



Training Residents to Teach

Residency Teaching Certificate Programs

~A Case Study~

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Objectives

- Describe evolution of a residency teaching certificate program
- Identify elements suitable for incorporation in a teaching certificate program
- Describe challenges and obstacles that may be encountered when developing a residency teaching certificate program



-Case Study-

*UK is a 30 YO residency program that offers both pharmacy practice and specialty residency opportunities and which produces approximately 16 graduates each year.

*Graduates most often enter into clinical specialist faculty/positions.

*The program has a long history of producing clinically sound practitioners.



-Case Study-

*Patient care, leadership, practice management, and research skills are thoroughly addressed

*CC: lack of formalized process to address teaching skills. Some faculty feel this is unnecessary as graduates will be experts while others feel that good teachers are “taught.”



-Case Study-

*Physical Assessment:

- Residents with no formal training in pedagogy
- Residents provide lectures and other teaching experiences with little evaluation/feedback
- Faculty lack cognizance of the extent and importance of resident teaching
- Residents self-identify lack of training
- ASHP reaccreditation survey: lack of formalized goals and objectives related to “teaching”



-Case Study-

*Assessment

UK is an established clinical training site which addresses a number of resident skills. UK does not use the same systematic approach to address pedagogy. This is increasingly symptomatic given both internal and external circumstances.



-Case Study-

*Plan:

1. Develop an elective, pilot program to address pedagogic training of pharmacy residents.
2. Program will consist of three elements (seminar series, defined teaching experiences, teaching portfolio).
3. Program will promote resident teaching skills and sensitize faculty to this element of training.
4. Program will be available to any College community member.



-Case Study-

*Monitoring:

1. Seminar and programmatic evaluations.
2. Impact/outcome-based assessment surveys.
3. Student evaluations of resident teaching.
4. Recognition and dissemination.



Program Evolution

- 1998: Elective program introduced
 - 50 min seminars x 12, evaluated small and large group teaching, teaching portfolio
 - New assessment rubrics
- 1999: Engagement of distance programs via videoconferencing
- 2006: Required residency component, laboratory teaching element, CourseEval



Residency Graduate Survey (n=60)

- Primary positions most commonly clinical specialist (40%), faculty (30%)
- PharmD Student Teaching Effort (n=57)
 - APPE preceptor: 75%
 - Routine classroom teaching: 42%
 - Small group facilitation: 40%
 - Guest classroom teaching: 37%
 - Course coordination: 28%
 - Student advising: 21%



Residency Graduate Survey

- 24% (n=60) anticipated an academic career prior to residency training
- 77% (n=57) involved in teaching
 - Ranges from adjunct (30%) to instructor (2%)
- 44% completed STLC; not offered to 42%
 - Increased confidence in 14/21 teaching-related abilities (e.g., develop a syllabus)



Challenges/Obstacles

- Number of participants and sites limits the instructional options
- Desire for more instructional technology
 - Technical support
- Dynamic nature not easily conducive to extended timeline for completion
- Ensuring full participation
- Scheduling, timing, sequencing



Lessons Learned

- Value and challenges of integrating speakers from outside Pharmacy
 - Topic experts may not be the most effective teachers
- Approach to identify teaching opportunities
 - Flexibility for sites not directly engaged in student instruction
- Gaining wholesale buy-in
- Role of continuing education



Infrastructure

- Faculty and Administration
- Office of Education
 - Director of Assessment
 - Director, Distance Learning/Information Technology
 - Administrative Services
- Teaching and Academic Support Center
- Blackboard





Special Programs



Scholarship of Teaching and Learning Certificate Program

Jointly offered by UK College of Pharmacy, UK Pharmacy Residency Programs, and the UK College of Dentistry

★ Winner, 2004 Council of Faculties Innovations in Teaching Competition,
American Association of Colleges of Pharmacy ★

Background

Many graduates of the pharmacy residency and advanced training programs of the University of Kentucky seek careers in academia or have strong interests in academic positions. At the University of Kentucky, multiple teaching opportunities exist for residents and graduate students including lecture experiences, laboratory assistance, small group facilitation, elective rotations, faculty development seminars, and clinical rotation teaching.

www.mc.uky.edu/pharmacy/residency/teaching.html

Program Requirements (2007-8)

Seminars (n=14)

- College curricular overview
- Vocabulary of pharmacy education
- Teaching philosophy / portfolio
- Experiential education
- Faculty appointments
- Syllabus creation
- Learning objectives
- Examination questions
- Instructional techniques
- Classroom assessment techniques
- Generational approaches to teaching
- Problem-based learning
- Instructional technology
- Assessment principles
- Peer assessment
- Classroom civility



Program Requirements (2007-8)

- Instructional development and delivery
 - Didactic = 2 contact hr
 - Integrated classroom assessment technique
 - Small group/practice-based = 8 contact hr
 - Assessment – self, instructor, students
- Statement of teaching philosophy
- Residency-end teaching portfolio



Participants (2007-8)

- Videoconferenced to residency programs throughout Kentucky
 - PGY1 = 10 programs
 - PGY2 = 7 programs
- Pharmaceutical sciences graduate student
- Student preceptors (n=3)
- New clinical faculty members (n=2)



Continuing Evolution

- Expanded use of technology
 - Discussion threads, podcasts, webinars
- Increasing interactive elements
 - Participant-led sessions; debates
- Content (e.g., cultural competency)
- Formalized certificate
- Advanced degrees
- Interprofessional approach



Building Your Program

- Desired program outcomes
- Scope of likely participants
- Resources – people, facilities, technology, teaching opportunities, assessment
- Structure / content – seminars, workshops, retreats
- Scheduling, sequencing, timing
- Assessment

