



*College of Pharmacy
and Health Sciences*

TEACHING AND LEARNING CURRICULUM

2023-2024

PROGRAM OVERVIEW

The Sullivan University College of Pharmacy and Health Sciences (SU COPHS) Teaching and Learning Curriculum was created to provide an opportunity for pharmacy professionals to expand and refine their teaching skills. Our program is designed to meet the diverse needs of pharmacists teaching students, residents, other healthcare professionals, peers, and patients in both the experiential and didactic settings. Participants in our program will attend an educational seminar focusing on skills that are applicable to a wide variety of pharmacy settings. There will also be additional (a la carte) seminars for further didactic and experiential instruction. Participants will receive individualized mentoring and will experience a variety of teaching opportunities to apply knowledge and skills gained during the educational seminars. Teaching experiences and growth in teaching skills will be documented in the participant's teaching portfolio. Upon successful completion of the program, the participant will receive a record of completion.

Oversight of the Sullivan University College of Pharmacy and Health Sciences Teaching and Learning Curriculum will be provided by:

Kimberly Elder, PharmD, BCPS

Associate Professor, Pharmacy Practice Department

Teaching and Learning Curriculum Coordinator

Sullivan University College of Pharmacy and Health Sciences

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PROGRAM GOALS¹

- Develop a basic knowledge of teaching and increase confidence and experience through a variety of teaching opportunities
- Develop of a narrative description of the participant's concept of teaching that guides the participant's teaching efforts and is included in a teaching portfolio that captures all teaching activities
- Receive guidance from a teaching mentor to coach and provide feedback to the participant in the preparation, delivery, and assessment of the teaching experiences
- Actively participate in pedagogy seminars that provide baseline knowledge to prepare the participant for teaching experiences and discuss the roles and responsibilities of faculty and preceptors
- Participate in the delivery of several different teaching experiences to various audiences, including group facilitation, didactic presentations, experiential education, and case-based teaching

TEACHING MENTOR

Participants will be assigned a mentor from a list of predetermined teaching mentors. The program participant is expected to meet with their Teaching Mentor **on a quarterly basis** and as needed to discuss teaching experiences.

The teaching mentor will assume the following roles¹:

- Provide guidance in developing the participant's teaching portfolio and review the teaching portfolio and program competency check list for meeting the program's goals at least once per quarter with the participant.
- Provide guidance for teaching experiences, including meeting with the participant before participant teaching experiences to provide feedback in preparation for activities, attending teaching experiences, and meeting with the participant after experiences to provide formal verbal and/or written evaluation.
- Review the participant's teaching evaluations from all teaching experiences to provide an assessment of his or her teaching skills and longitudinal performance.
- Provide direction to the participant for co-precepting/precepting experiences.
- Provide verbal and written evaluation of the participant's teaching performances, capabilities, and growth quarterly through the year (via Pharmacademic or direct communication with the participant and the program director, teaching and learning preceptor, or other appropriate personnel).

PROGRAM PARTICIPANTS

Program participants may include residents, preceptors, and other personnel. All participants must be approved by the Teaching and Learning Curriculum Coordinator.

PROGRAM REQUIREMENTS

- Seminar Attendance and Participation
- Teaching Experience
- Book Club Pearl Presentation
- Teaching Philosophy (Draft and Final)
- Teaching Portfolio (Draft and Final)
- Competency Checklist (Provided in Appendix F)

Seminar

Each participant is *required* to attend the Teaching Seminar. This seminar is scheduled for **Friday, July 14, 2023** and will be held live in Auditorium B at Sullivan University College of Pharmacy and Health Sciences. Learning objectives will be provided by seminar speakers.

