

University of Utah Health PGY1 Teaching Certificate Program (Elective Longitudinal Learning Experience)

Preceptors:

A preceptor coach is selected based on the proposed future teaching and training goals of the resident during the first 2 months of residency. PGY1 residents are able to choose from a list of teaching coaches or identify a coach from staff that meets the qualifications of teaching coach. The preceptor coaches the resident through their teaching certificate program as a content expert and facilitator. The preceptor must be approved by the PGY1 Residency Program Director.

Rotation Duration: This longitudinal elective experience generally takes 12 months to complete.

Rotation Description:

Residents may elect to complete the teaching certificate offered by University of Utah Health, Department of Pharmacy Services. The resident will be expected to take the Trainer Essentials course in July, select a preceptor/coach by the end of August, and then complete the requirements of the program as outlined in the syllabus at <http://pharmacyservices.utah.edu/residency/teaching-certificate-program.pdf>. The requirements include keeping a list of reflections for didactic presentations related to teaching/precepting, developing a teaching philosophy, teaching/facilitating in a variety of formats, and co-precepting a student for at least 2 weeks. The resident is expected to identify opportunities and complete these requirements independently, but should ask for assistance from the teaching certificate coach and program coordinator if they are unable to identify opportunities on their own.

Site Description:

University of Utah Hospitals & Clinics (UUHC) is comprised of 4 hospitals, 12 free standing clinics, 16 retail pharmacies, 4 infusion centers, ambulatory clinic services, home infusion service, and a comprehensive drug information service. University Hospital is a 490 bed, level 1 trauma center with strong critical care, emergency medicine, surgical services, obstetrics and gynecology, neonatal, internal medicine and subspecialties, neurosciences, and rehabilitation. The University Neuropsychiatric Institute is a 130 bed inpatient psychiatric facility. The Huntsman Cancer Center consists of a 100 bed inpatient service including an ICU, an ambulatory infusion suite, and extensive ambulatory cancer clinics, including bone marrow transplant. The University Orthopaedic Hospital provides mostly ambulatory care surgery services plus orthopaedic specific clinics. The ambulatory care network includes the Community Clinics located throughout the Salt Lake Valley and the 4 surrounding counties that provide both primary and specialty care, plus the specialty clinics and infusion room at University Hospital. The Department is well aligned with the University of Utah, College of Pharmacy and supports 10 split faculty members. University of Utah Health offers over 150 APPE rotations to the College of Pharmacy students yearly. The College of Pharmacy has partnered with University of Utah Health for preceptor and lecturer support of IPPE and APPE rotations, lectures, recitations, development of elective courses, and precepting of health fairs.

Role of the Pharmacist: The primary preceptor for teaching certificate must be a pharmacist who actively participates in the teaching mission of University of Utah Health. The preceptor must have a history of teaching or precepting at least 5 prior students or residents on any clinical or operational rotation. Preceptors must respond to resident requests for help as soon as possible, and teaching-related written documents must have edits returned to the resident within 1 week of being sent. The preceptor is responsible for completing quarterly evaluations with the resident and documenting them on PharmAcademic. The preceptor must serve as a positive role model and guide for teaching and experiential training.

RLS Goals:

R4.1 Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups)

R4.1.1 Design effective educational activities
R4.1.2 Use effective presentation and teaching skills to deliver education
R4.1.4 Appropriately assess effectiveness of education

R4.2 Effectively employs appropriate preceptor roles when engaged in teaching students, pharmacy technicians or fellow health care professionals

R4.2.1 When engaged in teaching, select a preceptor role that meets learners' educational needs
R4.2.2 Effectively employ preceptor roles, as appropriate

Activities Evaluated:

Rotation Activity	RLS Goal	Teaching Method
Create a lecture for College of Pharmacy students, a seminar for pharmacists, a continuing education presentation for pharmacists and technicians, and a research project platform presentation for pharmacists that are presented in a clear, accurate and organized way.	4.1.1	C, F
Deliver the lecture and C.E. using active learning techniques and at the level of the anticipated audience. Use feedback from each presentation to improve the next. Participate in group presentations during Trainer Essentials.	4.1.2	C, F
Evaluations will be collected from each audience group for the 4 primary presentations during the year. Evaluations will be reviewed and recommendations used in subsequent presentations.	4.1.4	C, F
Residents will have a lecture on the 4 preceptor roles and be able to identify the appropriate role in a variety of situations. When working with students, the residents will select the correct teaching or preceptor role the majority of the time. Appropriate instruction, coaching, modeling and facilitation will take place during all training opportunities during the year. Learners may be pharmacy students, medical students, new technicians or pharmacists, and patients.	4.2.1, 4.2.2	I, M, C, F

