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THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Pharmaceutical Sciences

Academic Teaching Residency Rotation

University of British Columbia
Faculty of Pharmaceutical Sciences

Rotation Manual

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Description:

The UBC Faculty of Pharmaceutical Sciences (the Faculty) Academic Teaching Residency Rotation will provide hospital residents with the opportunity to experience adult learning and teaching in an academic setting. Residents will become familiar with different curriculum and pedagogical practices while working with their preceptors in authentic undergraduate teaching and learning environments. The residents may teach pharmacy students ranging from first to third year in the Faculty's new Entry-to-Practice Doctor of Pharmacy (E2P) program and be engaged in a range of teaching, administrative and scholarly activities related to program operations.

The Faculty Academic Teaching Residency Rotation will be precepted and coordinated by the Integrated Activities (IA) Team. Integration activities have an important role within every course module in the E2P program. The purpose of IA is to provide students with opportunities to demonstrate their understanding and application of knowledge and concepts presented in the current and previous modules, and are integrated via authentic learning activities. IA learning activities will be presented in a variety of formats including case-based format in the pharmacy practice lab and large and small group tutorial sessions. The delivery of the IAs are designed to impart the clinical skills applicable in each year's experiential contexts and will progress in complexity from module to module and year to year.

Rotation Length:

- Summer Didactic Session x 1 day (July) – optional
- 1 or 2 Week Rotations (September – April – dependent on preceptor availability)

Goals:

Aligned with nationally accepted educational outcomes for first entry-to-practice professional pharmacy programs in Canada and the standards and requirements of the Canadian Pharmacy Residency Board (CPRB) the Academic Teaching Residency Rotation supports the following goals:

Association of Faculties of Pharmacy of Canada (AFPC) Outcomes:

- Communicator
 - CM1 Communicate in a responsible and responsive manner that encourages trust and confidence.
 - CM1.2 Provide timely, clear responses that are tailored to the context and audience.
 - CM1.3 Express facts, evidence, opinions and positions accurately and effectively, with clarity and confidence.
 - CM1.4 Listen, actively solicit and respond appropriately to ideas, opinions and feedback from others.
 - CM1.5 Use language, pace, tone and non-verbal communication that is suitable for:
 - a) the intended outcomes of the communication, and

- b) the complexity, ambiguity, urgency and/or difficulty of a situation, conversation or conflict.
- Health Advocate
 - HA2 Respond to the needs of communities and or populations they serve by advocating with them for system-level change in a socially accountable manner
 - HA2.2 Participate in health promotion and disease prevention programs.
- Scholar
 - SC4 Teach other pharmacy team members, the public and other health care professionals including students.
 - SC4.1 Provide effective education to others.
 - SC4.2 Employ appropriate teaching roles when teaching others.
 - SC4.3 Deliver effective feedback in teaching and learning situations.
 - SC4.4 Use appropriate learning assessment and evaluation strategies when working with patients, team members, students and teachers.
- Professional
 - PR1 Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care.
 - PR1.1 Exhibit professional behaviour whether face-to-face, in writing or via technology-enabled communication. Professional behaviour includes but is not limited to:
 - a) demonstrating honesty, integrity, humility, commitment, altruism, compassion, respect and respect for diversity and patient autonomy;
 - b) being accessible, diligent, timely and reliable in service to others;
 - c) abiding by the principle of non-abandonment;
 - d) maintaining appropriate interpersonal boundaries;
 - e) maintaining professional composure, demeanour and language even in difficult situations; and
 - f) maintaining privacy and confidentiality.

Canadian Pharmacy Residency Board (CPRB) Standard and Requirements:

- 3.5 Provide Medication- and Practice-Related Education
 - Standard: the resident shall effectively respond to medication- and practice-related questions, and educate others.
 - Requirement(s)
 - 1. The resident shall respond effectively and in a timely manner to medication- and practice-related questions:
 - a) receive drug information requests;
 - b) conduct a literature search systematically;
 - c) critically appraise literature;
 - d) formulate a response;
 - e) communicate, verbally and in writing, responses to requests;
 - 2. The resident shall present effective education to a variety of audiences.

- a) The resident shall organize instructional content, write learning goals and objectives, communicate effectively with a variety of audiences, use instructional media, and self-evaluate when preparing and presenting educational seminars.
- 3. The resident shall demonstrate skill in the four roles used in practice-based teaching:
 - a) direct instruction;
 - b) modeling;
 - c) coaching; and
 - d) facilitation

Objectives:

Upon completion of the Summer Didactic session and 1-week rotation, the residents will achieve the following objectives with respect to 4 aspects of curriculum and pedagogical practice:

1. Learning Context:

- a) Demonstrate the ability to write educational goals and objectives based on the learning needs of the audience.