TEACHING SEMINAR SCHEDULE

Time	Topic	Speaker
8:00 – 9:00 AM	Welcome and Program Overview	Dr. Kim Elder
9:00 AM-12:00 PM	Teaching 101	Dr. Lourdes Cross, Dr. Sarah Raake, Mr. Ben Stephens, Dr. Terri Tinnell
12:00 – 12:50 PM	Lunch	Mentors
1:00 – 2:30 PM	Precepting 1.0	Dr. Vinh Nguyen, Dr. Scott Hayes
2:30-3:30 PM	Teaching Philosophy, Teaching Portfolio	Dr. Kim Elder

A la Carte Teaching Seminars

Participants should view at least **four** of the sessions from the A la Carte Teaching Seminars. At least **2** sessions must be attended live at SU COPHS. Please RSVP for these live sessions via acceptance of the Outlook meeting request. The remaining 2 sessions may be attended via Panopto video viewing, along with a brief written reflection of at least 2 takeaway points from the session that should be emailed to Kim Elder (kelder@sullivan.edu). All sessions/reflections must be complete by 3/31/24. **Learning objectives will be provided by seminar speakers.**

A LA CARTE TEACHING SEMINAR SCHEDULE: Live Sessions

Date/Time/Location	Topics	Speakers
Tuesday, 9/12/23 4:00-5:00 PM SU COPHS	Technology in the Classroom	Mr. Ben Stephens
Monday, 10/16/23 4:00-5:00 PM SU COPHS	Precepting 2.0 (Individualizing rotation, precepting residents versus students, layered learning, creation of a rotation syllabus)	Dr. Vinh Nguyen
Thursday, 11/2/23 4:00-5:00 PM SU COPHS	Helping the Struggling Student in the Didactic Setting	Dr. Dale English
Wednesday, 1/10/24 4:00-5:00 PM SU COPHS	Precepting 3.0 (facilitating journal clubs, CV review, evaluating residency candidates, writing LoR)	Dr. Kim Elder, Dr. Emily Frederick?
Thursday, 2/8/24 4:00-5:00 PM SU COPHS	Student Teacher Relationships Panel Discussion	Panel members
Wednesday, 3/20/24 4:00-5:00 PM SU COPHS	Teaching 201	Dr. Sarah Raake, Dr. Terri Tinnell

A LA CARTE TEACHING SEMINAR SCHEDULE: Recorded Sessions

Topics	Speakers
Art of Article Review	Dr. Daniel Malcom
Statistics Review	Dr. Emily Frederick
Time Management	Dr. Kim Elder

Teaching Experiences

Participants must complete the following teaching components at a minimum:

- Provide two hours of didactic lectures (all participants will be assigned a minimum of 1 hour at SU COPHS; additional opportunities at SU COPHS may be available)
 - Each didactic lecture must include the development of the following items:
 - Learning objectives
 - Appropriate delivery method (slides, handout etc.)
 - At least one form of active learning
 - An appropriate assessment strategy
 - Other items/requirements as directed by the course faculty/coordinator
 - The experience must be evaluated by the TLC participant (self-assessment), faculty mentor (or other designee if lecture not at SU COPHS), and faculty providing oversight for course with the form provided in Appendix A
 - The lecture must also be evaluated by students/audience members with the form provided in Appendix C. The Teaching and Learning Curriculum administrative assistant will email participants a link to an electronic version of Appendix C that should be embedded into their lecture materials for students to fill out after the lecture. This link will be sent at the beginning of the quarter in which the participant's SU COPHS lecture occurs (October for Fall quarter, January for Winter quarter, April for Spring quarter).
 - Failure to include all types of evaluations (self, mentor, student/audience) may result in a meeting with the program coordinator.
 - Didactic lectures not occurring at SU COPHS could include continuing education lecture, presentation at Grand Rounds, presentation at local, state and/or national pharmacy meeting, etc.
- Group Teaching/Facilitation: this type of teaching typically involves leading a group of 2 or more learners through interactive, discussion-based sessions (participants must complete a minimum of one experience below)
 - Serve as a facilitator for one quarter (ten weeks) of SU COPHS lab experience. See Appendix B for associated evaluation form.