Teaching Methods include: I=direct instruction, C=coaching, M=modeling, and F=facilitation

Readings and Preparatory Work:

The resident will attend Trainer Essentials followed by teaching certificate lecture topics and come prepared with any pre-assigned readings. Residents should write reflections on monthly T.C. presentations, noting how the information could be used by the resident in their teaching philosophy or role as a teacher/trainer/preceptor. Prior to each presentation, residents must set up practice/review sessions with their mentor in order to be ready to give their formal lecture, seminar, CE and project platform. Residents must also prepare any written items including poster, syllabus for a proposed rotation, and teaching philosophy in advance of due dates in order to receive feedback from their teaching coach. Residents are expected to identify opportunities to complete the requirements of the T.C. program, and contact the program coordinator for assistance when they need help.

Typical Daily/Weekly/Monthly Activities:

The Teaching Certificate Program will require the resident to employ time management skills. The resident will need to work consistently on the program requirements throughout the year. The resident will need to communicate frequently on the T.C. status and any problems that may occur with the T.C. preceptor and program director. The resident should be meeting with their coach at least quarterly, but a more regular meeting. Each month, residents must attend the teaching certificate presentation that is part of resident conference series and write reflections on these. Residents must select their own seminar, CE, and project presentation topic at least 2 months in advance of the presentations and use best evidence for presenting these required topics. Residents will need to identify 2 weeks of time where they can be involved with co-precepting a student on rotation, and provide both training and evaluation of the student with oversight from the official preceptor of record.

Expected Progression:

Residents are expected to work independently throughout the year to complete requirements of the certificates. They are expected to update their teaching coach on progress and keep their portfolio up-to-date.

1st Month: The resident will select a teaching coach/preceptor and sign a contract by August 31. The resident will complete all requirements of the Trainer Essentials certificate class by August 7th. The resident will set up a series of meetings with their coach to ensure progress is being made toward completing the certificate and that PharmAcademic evaluations are completed on time. The resident will plan to attend all teaching topic discussions on the second Wednesday of each month at 4PM in the PCR. After each teaching topic, residents will complete a brief survey to include in their portfolio.

Quarter 1: The resident will complete Trainer Essentials. The resident will select a lecture and a seminar topic to present in the fall. (With permission, the lecture can shift to the spring.) For the lecture and seminar, the resident will read a broad range of primary and tertiary literature to become an expert on the subjects presented.

Quarter 2: The resident will prepare slides and practice their presentations prior to the appointed day for their lecture and seminar. The resident will self-assess in writing and pass out attendee evaluations. The resident will prepare an abstract and a poster and solicit feedback before submission to Vizient. The resident will select a C.E. topic and obtain approval from the USHP program subcommittee for resident C.E.s. The resident is expected to meet USHP deadlines by setting deadlines for submission to the T.C. preceptor and topic mentor 2 weeks prior to each official deadline in order to get edits and practice.

Quarter 3: The resident should have all College of Pharmacy P2 recitations and lectures completed or schedule by the beginning of Quarter 3. The resident will present their C.E., and the specific opportunities to improve that were identified in the seminar and lecture should show improvement in the presentation of the C.E. The resident should develop an outline of their teaching philosophy this quarter. The resident should contact the program coordinator if they don't have a student rotation scheduled for the experiential teaching/precepting so alternative plans or a T.C. program extension can be set. The resident should also have a rotation description started during this quarter.

Quarter 4: The resident should complete a student rotation description, their teaching philosophy, and a mentored evaluation of student performance by the end of this quarter. The resident will complete the requirements of the teaching certificate, review their hyperlinked e-portfolio with their teaching coach, and send a signed completion form to the program coordinator in order to receive the signed teaching certificate. Residents should show improvements in their teaching and presentation style over the course of the year.

Evaluation Process:

The preceptor will conduct evaluations at least quarterly. The resident will conduct end-of-rotation preceptor and learning experience evaluations. These evaluations will be posted in PharmAcademic, and will include face-to-face discussions of the progress of the resident in completing the Teaching Certificate Program.

Potential Teaching Certificate Coaches:

Karen Gunning, Heather Nyman, Jennifer Babin, Kyle Turner, Hanna Raber, Krystal Moorman, Gary Davis, Macheala Jacquez, Elyse MacDonald, Shantel Mullin, Sara deHoll, Kiersten Johnston, Dave Peterson, Ann Marie Prazak, and other staff and faculty as approved by the T.C. coordinator.