2. Learning Planning:

- a) Demonstrate advance beginner competency in organizing instructional content by identifying different pedagogical approaches and selecting educational techniques appropriate for the learners and delivering the educational content.

3. Teaching Methods:

- a) Demonstrate at least one of the four roles in teaching: direct instruction, modeling, coaching, or facilitation.
- b) Demonstrate proficiency in presenting material and other therapeutic teaching to target audience (e.g. pharmacy students).
- c) Demonstrate the effective use of visual and educational aids.
- d) Demonstrate comfort and competency presenting material by using appropriate tone, pace, nonverbal language, and engagement with the audience.

4. Assessment Practices:

- 1. Demonstrate the ability to reflect, self-evaluate, and assess the learning outcomes of the education material after presenting content to target audience.

Resident's Own Objectives:

Residents will identify several of their own objectives for the rotation. These should be documented in their ePortfolio and assessed during the rotation.

- 1.
- 2.
- 3.

Specific Topics Covered:

Didactic sessions (summer didactic session and rotation preceptor discussions) will include:

- How to develop measurable learning goals and objectives
- Principles of teaching and pedagogical approaches
- Introduction to different learning and teaching styles
- Strategies on how to provide feedback to learners, specifically constructive feedback
- Strategies on how to respond to and/or assist the challenging or struggling learner
- How to develop and evaluate assessment (i.e. MCQ, short answer questions, etc.)
- Teaching opportunities residents may encounter throughout the residency program

Rotation Activities:

The Resident will:

1. Attend any pharmacy education sessions (e.g. student (pharmacy, resident, pharmD) presentations, journal clubs, other scheduled presentations, faculty meeting, educator's meeting, etc.).
2. Prepare educational topics for discussion with preceptor. These may include topics pre-selected by the preceptor as well as specific topics on which the student would particularly like to expand their knowledge base.
3. Meet daily with preceptor to provide progress, updates on various projects, and/or presentations and discuss ongoing evaluation.
4. Develop and/or revise course material, which may include (but is not limited to):
 - a. evidence-based literature search
 - b. therapeutic cases for case-based learning (institutional and community practice)
 - c. physical assessment checklists and documents
 - d. physical assessment exercises
 - e. pharmacy practice centre checklists
 - f. pharmacy practice centre practical exercises (i.e. patient counseling, OTC counseling, etc.)

- g. evaluation forms
 - h. assessments (formative and summative)
 - i. allergy assessment
 - j. lecture material
 - k. tutorial material
 - l. standardized patient cases
5. Facilitate, instruct, model, or coach pharmacy student learning in the E2P program which may include (but is not limited to):
- a. One-to-one sessions
 - i. Assist with Peer Mentorship program
 - ii. Assist with Faculty-Student Engagement program
 - b. Small group (~ 10 students) IA sessions
 - i. Institutional references
 - ii. Compounding
 - iii. OTC counseling
 - iv. Prescription counseling
 - c. Medium group (~ 40 students) IA sessions
 - i. Physical assessment
 - d. Large group (~ 80 students) IA sessions
 - i. Case-based learning
6. Be involved with the entire process of education development from beginning to end:
- a. Assist in creating educational materials
 - b. Organizing and preparing for session
 - c. Presenting the session
 - d. Self-evaluation following assessment and feedback from preceptor
7. Other activities as assigned by preceptor.

Communication Expectations:

- 1. The Resident will discuss and review all educational material with the preceptor prior to presentation.
- 2. The Resident will notify the preceptor in advance of any required off-site activities and absences.

Preceptor Responsibilities:

- 1. Provide orientation to the Academic Teaching Rotation and the Faculty.

2. Meet with the Resident in-person prior to the start of the Rotation to discuss projects/teaching assignments.
3. Schedule dates for teaching assignments.
4. Communicate and provide feedback on project/teaching material designed by the Resident.
5. Introduce the Resident to the Integration Activities Team and to Faculty members and students.
6. Be available for consultation with Resident whenever possible.
7. Discuss academic-related topics with Resident as they arise.
8. Keep the Resident informed regarding meetings and presentations (if their attendance is recommended).

Evaluation Processes:

1. The Resident will receive a summative written evaluation at the end of the rotation. This evaluation will take into account the rotation-specific objectives and the Resident's own objectives as outlined above.
2. The Resident will receive continuous oral formative feedback and instruction during the rotation, which should be considered part of the evaluation process.
3. The Resident will evaluate both the preceptor and the rotation.
4. The final summative evaluation will be completed online in the One45 system. The Resident and preceptor will PRINT their respective evaluations for face-to-face discussion and debrief.

References:

Required Readings:

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