LEARN TO TEACH IN PRACTICE

A Curriculum for the Clinician Educator

A pathway to explore, describe, apply, analyze and reflect on the role of the pharmacist as a clinician-educator in all aspects within the pharmacy profession.

Full CPE Information

Module 1 - Introduction to Pharmacists as Clinician Educators - 2 Hours
- Setting the stage for pharmacists as educators
- Stages of learning

Lindsay E. Davis, Pharm.D., BCPS
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0107-0000-18-218-H04-P   0.02 CEU/2.0 hrs

This continuing pharmacy education activity will provide foundational information for pharmacists participating in CEI's "Learn to Teach in Practice: A Curriculum for the Clinician Educator." This two-webinar module will describe the program's purpose and structure, a brief introduction to the history of teaching and learning curricula in post-graduate pharmacy education, the role of pharmacists as "Clinician Educators" and pharmacy leaders, and describe what it means "to learn" which will facilitate a discussion on the unique features of adult learners.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Describe the role of the pharmacist as a Clinician Educator
2. Compare & contrast educational outcomes related to teaching and learning for Doctor of Pharmacy and residency training programs
3. Summarize the history of teaching & learning curricula in post-graduate pharmacy education
4. Describe the roles of teaching, scholarship, service and philosophy of teaching statements for Clinician Educators with academic appointments
5. Evaluate the role of pharmacists as leaders
6. Describe adult learning theory and andragogy.
7. Compare and contrast andragogy and pedagogy.
8. Describe stages of learning experienced by adult learners
9. List characteristics of adult learning styles

Module 2 - Designing a Learning Experience - 3 Hours
- Introduction to Gagne's nine events of instruction
- Designing and aligning content
- Providing content

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0107-0000-18-219-H04-P   0.03 CEU/3.0 hrs

This continuing education activity will provide an overview of designing a learning experience. We will review Gagne's Nine Events of Instruction, how to develop and align learning objectives, and develop a method for delivering content.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Describe the information processing model
2. Describe the importance of instructional alignment
3. Describe the purposes of a learning objective
4. Describe the purpose of assessment
5. Compare and contrast a lecture based classroom to an active learning classroom
6. List methods to incorporate technology into the classroom
7. Identify different levels of learning throughout the curriculum including experiential education
8. Differentiate between classroom, simulated, and experiential learning

Module 3 - Feedback & Assessment - 3 Hours
Providing Feedback
- Methods of formative feedback
- Formative feedback pearls

Assessing Learning
- Assessment of learning
- Developing test questions
- Reaching the summit of Mount Success: Pearls for summative evaluation

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0107-0000-18-220-H04-P   0.03 CEU/3.0 hrs

The third module of the Learn to Teach in Practice: A Curriculum for the Clinician Educator provides pharmacist participants the opportunity to explore the provision of feedback and role of evaluation and assessment in didactic and experiential training as well as continuing

education programming. Recommendations for providing formative and summative feedback will be discussed and assessment strategies such as test writing will be described.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Describe the information processing model
2. Describe the importance of instructional alignment
3. Describe the purposes of a learning objective
4. Describe the purpose of assessment
5. Compare and contrast a lecture based classroom to an active learning classroom
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Module 4 - Enhancing Critical Thinking - 3.5 Hours

Methods To Enhance Critical Thinking In Teaching
  • Definition and Role of Critical Thinking
  • Deliberate practice
  • Active learning strategies in and out of the classroom
  • Socratic questioning
  • Five-Step Microskills Method

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0107-0000-18-221-H04-P   0.035 CEU/3.5 hrs

The fourth module of the Learn to Teach in Practice: A Curriculum for the Clinician Educator provides pharmacist participants the opportunity to explore critical thinking in terms of its definition and application in learning across multiple educational spectrums including self-study, didactic and experiential training, and in the delivery of continuing professional development programming. A structure for facilitating purposeful inclusion of critical thinking in teaching (Deliberate Practice), and active learning strategies both in and out of the classroom will be explored including the Socratic and Five-Step Microskills Method.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Define the concept of critical thinking
2. Define the role of critical thinking in pharmacy education
3. Describe how deliberate practice can be used as a