OR

- Provide documentation of a minimum of 10 hours of group facilitation/teaching at their site (all must be verified by a site designee). Additional hours may be accrued through experiences on site at SU COPHS on a case-by-case basis.
 - Must include student/preceptor/self-evaluations using Appendix B or equivalent for at least 2 separate group facilitation activities
 - Examples: patient case presentations, journal club presentations, pharmacy/nursing/physician in-services, IPPE/APPE student topic discussions, P&T presentation, etc.
- Book Club Pearl Presentation:
 - In August, participants will choose one book to read over the course of the following six months. Books include:
 - [Make it Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel](#)
 - [How Learning Works: 7 Research-Based Principles for Smart Teaching by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman](#)
 - [Small Teaching: Everyday Lessons from the Science of Learning by James M. Lang](#)
 - In March, participants will choose one technique from the book they have read and an article illustrating the use of that technique (healthcare education literature preferred) and sign-up to present to fellow TLC participants. Topics MUST be approved by the TLC mentor.
 - Participants will then develop and present a 10-minute presentation to present on May 8, 2024 from 3-5 PM. Presentations must include active learning. All participants will attend and evaluate peers on this session. Evaluations will be based on Appendix A. Additional information to be provided on session closer to the May date.
- Participate in major student skills assessments (patient counseling, patient case work-up & presentation, skills check-off, presentation evaluation, etc.)
 - Resident participants must participate in a minimum of 1
 - Non-resident participants may optionally participate
- Precept/Co-precept 2 IPPE/APPE students during the year

- Must show learner evaluations completed about the Teaching and Learning Curriculum participant (see Appendix D for associated evaluation form, or use school evaluations for preceptor participants)
- Participate in the design/update of one course syllabus, IPPE/APPE syllabus, or residency syllabus
- Attend at least 2 committee, faculty, clinical, or staff meetings during the year

Teaching Philosophy

Participants must write a teaching philosophy. All participants must submit an initial draft teaching philosophy to their teaching mentor by **September 29, 2023**. Each program participant is recommended to reassess their teaching philosophy and teaching growth during their quarterly mentor meetings. The final teaching philosophy should be included in the participant's teaching portfolio.

Teaching Portfolio

At the end of the program, each participant must submit a teaching portfolio to their teaching mentor to verify completion of the portfolio. Items to be included in the portfolio are:

- Table of Contents
- Teaching philosophy
- Curriculum Vitae
- Examples of teaching and precepting work (including handouts, learning objectives, and examination questions)
- Teaching/Precepting evaluations (including self-assessment, Chair, course coordinator, or supervisor assessment, peer evaluation)
- Teaching/Precepting Narrative (include brief summary of how all teaching activities relate back to the principles in the teaching philosophy, areas for growth, etc.)
- Completed Competency Checklist
- Optional: Other items related to teaching/precepting (i.e. Educational stewardship committee, scholarship of teaching, awards or other recognitions, thank you notes)

The teaching portfolio will be reviewed for the following:

- Completeness of all required materials

- Clear, consistent, and concise formatting to program requirements
- Quality of materials used in teaching
- Inclusion of reflective statements for personal improvement
- Growth in teaching, as documented in evaluations

All participants must submit an initial draft teaching portfolio to their teaching mentor by **March 29, 2024**. Each program participant is recommended to reassess their teaching portfolio and teaching growth during their quarterly mentor meetings. Appendix E provides detail of how the teaching portfolio will be assessed.

The final teaching portfolio should be submitted to their teaching mentor by May 17, 2024 and to their residency program director (if applicable) by June 15, 2024.

Competency Checklist

Please see Appendix F for the Teaching and Learning Curriculum Competency Checklist that must be reviewed with your teaching mentor quarterly. Completed competency checklists must be included the final teaching portfolio submission.

PROGRAM COMPLETION

Upon satisfactory completion of all components of the program as determined by the Teaching Mentor, Residency Program Director and Residency Committee, the participant will receive a record of completion at the end of the year.

