TEACHING & LEARNING CERTIFICATE
SELF–PACED | CUSTOMIZABLE | BEST IN CLASS

Syllabus and Policies

The Honor Code
Please review the full Honor Code in the University and School Policies

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your participation in this program comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable.

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Program Description, Prerequisites, and Learning Outcomes

<u>Description</u>

Regardless of environment, today's health science educators, preceptors, residents, early-career faculty and postdoctoral trainees must be equipped to educate others. The Teaching and Learning Certificate (TLC) Program at the UNC Eshelman School of Pharmacy is designed to prepare trainees in identifying, adapting, and applying effective, evidence-based teaching strategies in a variety of settings, including didactic, experiential, and patient or community health settings. The TLC program is hosted by the School's Center for Innovative Pharmacy Education and Research (CIPhER).

<u>Prerequisites</u>

Health science resident, postdoctoral fellow, preceptor, or faculty member.

<u>Learning Outcomes</u>

TLC requirements are based upon those discussed in ASHP and ACCP White Papers[1] and other recommendations concerning preceptor development and scholarship of teaching and learning course work.

1. **Theory to Practice**. Make thoughtful and reasoned selections among educational methods andtechnologies based on available evidence, theory and educational context
2. **Curriculum Development**. Analyze educational needs and develop an appropriate educationalintervention to address them
3. **Educational Community**. Foster the development of an educational community within a givenenvironment
4. **Assessment and Evaluation**. Describe and apply the principles of assessment of individual learners andhow they are evaluated from a learning perspective and/or a research outcome perspective.
5. **Life-long Learner**. Apply principles of self-directed learning and reflection to drive one's own long-termeducational goals

Program Requirements

The TLC is fully asynchronous and is aimed at helping you develop the skills and scholarly products of most value to you now and in your career. Your personalized plan affords you the flexibility to select resources, strategies, and a timeline for demonstrating competencies. The principles underlying the practice of developing and accomplishing that plan keep you (the learner) in the center of the learning process, promotes autonomy in accomplishing professional goals, and enables flexibility as new opportunities become available.

To graduate from the TLC, you must complete 6 learning modules, 4 of 15 (selected by you) available special topics, and a teaching practicum experience. The program is fully self-paced, and you have 18 months to complete the required assignments.

We highly encourage you to find a mentor who will assist you in applying what you are learning. Review Appendix A for assistance in identifying a mentor. Your work with your mentor will be outside of assignments required for the program.

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[1] Wright EA, et al. Teaching and learning curriculum programs: recommendations for postgraduate pharmacy experiences in education. *Am J Health-Syst Pharm* 2014;71 and Havrda DE, et al. Guidelines for resident teaching experiences. *Pharmacotherapy* 2013;33

Expected Time Commitment by Students

The TLC assumes a minimum of 15 hours to complete. This includes the individual learning plan, learning modules, special topics and teaching practicum experience.

Program Assessment

Participants who satisfactorily complete all aspects of the TLC Program as identified above in "Program Requirements" will receive an e-certificate of completion. Assessment of activities related to the TLC Program is based on learning module quizzes; you must obtain a score of 80% to pass the module. Participants will also complete a required evaluation of the TLC Program (required to receive CE credit).

Program Withdrawal

Participants who wish to withdraw from the program should do so in writing to the Program Director and Program Manager. Withdrawal from the program is subject to the cancelation policy as outlined on the registration page in Learning Express CE found here.

