**TEACHING ROTATION**

**Children’s and Women’s Health Centre of BC**

**Rotation Manual**

# DESCRIPTION

Pharmacists are responsible for teaching multiple types of learners in both formal and informal capacities. This two-week rotation is designed to introduce principles and techniques that will help the resident become more proficient and effective in the role as an educator. The rotation will use a mix of didactic and practice sessions as well as opportunities to interact with learners on-site. The first week (scheduled in the first half of the residency year) will focus on different aspects of teaching/ instructional settings that will allow the resident to refine their presentation skills. The second week (scheduled in the second half of the residency year) will focus on their ability to act as a preceptor/ leader and work with a pharmacy student in a direct patient care scenario to begin to develop the resident’s skills in instruction, feedback and creating a safe learning environment for the learner.

# GOAL

The resident will have the opportunity to discuss the benefits and appropriate situations to use each of the four roles used in practice-based teaching and have the opportunity to perform these roles:

* Direct instruction
* Modelling
* Coaching
* Facilitation

# LEARNING OBJECTIVES

The expected level of resident performance by the completion of this 2-week rotation is outlined in the Teaching Rotation Assessment Form in one45.

# ROTATION-SPECIFIC OBJECTIVES

At the completion of this rotation and reflection, the resident should be able to:

1. Compare and contrast different learning and teaching styles
2. Identify their own learning style
3. Describe techniques and elements of an effective teaching session
4. Create measurable learning objectives

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1. Develop and facilitate a teaching session for:
	1. Small group
	2. Medium group
2. Explain strategies to increase learner engagement in small, medium and large group settings
3. Describe the differences and optimal situations to use the four roles used in practice- based teaching (direct instruction, modelling, coaching, and facilitation)
4. Practice direct instruction, modelling, coaching, and facilitation skills with learners
5. Discuss strategies to provide effective feedback to others, including but not limited to learners, preceptor, peers, etc…
6. Identify and respond to gaps in learner knowledge
7. Demonstrate the ability to assess a learner’s strengths and weaknesses
8. Demonstrate the use constructive feedback to communicate areas for improvement to others

# RESIDENT’S OWN OBJECTIVES

Residents will identify several of their own learning objectives for the rotation. These should be documented in their ePortfolio prior to the start of the rotation, discussed with the preceptor on day 1 of the rotation, and assessed at the various evaluation points throughout the rotation.

# REQUIRED ACTIVITIES

The resident will:

1. Actively participate in daily discussions with preceptors
2. Complete the following learning style assessments: <http://www.vark-learn.com/english/page.asp?p=questionnaire> <https://www.engr.ncsu.edu/learningstyles/ilsweb.html>
3. Complete the following teaching style assessment:

Handout: Determining your teaching style (Staffordshire Evaluation of Teaching Styles). Chap 2. Pages 13-21

1. Complete the University of Western Ontario Preceptor Education Program (PEP)

[https://owl.uwo.ca/portal/site/!pep](https://owl.uwo.ca/portal/site/%21pep)

1. Create learning objectives for a variety of small and large group learning activities
2. Lead a small to medium group teaching session
3. Provide verbal and written feedback to learners
4. Attend sessions led by the preceptor and other resident(s)
5. Meet daily with the preceptor(s)
6. Work with a pharmacy student to model, coach and facilitate them in their pharmaceutical care process in the provision of direct patient care.
7. Complete and submit any relevant procedure logs to the preceptor via one45 during the course of the rotation. Please see [http://www.lmpsresidency.com/residents/resident-](http://www.lmpsresidency.com/residents/resident-manual/procedure-logs) [manual/procedure-logs](http://www.lmpsresidency.com/residents/resident-manual/procedure-logs) for further details.
8. Other activities assigned by preceptor(s)

# GENERAL STRUCTURE OF THE ROTATION

Week 1: didactic and practice sessions focusing on teaching/ presentation skills (schedule will be provided by preceptor)

Week 2: sessions with pharmacy students (minimum 3 sessions over the week)

