INTRODUCTION

• Welcome to the Wilkes University Teaching and Learning Curriculum (TLC) Program!
• You will be participating in a discussion based series on teaching/academia in addition to having hands-on teaching experience in a variety of settings.
• Our mission is to equip you with the knowledge and ability to facilitate student learning in multiple environments effectively and confidently.

OUTCOMES

• By participating and successfully completing the TLC program, you will be trained and assessed on the following outcomes as it relates to educating student pharmacists:

<table>
<thead>
<tr>
<th>PGY1 Requirements for Pharmacy Practice and Community Residencies</th>
<th>Where OBJ taught?</th>
<th>Where OBJ experienced and assessed?</th>
<th>Responsible Group for Assessment</th>
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</thead>
</table>
| (Application) Use effective educational techniques in the design of all educational activities. **OBJ R5.1.1, OBJ R5.1.2** | Group Discussion | ➢ PT or other class  
➢ Care Lab | Wilkes Mentor |
| (Synthesis) Design an assessment strategy that appropriately measures the specified objectives for education or training and fits the learning situation. **OBJ R5.1.2, OBJ R5.1.3** | Group Discussion | ➢ PT or other class  
➢ Care Lab | Wilkes Mentor |
| (Application) Use skill in the four preceptor roles employed in practice-based teaching (direct instruction, modelling, coaching, and facilitation). **OBJ R5.1.3, OBJ R5.1.4** | Group Discussion | ➢ IPPE, APPE interactions at practice site | Preceptors @ site |
| (Application) Use skill in case-based teaching. **OBJ R5.1.4**, **OBJ R5.1.5**, **OBJ R5.1.6** | Group Discussion | ➢ PT or other class  
➢ Care Lab | Wilkes Mentor |
| (Application) Use public speaking skills to speak effectively in large and small group situations. **OBJ R5.1.5, OBJ R5.1.4(for Community), OBJ R5.1.6** | Group Discussion | ➢ PT (large) or other class  
➢ Care Lab (small)  
➢ Long Care (very small) | Wilkes Mentor |
| (Application) Use knowledge of audio-visual aids and handouts to enhance the effectiveness of communications. **OBJ R5.1.6**, **OBJ R5.1.7** | Group Discussion | ➢ PT or other class  
➢ Care Lab | Wilkes Mentor |

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$Elective PGY1 Community and Managed Care experiences along with Required PGY2 Ambulatory Care – AC, are available and offered within the program (noted as “$#” OBJ for Community, and “#” for AC)

*Not a required element of PGY1 Community Practice Objectives

DG = Discussion Groups at the University,  PT = Pharmacotherapeutics (N = 70), WF = Wilkes Faculty

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TEACHING AND LEARNING CURRICULUM CONTENT WAS DEVELOPED BY/FROM:

- Collecting information about residency teaching programs (online survey)
- McKeachie’s Teaching Tips (see reference below)
- Sylvia’s Pharmacy Education: What matters in learning and teaching. (see reference below)
- Past residents and faculty insights and ideas
- Yearly reviews and revisions of the program

TEXTS (provided)


TEXTS (suggested)


EXPECTATIONS

Of Residents/Participants:

- Communication:
  - Residents will be provided with a Wilkes University email address. All communications regarding this program will be sent to the wilkes.edu address. Participants are expected to check that email frequently. All correspondence with Wilkes University students should be done through that email as well.
  - The TLC program schedule, syllabus, and other content can be found on our online course through Desire to Learn (D2L) at live.wilkes.edu. Participants are expected to keep up to date with any announcements, changes or other communication sent in that course.

- Topic Discussion Sessions:
  - In preparation for the discussions, you are expected to come prepared by completing the assigned readings. The Sylvia et al. text uses a number of reflective exercises within the readings. You should do those exercises.
  - Your participation in discussion during meetings is expected and is vital for you to gain the most from these sessions.
  - Attendance is expected and required for successful completion of the TLC program. If you cannot make a session, you must notify (1) your RPD, (2) kimberly.metka@wilkes.edu, (3) your mentor AND (4) the facilitator for that session. In the case of an excused absence you are responsible for contacting the facilitator to make up any missed work. Multiple absences may inhibit completion of the program.

- Experiential:
  - Teaching a small-group class (Longitudinal Care) for two semesters.
  - Teach in a large classroom setting (from list of pre-selected available lectures).
  - Participate/teach in one Care lab series.
  - Student evaluation, peer-evaluations, and/or participant evaluations will be conducted in these courses or CE throughout the year.
o IPPE/APPE experiences (these are to be conducted at practice location and are to be monitored by site preceptors).

- Mentor:
  o Meet with faculty mentor at regular intervals. It is the expectation that the mentor-mentee discuss and reflect on current learning and experiences.
  o Mentor will evaluate the participant in the classroom setting.
  o Mentor will write a letter of support for your TLC completion.

- Portfolio:
  o Participants must also compile a portfolio which is to be reviewed prior to the completion of the program (see below).
  o Completion of a personalized “Teaching philosophy statement”
  o Evaluation for successful completion will include attendance and participation at all sessions, completion of classroom and experiential experiences, and submitting a completed portfolio. Successful completion will be signified by receipt of a certificate of completion from Wilkes University.

