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Title: Training Learners to Become Teachers through a Residency Teaching Certificate Program

Problem/Needs Assessment: The majority of pharmacists who complete the WFBH PGY1 residency program will practice in a setting that involves actively instructing learners; approximately 15-20% will take full-time or adjunct faculty positions. All residents entering the program during the past 2 years identified developing teaching and precepting skills as a goal for their residency experience. A systematic process of training residents as educators is a desirable element of a pharmacy residency program.

Program Objectives: Participants will: 1. Discuss the basic components of effective teaching, including lecture skills, small group facilitation, and precepting; 2. Gain practical experience in the application of these concepts throughout the residency year; 3. Improve constructive feedback and evaluation skills; 4. Complete a teaching portfolio; 5. Develop a teaching philosophy.

Description of Program: Approximately 6 years ago a teaching certificate program was developed for PGY1 residents at WFBH. The program is led by a committee of 5 WFBH pharmacists with extensive experience in clinical and classroom instruction. The 3 main components of the program are instructional seminars, supervised activities, and development of a teaching portfolio. Participants attend 9 instructional seminars that cover a variety of topics including writing objectives and test questions, precepting clerkship experiences, and giving and receiving feedback. Residents participate in a number of observed educational activities including delivery of accredited CE programs and formal classroom lectures, evaluating student presentations, and precepting students on clerkships. These are formally evaluated by program faculty to ensure competence. Participants compile examples of their teaching, copies of evaluations, and an essay on their teaching philosophy into a teaching portfolio. The program committee ensures adequate completion of all components prior to awarding the teaching certificate.

Evaluation/Assessment: Upon completion, participants meet with the head of the program to provide feedback. Since 2012, fifty total residents have completed the program and received certificates. Evaluations by participants have been very positive, and suggestions for improvement have been incorporated into the curriculum each subsequent year. Of the 20 most recent PGY1 resident graduates of the program who have completed their terminal residencies, 17 (85%) are practicing in an academic

medical center, 3 (15%) receive at least partial salary support from an institution of higher education, and all are involved in teaching trainees.

Conclusions and Lessons Learned: The teaching certificate program has helped graduates of the PGY1 residency program have the basic skills necessary to address the educational components of their subsequent positions. Each year the program has improved by incorporating feedback from previous participants and taking advantage of input from the education “experts” at the medical center.