

# Teaching and Learning Curriculum Program

### OVERVIEW and GOALS OF PROGRAM

The Shenandoah University Pharmacy Residency Teaching and Learning Curriculum Program (RTLCP) is a comprehensive yearlong program that combines both the knowledge and practice of teaching and learning to enhance the teaching skills of pharmacy residents and preceptors. Now beginning the 14th year, the program has been very successful in further developing participants' teaching skills that have been applied in varied practice settings, including academia and practice. All Shenandoah University-affiliated residencies along with distant regional residency programs are able to participate through the use of synchronous and asynchronous technology with practice experiences done onsite at the School of Pharmacy and affiliated residency programs or offsite at the distant residency sites. The program is updated yearly based on the current literature and best practices in teaching and learning and based on feedback from prior years' participants.

The goals of the RTLCP are to provide the participant with the pedagogical knowledge and best practices for teaching and learning; to gain experience in the didactic, small group, and experiential teaching settings; to develop a philosophy of teaching; and to document teaching effectiveness and progression. The Shenandoah University RTLCP will assist residents and residency preceptors in strengthening their teaching effectiveness regardless of the practice setting.

### GENERAL DESCRIPTION

The program consists of various experiences during the residency year. These experiences include:

- participation in a monthly seminar series on pedagogy topics
- reading assignments
- formal teaching experiences, including didactic presentations, small-group facilitation, and experiential teaching
- evaluations and feedback of teaching
- development of a teaching philosophy
- development of an electronic teaching portfolio

A certificate of completion will be awarded to the resident by Shenandoah University's School of Pharmacy. The program is to be completed during the residency year.

### AUDIENCE

All pharmacy residents in residency programs affiliated with Shenandoah University are eligible to participate. Other non-affiliated regional pharmacy residency programs are also eligible to participate. The program is open to both pharmacy residents and preceptors.

### SITE REQUIREMENTS

Requirements for the RTLCP include: overall RTLCP mentor for each resident (SU faculty mentor for affiliated onsite residencies, site-based mentor and distance SU faculty member for offsite residencies), content expert mentors depending on the topic and activity (SU faculty for affiliated onsite residencies, site-based mentor for offsite residencies), experiential preceptor mentor for each resident based at each site, student pharmacist assigned to the site (one student per resident), computer with a webcam, internet access, familiarity with Zoom video conferencing for synchronous chats and web conferencing, familiarity with Canvas learning management system.



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## SPECIFIC PROGRAM ELEMENTS

1. **Pedagogy Seminars** will consist of monthly pre-recorded lectures delivered asynchronously on specific teaching topics via the Canvas platform along with online synchronous live discussions (2-hour evening sessions once monthly) to further enhance understanding and application of the topics. Required topical readings will be assigned.

2. **Didactic experiences** will consist of two formal, peer-reviewed lectures (two lectures of one hour in length each or one lecture of one hour and two of 30 minutes) given by the participant during the residency year with mentoring by a content expert and/or residency program director at the participant's site. Acceptable didactic experiences include lectures, continuing education programs, in-services with one pharmacotherapy topic and the second topic as a pharmacotherapy topic or other healthcare-related topic. Other requirements for didactic experiences include: delivered to a minimum of ten people consisting of healthcare professionals and/or students; contain written, measurable learning objectives; reviewed and practiced prior to the presentation; development of a minimum of five assessment questions; written evaluation by learners and teaching mentor; video recorded for resident self-reflection.

3. **Experiential experiences** will consist of the participant serving as a student pharmacist preceptor in conjunction with a primary preceptor on record for one student rotation in the spring semester. The RTLCP participant ideally should have already completed the rotation on which they will be serving as preceptor. The rotation should be a 4-6 week rotation for a 4th year APPE rotation student or equivalent IPPE experience. The participant should develop the following in conjunction with the primary preceptor on record: syllabus of experiential experience, rotation calendar and list of student activities as required by the pharmacy school (to include regular topic discussions), evaluations of the student pharmacist, evaluation from preceptor on record, self-evaluation.

4. **Small group facilitation** experiences will consist of 3 hours of experiences which could be divided into three 1-hour or six 30-minute small group meetings or two 1-hour (or four 30-minute small group meetings) and 1 hour of other (could include student course grading activity or other agreed upon activity). At least 2 different topics must be covered throughout all the sessions. Generally, each small group must have a minimum of five participants and consist of healthcare professionals, pharmacy students, or patients. Examples of small group facilitation experiences include: patient case review, journal article review, disease state review, patient education class, or other topic review. Guided questions to facilitate discussion with the group and feedback should be documented. Evaluations of all experiences should be documented.

5. A **Teaching Philosophy** should be developed by the RTLCP participant throughout the year and periodically revised with mentoring from Shenandoah University faculty. This self-reflective document of the participant's concept and approach that underlies their teaching will become a part of the teaching portfolio upon completion of the RTLCP.