MISCELLANEOUS TIPS

Timelines

Participants should send all teaching materials (lecture notes, handouts, exam questions, etc.) to their teaching mentor **2 weeks** prior to the deadline provided by the course coordinator/faculty providing oversight to course to allow ample time for feedback. The teaching mentor should send feedback to the participant **1 week** prior to the deadline provided by the course coordinator/faculty providing oversight to course to allow ample time for the participant to make updates and submit final materials.

Communication

It is Teaching and Learning Curriculum participant's responsibility to communicate all teaching activities, deadlines, etc. to their teaching mentor, program director, preceptors, and anyone else who may benefit from knowing these dates. **Please reach out early and often to ensure the appropriate people are aware of all lecture dates and other important items.** Additionally, due to firewalls/other technology issues that occasionally occur between sites,

please practice common courtesy of acknowledging emails **within 3 business days** of receipt, along with a plan for next actions as they relate to the communication.

Plagiarism

Please remember to use appropriate AMA citations for all teaching materials. The SU COPHS AMA citation guide can be accessed at the following website: <https://libguides.sullivan.edu/AMA>. Also, make sure to respect any copyright rules. Participants with plagiarism issues will be asked to correct any infractions prior to delivering materials to students, and the residency program will be notified. Residency programs may have more stringent policies regarding plagiarism.

REFERENCES

1. Havrda DE, Engle JP, Anderson KC, Ray SM, Haines SL, et al. ACCP White Paper: guidelines for resident teaching experiences. *Pharmacotherapy* 2013;33(7):e147-161.
2. Engle JP, Erstad BL, Anderson DC, Bucklin MH, Chan A, et al. ACCP Commentary: minimum qualifications for clinical pharmacy practice faculty. *Pharmacotherapy* 2014;34(5):e38-44.
3. Aistrophe DS, Attridge RT, Bickely AR, Browne MR, Hall AD, et al. ACCP Commentary: strategies for developing pharmacy residents as educators. *Pharmacotherapy* 2011;31:e65-70.
4. Gonzalvo JD, Ramsey DC, Heck Sheehan A, Sprung TL. Redesign of a statewide Teaching and Learning Curriculum program for pharmacy residents. *Am J Pharm Educ.* 2013; 77 (4).
5. Nappi JM. An Academician Preparation Program for Pharmacy Residents. *Am J Pharm Educ.* 2013; 77 (5).
6. Required and Elective Educational Outcomes, Goals, Objectives, and Instructional Objectives for Postgraduate Year One (PGY1) Pharmacy Residency Programs, 2nd ed. – effective July 2008. Available from www.ashp.org/menu/Accreditation/ResidencyAccreditation.aspx. Accessed April 12, 2014.

Sullivan University College of Pharmacy & Health Sciences Classroom Observation Evaluation

Instructor: _____

Date: _____

Evaluator: _____

Course: _____

Number of learners: _____

Instructional Techniques Used:
☐ Lecture ☐ Small group activities ☐ Audio/visual ☐ Class discussion ☐ Interactive activity ☐ Other: _____

Planning & preparation		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Goals & Objectives	<ul style="list-style-type: none"> – Clearly communicated – Measurable – At appropriate level of learning – Instructional material and activities support class, course, & programmatic outcomes (I.e. appropriate triangulation) – Links to and supplements other courses (where appropriate) (i.e. appropriate scaffolding) 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Instructional Design	<ul style="list-style-type: none"> – Instructional material presented in logical, learner-centric manner – Instructional material aligns with goals & objectives – Instructional material provides opportunity for learner engagement (ex. guided notes, outlines, etc.) – Provides appropriate amount of instructional material based on audience – Exhibits mastery of teaching skills and strategies 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Content Mastery	<ul style="list-style-type: none"> – Expresses mastery of subject matter – Develops content appropriate for level of learner 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						