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structure to facilitate critical thinking in pharmacist training
4. Describe the concept of active learning and summarize why it is important
5. Recall what you should consider when selecting an active learning strategy to incorporate into your teaching practice
6. Compare at least three active learning strategies that you can adopt and apply to your teaching practice
7. Discuss barriers to active learning in your practice and identify ways you can overcome them
8. Describe the philosophy of the Socratic Method in teaching and learning
9. Discuss how utilization of this teaching technique can impact critical thinking (and clinical reasoning) of both teacher and learner
10. Evaluate a teacher/learner interaction that models the Socratic Method
11. Define clinical reasoning and common challenges to assessing it in a practice environment
12. Describe the Five-Step Microskills Model of clinical teaching

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Module 5 - The Role of the Preceptor - 3.5 Hours

Designing an experiential rotation:
  • The Role of the Preceptor: Four Defining Roles
  • Setting the stage
  • Instructional alignment
  • Role of feedback
  • Creating a syllabus
  • Precepting challenges

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0107-0000-18-222-H04-P   0.035 CEU/3.5 hrs

This module will provide some practical tips for both new and experienced preceptors alike. Participants will be provided with ample ideas to help them develop and refine an experiential learning rotation. Participants will be able to understand their roles as a preceptor, how to structure and communicate the intent of the rotation, how to provide formative feedback, and how to handle potential learner challenges.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Employ the four preceptor roles (direct instruction, modeling, coaching, facilitating) during experiential learning rotations
2. Discuss various strategies to plan for a successful experiential learning rotation, such as pre-rotation

communication, orientation, syllabus, schedule
3. Apply the didactic (classroom) concept of instructional alignment to an experiential learning rotation
4. Describe characteristics of effective feedback
5. Identify the benefits of feedback to learners and preceptors
6. Develop a syllabus for an experiential rotation
7. List helpful components to include in orientation for an experiential rotation
8. Identify root causes of common preceptor challenges
9. Discuss strategies for dealing with knowledge, professionalism, and self-awareness deficits
10. Apply strategies to deal with identified preceptor challenges
11. Identify other scenarios in which additional support from the college is necessary.

Module 6 - Research & Quality Assessment - 2 Hours
• Practice-based research
• Biostatistics for the clinician educator

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0107-0000-18-223-H04-P   0.02 CEU/2.0 hrs

This session will describe strategies for conducting successful practice-based research. Topics will range from generating a novel research question to study design and protocol development.

Upon successful completion of this application-based CPE activity, participants should be able to:
1. Define practice-based research
2. Describe strategies for generating a research question
3. Explain the necessary steps to critique a research idea
4. Describe each component of the research plan
5. Compare and contrast the different experimental designs used in practice-based research
6. Develop a research protocol
7. Compare and contrast the different types of data encountered in practice-based research
8. List the requirements for use of various statistical tests
9. Choose the most appropriate statistical test for a given research-based scenario

CPE INFORMATION:

CEI is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Initial Release Date: 8/8/2018
Expiration Date: 8/8/2021

Participate in the webinars and then logon to the CEI website to complete the exam* and evaluation located in your online portfolio. Once successfully completed, click on Submit CPE. You can access your CPE statement of credit at www.MyCPEMonitor. net. Participants will view the presentation on their screen while listening to audio through computer speakers; telephone access also available if needed.

*CEI provides you with two (2) opportunities to complete the exam. If there are two failed attempts, the participant will not receive CPE credit.

Financial Support: There was no financial support provided for this activity.

Cost:
On-Demand Webinars
Individual -$225
Group - $200

Advanced Teaching Certificate
*Includes On-Demand Webinars + Certificate
Individual - $325
Group - $300

Mentor Training
*Includes On-Demand Webinars + Certificate + Mentor-led training
Individual - $500
Group - $500

If you are interested in becoming a mentor or group pricing, email CEI at team@ceimpact.com.