Teaching and Learning Curriculum Program
2024-25

The Shenandoah University School of Pharmacy Teaching and Learning Curriculum Program (TLCP) is a comprehensive yearlong program that combines both the knowledge and practice of teaching and learning to enhance the teaching skills of pharmacy postgraduate learners. Now beginning the 18th year, the program has been very successful in further developing learners' teaching skills that have been applied in varied practice settings, including academia and practice. All Shenandoah University-affiliated postgraduate programs along with other non-affiliated postgraduate programs are eligible to participate using synchronous and asynchronous technology and practice experiences done onsite at the School of Pharmacy or offsite at the various postgraduate sites.

The program is updated yearly based on current literature and best practices in teaching and learning and based on feedback from prior years' participants. The program is user-friendly to best accommodate the demands of a busy postgraduate training year with front-loading foundational pedagogy topics to better coincide with the practical teaching requirements of the program. Also, all learners will be assigned a School of Pharmacy faculty mentor who will meet with their assigned learners at least twice a year to provide guidance and mentoring on best teaching practices and overall requirements of the program.

Program Goals

The goals of the TLCP are to provide the learner 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 TLCP will assist learners in enhancing their teaching effectiveness regardless of the practice setting.

Specific Program Elements

1. **Pedagogy Seminars** will consist of front-loaded, foundational pedagogy seminars in the beginning of the TLCP year with approximately 6 hours of recorded content and approximately 2 hours of reflective activities (quizzes/discussion boards/cases) to further reinforce competencies. Foundational pedagogy topics include: program overview, teaching philosophy development, teaching e-Portfolio development, didactic teaching (to include small group facilitations, developing a professional presentation, teaching effectiveness and tailoring a presentation to the audience, active learning strategies), experiential education (including giving student feedback and dealing with student challenges).   These foundational pedagogy seminars should be completed in the first month of the program before the first live pedagogy discussion on August 27. Live, interactive **pedagogy discussions** will be delivered synchronously over Zoom on August 27, November 26, February 25, May 27 at 6P to expand upon and further apply pre-

recorded pedagogy topics and materials. These pedagogy topics may include but are not limited to: understanding and engaging learners, writing learning objectives and assessments, course design and syllabus construction, self-assessment/continuous professional development/quality improvement in teaching and learning, inclusivity in teaching, generational learning, work-life balance and preventing burnout, career planning/academic life/creating an education and scholarly plan.

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 learner during the year with mentoring by a content expert and mentor at the learner'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 self-reflection.

3. **Experiential experiences** will consist of the learner serving as a student pharmacist preceptor in conjunction with a primary preceptor on record for one student rotation ideally in the spring semester. The TLCP learner 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 learner 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 and student pharmacist, 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 TLCP learner throughout the year and periodically revised with mentoring from the Shenandoah University School of Pharmacy faculty mentor. This self-reflective document of the participant's philosophy and approach that informs their teaching will become a part of the teaching portfolio upon completion of the TLCP.

6. A **Teaching Portfolio** will be maintained throughout and completed at the conclusion of the TLCP by the learner as a compilation and documentation of all teaching experiences and development of a teaching philosophy. The teaching portfolio will be kept electronically in a standardized format.

Mentors

An SU TLCP faculty mentor will also be assigned to each resident for questions that may occur throughout the year and will also meet with the resident about their teaching at least twice during the year. The SU School of Pharmacy mentor will also review the resident's teaching philosophy and E-portfolio and give feedback. A program mentor* at the home institution should also be identified for the overall TLCP and additional content experts (for individual components of the program to further assist the residents in their teaching at their residency sites). (*Note: For local affiliated residency programs, the program mentor at the home institution may be the SU SOP TLCP faculty mentor).

Eligible Participants

All pharmacy postgraduate learners in local postgraduate programs affiliated with Shenandoah University are eligible to participate. Other postgraduate learners from non-affiliated pharmacy postgraduate programs are also eligible to participate as well as preceptors.

Requirements for Participation

Computer with a webcam, strong internet access, familiarity with Zoom video conferencing for synchronous chats and web conferencing, familiarity with Canvas learning management system, on-site mentor, site preceptor on record, APPE student at site, availability of lecturing and small group facilitation opportunities.

Successful Completion of the TLCP

Learners who successfully complete all requirements and submit a completed electronic portfolio approved by the Shenandoah University School of Pharmacy mentor will receive a certificate of completion of the program. Extensions of the program will be considered on an individual basis.

Cost

The cost of the Shenandoah University TLCP is $200 per learner for non-Shenandoah University-affiliated postgraduate programs, although fees may be discounted in conjunction with Shenandoah University School of Pharmacy Experiential Education Department, and no cost to local Shenandoah University-affiliated postgraduate programs. Fees will be processed, and sites billed by Shenandoah University towards the completion of the program.

Additional Information

Additional information about the Shenandoah University School of Pharmacy TLCP can be obtained by contacting: Mark Johnson, Pharm.D., BCPS mjohnson@su.edu or 540-533-6250.