* A time will be arranged that is convenient for student, resident and preceptors
* At least one of the preceptors (or delegate) should be present for support purposes and to provide feedback to the participants.
* The focus of the session will be on the pharmaceutical work-up process, not knowledge (e.g., these are not intended to be didactic instructional sessions)

RESPONSIBILITIES DURING Week 2:

Pharmacy resident will:

* + Create learning objectives and expectations
	+ Facilitate the session
	+ Provide feedback to the pharmacy student regarding their pharmaceutical work-up process
	+ Although the emphasis is not on knowledge, the resident can provide assistance if gaps in learner knowledge are identified about a therapeutic topic relevant to the patient

Pharmacy student:

* + Come prepared to present a comprehensive patient work-up

# COMMUNICATION EXPECTATIONS

1. The resident is encouraged to provide on-going, daily feedback to the learner they are precepting and to the rotation preceptor to assist in enriching his or her own learning experience throughout the course of the rotation.

# PRECEPTOR RESPONSIBILITIES

The preceptor will:

1. Meet with the resident on day 1 of the rotation to discuss the goals and objectives of the rotation.
2. Clearly communicate expectations of the resident at the start of the rotation and throughout the rotation as required.
3. Schedule a presentation date and time with the department.
4. Review and provide feedback on any relevant procedure logs submitted by the resident via

one45 during the course of the rotation.

1. Provide informal feedback to the resident on their performance on a daily basis, and complete and discuss all required written evaluations with the resident by the completion of the rotation.

# EVALUATION PROCESSES

Guidance on Evaluation Policies and workflow are available at

<http://www.lmpsresidency.com/residents/resident-manual/evaluation-policies>

1. The resident will receive a written, formative evaluation at the midpoint of the rotation. This evaluation will take into account the rotation-specific objectives and the resident’s own learning objectives.
2. The resident will receive a written, summative evaluation at the end of their rotation. This evaluation will take into account the rotation-specific objectives and the resident’s own learning objectives.
3. The resident will receive continuous feedback throughout the rotation and this will be considered part of the evaluation process.
4. The resident will provide written evaluations of both the preceptor and the rotation and complete a written self-evaluation prior to the last day of the rotation.
5. The preceptor and resident will discuss their respective evaluations in person at midpoint and on the last day of the rotation.

# REQUIRED READING & RESOURCES

Teaching Skills for Pharmacy Practice Educators:

[http://cpd.pharmacy.ubc.ca/sites/cpd.pharmacy.ubc.ca/files/uploads/OEE%20Practice%20Educator](http://cpd.pharmacy.ubc.ca/sites/cpd.pharmacy.ubc.ca/files/uploads/OEE%20Practice%20Educator%20Guide%20to%20Teaching%20Skills%20March%202015.pdf)

[%20Guide%20to%20Teaching%20Skills%20March%202015.pdf](http://cpd.pharmacy.ubc.ca/sites/cpd.pharmacy.ubc.ca/files/uploads/OEE%20Practice%20Educator%20Guide%20to%20Teaching%20Skills%20March%202015.pdf)

Teaching Styles:

Haave N. Six questions that will bring your teaching philosophy into focus. June 2, 2014. [http://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-](http://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-focus/) [focus/](http://www.facultyfocus.com/articles/philosophy-of-teaching/six-questions-will-bring-teaching-philosophy-focus/)

Mohanna K, Chambers R, Wall D. Developing your teaching style: increasing effectiveness in healthcare teaching. Postgrad Med J 2007;83:145-7.

Beatty JE, Leigh JSA, Dean KL. Philosophy rediscovered. Exploring the connections between teaching philosophies, educational philosophies, and philosophy. J Manag Ed 2009;33:99-114.

Learning Styles:

Felder RM, Soloman BA. Learning styles and strategies.

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>

Learning Objectives/Outcomes:

Sengar A and Chiu A. Goals and Objectives- what’s the difference anyways? 2016; CSHP Webinar

Feedback

Austin Z. Principles of framing and delivering effective feedback to pharmacy residents. CSHP