**Of Participating Residency Programs:**

- **Support** of your residents to participate in this program is key to its continued success. Support includes release time from other residency obligations, and an understanding that this TLC program will take away some time from a 40 hour work week. It also includes an agreement that this TLC program offers an experience not only to have residents grow in their teaching skills, but also to interact with other residents from area programs on a continual and collegial basis. In order for this to continue, commitments by program directors must be made to release residents to attend TLC discussions, attend classes, and travel to and from site. In addition, residents will need an ample amount of time to prepare for topic discussions before sessions (readings and assignments are part of the TLC program), prepare materials for classes (particularly care labs and large classroom lectures), and to grade materials for all courses. All of these additional activities are to be completed outside the time spent on campus, and therefore must be carved out of the schedule you make up for the residents as part of their residency program. How this can be justified and accomplished is up to you, but we suggest the following:
  o In a given year, we have estimated that our residents travel to Wilkes to teach class and/or participate in TLC program topic discussions or activities a minimum of 22 times, or a trip to Wilkes a little less than once every other week. Looking at it a different way, total classroom and topic discussion time is 64 hours in a year. Out of a 2000 hour yearly schedule (based on 50 weeks of the year x 40 hours a week), this accounts for approximately 3.2% of total time in the residency.
  o However, this calculation of classroom time does not account for resident preparation (readings and classroom preparation), grading, communication, and travel (which vary depending on the proximity sites are to Wilkes). Taking this into consideration, at a minimum, we recommend doubling the duty hours above (6.4%).
  o We estimate that from our own personal and monitored experience, residents spend 3-6 hours of outside time for each hour of scheduled class or topic discussion time. If we triple the time commitment above, it works out to ~9.6% of total residency time or 192 hours. This equates to a release time of about ½ day a week throughout the
entire residency year where the resident is grading, preparing or communicating from site work done as part of the TCP. For programs further away (E.g. Lebanon VA, Hartzell’s), this ½ day a week should be extended to account for travel.

- **We therefore recommend all programs release residents ½ day a week for the entire year.** This is 4 hours out of a 40 hour work week, and equates to 10% of your residency program time. At a very minimum, we expect ½ day of time most weeks of the year, totaling 6.4% of total residency time (plus travel for distant sites). Residents are expected to work outside of the 40 hour work week to account for additional time, which can amount to up to 20% of time based upon the 40 hour work week.

**TEACHING MENTOR**

- The goal of the Teaching Mentor is to provide the resident with direct access to a faculty member and expert in pharmacy education. The mentor has many functions, but in the most global sense, the mentor monitors resident progress in the program, provides feedback, and assists in career development.
- Each resident will be paired with a FACULTY MENTOR. Residents will be provided a list of potential mentors and their bios. The resident will rank their preference of mentors and we will attempt to make the best match possible.
- Responsibilities of the Resident:
  - Keep in touch with your mentor! We recommend a minimum once monthly contact (via phone, email or in person). Discuss with your mentor your successes and your struggles as it relates to teaching and beyond.
  - As the resident is developing their teaching material (objectives, handouts, presentations), they should be sending them to the mentor for feedback.
  - Communicate with mentor about any advice needed for classroom development materials.
  - If you are required to submit any work for one of the facilitated meetings, you should “copy” your mentor… ALWAYS.
  - **Use your mentor as a Longitudinal Care Advisor.** One of the most unique courses at Wilkes is Longitudinal Care. It is a high-touch small classroom experience, but it can be confusing especially up front. Your mentor is intimately familiar with Longitudinal Care and is a terrific resource for you. TAKE advantage of their support. If you are having some student issues in Longitudinal Care, the mentor may have some advice for you. In short, use the mentors. They are meant to help you become a better teacher along the way.
  - Respond to requests from mentor in a timely manner.
  - Seek (optional) opportunities to learn from mentor (i.e. ask to sit in on a class they teach, visit their practice, set up regular times to meet, perhaps every month, ask about role as a faculty member, seek advice on personal/professional issues, etc.).
  - Assure mentor attendance at large classroom or CE for evaluative purposes.
  - Seek recommendation letter for inclusion in teaching portfolio.
PORTFOLIO
As part of this experience, you will be required to prepare and submit a teaching/academic portfolio. This will be similar in composition to a performance based evaluation portfolio that you would submit in an academic institution. Submissions should be uploaded into D2L throughout the year, though the final deadline for this Portfolio is the last Friday in May. Sections of the portfolio will include:
1) Curriculum Vitae
2) Personal Statement on teaching and profession
   a. Pre-program
   b. Post-program
3) Teaching materials
   a. Lectures for large classroom experiences
   b. Lectures for small classroom experiences
   c. Technology presentations
   d. Others
4) Course Syllabi (E.g. Clerkship orientation booklet)
5) Scholarship
   a. Any publications, abstracts, presentations (platform or poster and local, regional, or national)
   b. Your research manuscript
6) Peer-Evaluations
   a. Evaluation of another faculty member (Fall PT course)
   b. Evaluations from faculty for Care Lab and PT
7) Student Evaluations (SRS - Student Review Surveys) and others
   a. Longitudinal Care
   b. Care Lab
   c. PT
   d. Experiential (APPE, IPPE, etc.)
8) Recommendation letter from Faculty Mentor (to be completed towards the end)
9) Chair’s report (to be completed by the chair of the Residency Committee)
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