluations.

Teaching and Learning Certificate Program Seminar Schedule 2022-2023 (Summer 2022)

Date/Time	Topic	Objective(s)	Speaker
Tuesday, 8/2 4:30-4:45pm	Welcome and Overview of Teaching Certificate Program	N/A	E. Slazak
4:45-7:00pm	Large Group Teaching Small Group Teaching Using Technology in the Classroom	E6.1.1 E6.2.2	N. Albanese
Tuesday, 8/9 4:30-5:30pm	Writing A Teaching Philosophy and Starting Your Teaching Portfolio	E6.2.1* E6.2.4*	N. Albanese
5:30-6:30pm	Professional Identity Formation (PIF)	E6.1.2	N. Fusco
Tuesday, 8/16 4:30-5:30pm	Using Teacher Evaluations to Become a Better Teacher	E6.2.4*	F. Doloresco
5:30-6:30pm	Curriculum and Assessment <ul style="list-style-type: none"> Writing Learning Objectives Curricular Assessment Writing a Course Syllabus 	E6.1.1 E6.2.2	F. Doloresco
Tuesday, 8/23 4:30-5:30pm	Writing and Grading Examinations	E6.1.1 E6.2.2*	A. Woodruff
5:30-7:00pm	Faculty Roles and Responsibilities Academic Dishonesty	E6.1.2	E. Bednarczyk
Tuesday, 8/30 4:30-6:30pm	Effective Precepting/Mentoring of Students <ul style="list-style-type: none"> Active Learning Approaches for Experiential Learning Tips and Resources for Preceptors Delivering Effective Feedback 	E6.1.1 E6.2.2* E6.2.3*	E. Slazak T. Demler
Tuesday, 9/6 4:30-6:00pm	Developing Rubrics and Grading Assignments	E6.1.1 E6.2.2	G. Prescott
6:00-6:30pm	Enhancing Your Presentation Skills	E6.2.3*	T. Demler

*Lecture alone does not fulfill the objective to the highest level of Bloom's Taxonomy. Additional activities required as part of the Advanced Academic Teaching Certificate will fulfill the remainder of the objective.

University at Buffalo School of Pharmacy and Pharmaceutical Sciences
Verification of Activities for the Advanced Academic Teaching Certificate

☐ Participation in seminar series

☐ Precepting learning experience

Site: _____

☐ Large group teaching experience

Module: _____

Description: _____

Mentor: _____

Mentor: _____

☐ Participation in PHM 505/506: Patient Assessment I or II - Course Coordinator will verify

☐ Participation in PHM 715: Pharmaceutical Care IV - Course Coordinator will verify

☐ Professional education program

Program Title: _____

Program Date: _____

☐ Teaching Portfolio

(Includes teaching philosophy, CV, lecture handouts/slides, faculty/mentor teaching evaluation and self-reflection, student evaluations (if available))

By signing below, I verify that _____ has satisfactorily completed all of the above teaching experiences.

Program Director or Teaching Mentor:

Resident:

Printed: _____

Printed: _____

Signed: _____

Signed: _____

Dated: _____

Dated: _____

This form must be completed, signed and forwarded to the course coordinator no later than May 15, 2023. If additional time is required for completion, please contact the course coordinator:

Erin Slazak, Pharm.D., BCPS, BCACP

emsabia@buffalo.edu