CE Credit

The University Of North Carolina Eshelman School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. ACPE program 0046-9999-21-202-H04-P provides **15.0** contact hour of continuing pharmacy education credit. To receive CE credit, participants must pass six module quizzes with an 80% or higher, 4 of 15 (selected by you) available special topics, a teaching practicum experience, and the evaluation within 60 days of the program date. Statements of credit can be viewed and printed in CPE Monitor in approximately 2 to 3 weeks. **No partial credit will be available**

Program Details

TLC Program Meeting Times and Locations		
Campus	**Dates & Times**	**Location**
Chapel Hill	Asynchronous	Virtual

Name	**Email**	**Phone**	**Office**
Adam Persky, PhD	apersky@unc.edu	919-966-9104	Beard 325
Susan Charamut, BS	Susan.charamut@unc.edu	919-962-5382	Beard321b

Program Materials and Resources	
Textbook	While there will be required readings for specific sessions/workshops, participants will not need to purchase any texts. All required and supplemental readings will be made available online through the UNC Library or provided by the program.
Hardware/Software	The TLC Program will use Sakai as its learning management system. The email address provided in the initial application will be used in Sakai – you will use the "Non-ONYEN" login to access the program in Sakai. **FOR ACTIVE UNC EMPLOYEES/STUDENTS**: During registration you will be asked to provide your ONYEN. Please only provide this if it is tied to an active UNC email. If you are unsure, please contact UNC IT at 919-962-HELP.

Program Schedule

Module	Format	Assessment	Learning Objective	Time
Foundations of Learning	Video	Quiz	1. Theory to Practice	2 hours
Assessing Learning Needs	Video	Quiz	1. Assessment and Evaluation 2. Curriculum Development	1 hour
Assessment and Evaluation	Video	Quiz	1. Assessment and Evaluation	2 hours
Designing the Learning Experience: Classroom	Video	Quiz	1. Theory to Practice 2. Life-long learning	2 hours
Designing the Learning Experience: Experiential	Video	Quiz	1. Theory to Practice	2 hours
Facilitation and Feedback	Video	Quiz	2. Theory to practice	2 hours
Special Topics	Select 4 of 15 Special Topics – video/article	Quiz	1. Theory to Practice. 2. Curriculum Development. 3. Educational Community. 4. Assessment and Evaluation. 5. Life-long Learner.	2 hours
Practicum	Hands-on teaching experience	360 feedback, reflection & quiz	1. Educational community 2. Theory to practice 3. Assessment and Evaluation	2 hours
Program evaluation	N/A	Survey		

Practicum Requirements

The practicum is a culminating activity or capstone project which requires you to apply evidence-based teaching and learning strategies acquired during the program. Your practicum can consist of any teaching activity from your current practice or educational environment such as a presentation or lecture, rotation experience, student supervision, or patient education. It is expected you will solicit feedback on your teaching from peers or higher and/or recipients as well as your mentor (optional, but highly encouraged). Feedback received should be reflected upon. These reflections will be included in your responses to the reflective questions contained in the quiz (completed after completion of the activity and receipt of feedback). Reflective questions focus on self-examination of the process, assessment of your success and professional development, feedback received, and future opportunities for continued improvement.

Special Topics Series Requirements

Below is the list of available topics. You will select 4 of the 15 available.

- Technology in Education – read the articles presented and take the quiz.
- Flipped Classroom- watch the video presentation and take the quiz.
- Scholarship of Teaching & Learning – read the articles presented and take the quiz.
- Online Learning – read the articles presented and take the quiz.
- Cooperative Learning – read the articles presented and take the quiz.
- Integrated Curriculum – watch the video presentation and take the quiz.
- Variations in Grading – read the articles presented and take the quiz.
- Motivation – read the articles presented and take the quiz.
- Study Strategies – read the articles presented and take the quiz.
- Developing Critical Thinking- watch the video presentation, read the article, and take the quiz.
- Inclusive Learning Environments – read the articles presented and take the quiz.
- Academic Integrity – read the articles presented and take the quiz.
- Programmatic Assessment – read the articles presented and take the quiz.
- Advanced Preceptor Topic: EPAs – read the articles presented and take the quiz.
- Advanced Preceptor Topic: Feedback and Assessment – read the articles presented and take the quiz.

Appendix 1: Finding a Mentor for the TLC

<u>Trainees</u>

The best place to start is with your institution. Please note, your year-long mentors or research mentors may or may not be a good fit for a teaching mentor, but it is up to you to decide that.