Instruction/Delivery		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Activities & material	<ul style="list-style-type: none"> Facilitates delivery of planned activity(ies) Appropriate debrief on activity(ies) Provides context for material and activity(ies) 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Presentation & delivery	<ul style="list-style-type: none"> Articulate, uses appropriate vocabulary Confident demeanor while maintaining approachability Enthusiasm, speaking expressively, or emphatically Free from distracting movements or phrases Extemporaneous delivery, does not read from slides Provides ample opportunities for learner engagement Makes topic interesting and provides clear explanations using appropriate method 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Use of class time	<ul style="list-style-type: none"> Class started and ended appropriately in regard to time and content Appropriate pace of instruction Appropriate allocation of time for instruction and active elements Appropriate break(s) provided 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Classroom Environment	<ul style="list-style-type: none"> Promotes professional learning environment through appropriate classroom management Creates an environment conducive to learning, monitoring discussion, and student activities Listened, positively restated, and responded to learner questions and/or comments Promotes positive rapport and mutual respect 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						
Instructional Technologies	<ul style="list-style-type: none"> Lecture capture system utilized (as appropriate) Appropriately utilizes audio capture technologies Instructional technologies used appropriately and effectively (Learning management system, audience response systems, videos, etc.) 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						

Full-Circle Review (Chair/coordinator use only)		Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Assessment Items	<ul style="list-style-type: none"> – Items were at appropriate level (knowledge, practice, mastery) – Items were representative of objective content and level – Items follow assessment item best practices – Psychometric analysis supports intent of instruction & assessment – Appropriate mapping of all items 	5	4	3	2	1
Comments (Strengths & Opportunities for Improvements)						

Overall Classroom Observation Evaluation:

Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)
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Summary Comments:

Evaluator's Signature: _____

Date: _____

Instructor's Signature: _____

Date: _____

Group Facilitation Rubric

Presenter: _____

Evaluator: _____

Class: _____

Lecture/Presentation: _____

Date: _____

Skill	Exceeds Expectations	Meets Expectations	Needs Improvement	Comments
Preparing Adequately	Meets expectations AND brings in outside references, discusses with other faculty, composes materials beforehand, posts materials for students, considers strategies for stimulation deeper discussion beyond what is written.	Has read and reflected on the materials before coming to class. Additional strategies besides lesson plan are not utilized. Can discuss the key points of the learning activity fluently.	Has limited familiarity with the material and activities prior to class. Facilitation and class do not run fluidly. Continuously need to look back at materials.	
Establishing Rapport	Meets expectations AND is available for further consultation outside of class.	Shows enthusiasm in running the session and working with the group.	Does not make an effort to know group. Lack of enthusiasm towards facilitating group work (nonverbal/verbal interactions).	
Creating a Supportive and Adaptable Environment	<p>Positive encouragement, helps to resolve group conflicts, clarifies all expectations, accepts and/or builds upon a student's ideas, and avoids embarrassing students.</p> <p>Adaptable to changes in schedules, technology issues, flexible in changes to activities, etc. Class flows with changes.</p>	<p>Helps to manage group conflicts, clarifies most expectations, positively encourages students, listens to students' ideas, avoid embarrassing students.</p> <p>Adaptable to minor changes in schedule, issues with technology, and some flexibility to changes in activity. Class flows with minor issues due to changes.</p>	<p>Failure to clarify expectations, issues with resolving conflicts within a group, failure to accept student ideas.</p> <p>Failure to adapt to issues in schedule, technology, and inflexible with changes in class.</p>	

