

Faculty: Schleicher, Hannah

Site:

Highpoint Health

Status: Active

Required

Description:

Teaching is a required, longitudinal learning experience at Highpoint Health. The pharmacists at Highpoint Health are responsible for precepting residents and students, as well as, educating staff members and patients. Throughout the residency year, residents will attend seminars and complete the practical experience necessary to receive documentation certifying their achievement in the Teaching Certificate Program from the James L. Winkle College of Pharmacy at the University of Cincinnati.

In the event a resident is unable to complete the teaching certificate program at the University of Cincinnati additional teaching certificate programs may be considered at the discretion of the preceptor. Additional teaching commitments may be required throughout the year.

Activities:**Learning Workshop/Seminar**

- Required two day seminar at the college of pharmacy (Date TBA)
- Attendance at luncheon seminar scheduled in late fall (Date TBA)

Teaching Experience

- Two 3-hour sessions in the pharmacy skills development course at the college of pharmacy
- Two 3-hour sessions in case studies at the college of pharmacy
- Minimum of two formal lectures or presentations at Highpoint Health
- Precept a student on an APPE rotation or provide primary assistance to preceptor during an APPE rotation

Teaching Portfolio

- Documentation of teaching philosophy
- Documentation of teaching experiences
- Reflections of teaching activities
- Assessments of teaching activities

Expectation of Learners:

Day One: Preceptor to review the learning experience description and evaluation strategy with the resident.

Stage One: The resident is expected to attend the two-day seminar at the college of pharmacy. Residents will also attend a luncheon seminar, at the college, in late fall. At least one of the teaching requirements at the college should be completed during stage one. In addition, each resident will draft a teaching philosophy. Throughout the learning experience residents will be responsible for maintaining a teaching portfolio.

Stage Two: The resident is expected to complete a second teaching experience at the college during stage two. In addition, the resident shall ensure at least one formal lecture has been completed at Highpoint Health by the end of stage two. Teaching portfolios should be updated routinely throughout the learning experience.

Stage Three: A third teaching requirement will be completed at the college during stage three. A second formal lecture will be completed at Highpoint Health, as well. Teaching portfolios will continue to be updated routinely.

Stage Four: The resident will ensure all teaching requirements at the college are complete. In addition, the resident will precept a student on an APPE rotation at Highpoint Health. The resident will ensure all components of the teaching portfolio are complete, as well as, make any revisions to his or her teaching philosophy. Final portfolios will be submitted. (DATE TBA)

		Activities	
Goal R4.1	Provide effective medication and practice-related education to patients, caregivers, health care professionals, students, and the public (individuals and groups)		
OBJ R4.1.1	(Applying) Design effective educational activities	Taught and Evaluated	After presenting a formal presentation at the critical care course, use feedback to redesign the presentation for the second critical care course Develop and plan an APPE student rotation experience at Highpoint Health Lead topic discussions with pharmacy students.
OBJ R4.1.2	(Applying) Use effective presentation and teaching skills to deliver education	Taught and Evaluated	Develop and present a presentation to Highpoint Health staff members at either the Med-Surg course or to pharmacy staff members Develop and present a presentation to Highpoint Health staff members at the critical care course
OBJ R4.1.3	(Applying) Use effective written communication to disseminate knowledge	Taught and Evaluated	Develop two formal presentations and include handouts for Highpoint Health staff members Maintain a teaching portfolio to include: documentation of teaching philosophy, documentation of teaching activities, reflection and assessment of teaching activities Prepare a monthly agenda for an APPE student rotation experience

OBJ R4.1.4	(Applying) Appropriately assess effectiveness of education	Taught and Evaluated	Attend the case studies and pharmacy skills development sessions at the college and evaluate student performance Review feedback derived from assessment forms then document self-reflections in your teaching portfolio Verbally assess a students understanding of information during a topic discussion
Goal R4.2	Effectively employs appropriate preceptor roles when engaged in teaching students, pharmacy technicians or fellow health care professionals		
OBJ R4.2.1	(Analyzing) When engaged in teaching, select a preceptor role that meets learners' educational needs	Taught and Evaluated	Precept both IPPE and APPE students in various practice settings throughout the year and determine the appropriate preceptor role required to meet the needs of the learner.
OBJ R4.2.2	(Applying) Effectively employ preceptor roles, as appropriate	Taught and Evaluated	Precept both IPPE and APPE students in various practice settings throughout the year and demonstrate your ability to adjust your role as a preceptor according to the needs of the learner.

Evaluations:

	Evaluator	Evaluated	Timing
Summative Evaluation	All Preceptors	Each Resident Taking this Learning Experience	Ending and Quarterly if Needed
ASHP Preceptor Evaluation	Residents	All Preceptors of this Learning Experience	Ending and Quarterly if Needed
ASHP Learning Experience Evaluation	Residents	Learning Experience	Ending and Quarterly if Needed