<u>Preceptors/Faculty</u>

The best place to start is with your institution or your discipline/practice specialty. Connecting with someone outside your institution may be a valuable experience

<u>Questions to ask yourself or the potential mentor</u>

1. Is this individual the type of teacher I want to be?
2. Is this individual experienced in teaching?
3. Will they respect what you are trying to do and help solve teaching problems?
4. Do they model best practices?

<u>What makes for a good mentor?</u>

1. Committed to the role of mentoring

   The good mentor is highly committed to the task of helping beginning teachers find success and gratification in their new work. Committed mentors show up for, and stay on, the job. Committed mentors understand that persistence is as important in mentoring as it is in classroom teaching.

2. Accepting of the beginning teacher

   The good mentor teacher recognizes the power of accepting the beginning teacher as a developing person and professional. Accepting mentors do not judge or reject mentees as being poorly prepared, overconfident, naive, or defensive

3. Skilled at providing instructional support

   Beginning teachers enter their careers with varying degrees of skill in instructional design and delivery. Good mentors are willing to coach beginning teachers to improve their performance wherever their skill level.

4. Effective in different interpersonal contexts.

   Good mentor teachers recognize that each mentoring relationship occurs in a unique, interpersonal context. .

5. Model of a continuous learner.

   Beginning teachers rarely appreciate mentors who have right answers to every question and best solutions for every problem. Good mentor teachers are transparent about their own search for better answers and more effective solutions to their own problems.

6. Communicates hope and optimism.

   Good mentor teachers capitalize on opportunities to affirm the human potential of their mentees. They do so in private conversations and in public settings. Good mentors share their own struggles and frustrations and how they overcame them. And always, they do so in a genuine and caring way that engenders trust.

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Appendix 2: Example of Individual Learning Plan

	SMART Goal	What impact will this have on my role as an educator?	How will I learn?	What resources and support do I need?	How will I know I reached this goal?
	By the end of the TLC, I should be able to provide evidence to support my instructional strategies	*I will be able to prove I am an evidence-based educator – to have evidence to support my design of student learning activities*	*1) Attend colloquia* *2) Attend at least 2 topic discussions* *3) Provide evidence when I design a lesson plan for the course I am a TA for*	*1) Some background information on where to find evidence* *2) Access to experts that can help guide me*	*I will produce a lesson plan with citations to why each activity was done*
1.					
2.					
3.					
4.					
5.					

Appendix 3: Example of Reflective Practice Framework

Name:	
Event:	**Date:**

Description of the Event	My Reaction
What have I learned	**How will this change how I approach things in the future**
What is the evidence that supports the best practice in this area	

Appendix 4: TLC Resources
<u>Writing a reflection</u>
For some sections of the TLC program, you will be asked to reflect on the experience. Reflection can be a powerful learning tool but depends on the amount of **effort** put into the reflection. What makes a strong reflection? A strong reflection contains elements of a critical reflection. Any time you are asked to submit a reflection (e.g.: teaching reflection, mentor meeting, etc.) please answer the following 4 questions. Responses that do not show critical reflections will be sent back for revision.

Four Point Reflection:

1. What stood out for you from this experience? Please explain.
2. How did this topic make you feel about your personal and/or professional development? Please explain.
3. How do you see yourself putting what you have learned into action?
4. What do you need to learn more about in order to move forward?

A *Non-reflection* would be a description of event without analyzing it, includes opinions/assumptions with no evidence of questioning or evaluating or relies on what you already know without considering possibility of learning something new.

A *Reflection* is an awareness of feelings. It attempts to understand, question, or analyze the event.

A *Critical reflection* is a critique of your own assumptions and thought processes. With this, you explore theories/literature related to experience. You would discuss learnings and how this will impact you as a pharmacist, instructor, or learner.

Adapted from: Plack M, Driscoll M, Blissett S, Mckenna R, Plack PP. A method for assessing reflective journal writing. Journal of Allied Health 2005; Volume 34(4): 199-208