Setting Up the Activity	Reviews the learning activity, objectives, asks for group feedback in creating new goals or activities. Activity runs in a timely fashion. Encourages groups to complete activity in a meaningful and timely fashion.	Reviews the goals and planned activity with the group. Leads the activity so that it is done in a timely manner.	Discusses goals and expectations in a confusing manner. Failure to adequately explain the learning activity to the group.	
Managing and Eliciting Discussion	Meets expectations AND engages all or most group members in the discussion. Explores important points beyond the activity and recognizes "teachable moments."	Allows group to lead discussion, emphasizes key points, guides group back to discussion if they go off topic. Intervenes only to ask follow up questions.	Provides answers without engaging the group members in discussion. Allows group to stay off topic.	
Establishing the Relevance	Meets expectations AND offers suggestions/feedback/examples to ensure relevance of the topics.	Asks the group to relate the topic back to importance and applicability to pharmacy and other courses.	Does not address how the session topic is relevant to pharmacy.	
Promoting Professionalism and Teamwork	Addresses unprofessionalism and the importance of teamwork. Establishes baseline expectations of professionalism and teamwork. Formally gives feedback to group on professionalism and teamwork.	Only addresses the group if basic professionalism and teamwork rules are being broken.	Does not attempt to prevent or alleviate unprofessional or individual behavior. This includes disrespectful group members, students on their phone/not actively participating in the discussion, and students "goofing off"	

Overall Evaluation:

_____ Strong _____ Competent _____ Marginal _____ Unsatisfactory

Additional Comments/Summary Evaluation:

Evaluator's Signature: _____

Date: _____

Instructor's Signature: _____

Date: _____

Appendix C

Student Didactic Evaluation of Teaching and Learning Curriculum Participant

Instructor's Name: _____ Course: _____

Topic: _____ Date: _____

1. Instructor was knowledgeable about the content taught.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
2. Instructor's communication was clear and effective.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
3. Instructor engaged the class.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
4. Instructor was well prepared and organized
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
5. Instructor's learning tools were helpful (example: PowerPoints, modules, visual aids, Blackboard materials, etc.).
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
6. Instructor effectively used active learning techniques (examples: cases, team-based learning, think-pair-share, debate, game, guided note, muddiest point, turning point, etc.) during class to apply concepts being taught.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree

7. Instructor was available to answer my questions.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
8. Instructor modeled professionalism in the classroom.
 - a. Strongly Disagree
 - b. Disagree
 - c. Agree
 - d. Strongly Agree
9. Overall, I would rate the instructor as a highly effective teacher. (1=very low, 2=low, 3=adequate, 4=high)
 - a. 1
 - b. 2
 - c. 3
 - d. 4
10. List any strengths of the instructor.
11. List ways the instructor could have improved your learning experience.

Student Experiential Assessment/Evaluation of Resident

Please complete the following assessment and provide feedback based on your resident's teaching/precepting skills during your IPPE/APPE rotation.

	Never	Sometimes	Frequently	Always
1. The resident was available when I needed him/her for assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The resident displayed enthusiasm for teaching and precepting me as a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The resident did an adequate job of explaining and clarifying information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The resident encouraged me to contribute and ask questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The resident was an excellent pharmacy practice role model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The resident provided constructive criticism/feedback when appropriate to help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The resident encouraged me to solve problems and make professional decisions with supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The resident showed respect towards different viewpoints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The resident's expectations of me were fair during my rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The resident interacted and communicated well with the preceptor during my IPPE/APPE rotation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rate the resident's overall teaching and precepting skills based on your experience during your IPPE/APPE rotation.

Unsatisfactory	Inconsistent	Effective	Highly Effective	Exceptional
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list areas of strength for the resident (at *least* one):

Please list areas for improvement of the resident (at *least* one):

Additional Comments:

Appendix E: Teaching Portfolio Checklist and Rubric

Teaching Portfolio Checklist

(To Be Completed by Teaching Mentor)

Mentee: _____

Mentor: _____

Draft #: _____

Date: _____

Contents

Completed

Table of Contents

☐

Teaching Philosophy

☐

Curriculum Vitae

☐

Evidence of Teaching/Precepting

☐

Evaluations

☐

- Student
- Self
- Peer

Teaching/Precepting Narrative

☐

Other Materials (if applicable)

☐

Completed Competency Checklist

☐

Additional Comments:

Teaching Portfolio Rubric

(To Be Completed by Teaching Mentor)

Mentee: _____

Mentor: _____

Component	Exceeds Expectations	Meets Expectations	Needs Improvement or Absent	Comments
Organization/Structure <ul style="list-style-type: none"> Sections of Portfolio 	Documents are organized into well-defined sections with visual cues (Table of Contents, Section Tabs, etc.).	Documents are generally organized into sections and visual cues are acceptable.	Inconsistent organization, sections or visual cues are unclear or not available.	
Teaching Philosophy <ul style="list-style-type: none"> Demonstration of Various Elements of Teaching Portfolio 	Teaching philosophy acts as a central theme that is carried throughout rest of portfolio elements.	Teaching philosophy is generally connected to the rest of the portfolio (connection is weak or not obvious at times).	Teaching philosophy unrelated to the rest of the portfolio.	
Lecture/Activity Design <ul style="list-style-type: none"> Goals and Objectives Relevance to Course Topic/Course Level/Student Population 	<p>Objectives and designs are representative of various learner populations and topics.</p> <p>Connects materials to teaching philosophy and learning goals.</p>	<p>Objectives and designs are similar and represent a few subsets of learner populations and topics.</p> <p>Partially developed connection between teaching philosophy and learning goals.</p>	<p>Objectives and designs are similar and represent only one subset of learner populations and topics.</p> <p>Unreflective and basic connection between teaching philosophy and learning goals.</p>	
Teaching Methods <ul style="list-style-type: none"> Repertoire of teaching methods Contribution to your goals and objectives Appropriate Methods Used 	<p>Presents examples of learning activities representing different learning objectives and learning styles.</p> <p>Connects learning activities to teaching philosophy.</p>	<p>Presents examples of learning activities representing different learning objectives and learning styles, although some are similar in objective or styles.</p> <p>Connects learning activities to teaching philosophy, although</p>	<p>Learning activities are similar, representing similar learning objectives and learning styles.</p> <p>Little to no connection between teaching philosophy and learning objectives.</p>	

		sometimes the connection is not well developed.		
Assessment of Student Learning <ul style="list-style-type: none"> ▪ Learning objectives/goals met ▪ Test Questions ▪ Student Activities ▪ Samples of de-identified graded work 	<p>Presents examples of formal and informal assignments representing different learning objectives and environments.</p> <p>Connects learning activities to teaching philosophy and learning objectives.</p>	<p>Presents examples of assignments representing different learning objectives and environments, although some are similar in objective or environment.</p> <p>Connects learning activities to teaching philosophy and learning objectives, although connection is sometimes not well developed.</p>	<p>Examples of assignments are similar in learning objectives or environment.</p> <p>Little to no connection between assignments and teaching philosophy and learning objectives.</p>	
Assessment of Teaching <ul style="list-style-type: none"> ▪ Strengths ▪ Areas of Improvement ▪ Evaluations ▪ Student Feedback 	<p>Presents multiple forms of teaching evaluation data (student, peer, supervisor)</p>	<p>Presents multiple forms of teaching evaluation data, although more details, examples, or balance may be needed.</p>	<p>Forms of teaching evaluation are absent or significantly limited and/or unbalanced.</p>	
Self-Evaluation of Teaching <ul style="list-style-type: none"> ▪ Teaching consistent with philosophy ▪ Successes ▪ Improvement in enhancing student learning goals ▪ Aspects of current teaching 	<p>Identifies a specific teaching aspect for self-development.</p> <p>Connects development plan to teaching goals.</p> <p>Familiar with resources to support teaching development</p>	<p>Identifies a specific teaching aspect for self-development, but vague or generally stated.</p> <p>Connects development plan to teaching goal, although not well developed.</p> <p>Provides limited or general examples of resources to support teaching development.</p>	<p>Specific teaching aspect for self-development is too broad or general.</p> <p>Basic description of teaching development plan.</p> <p>Provides zero to a few general examples of resources to support teaching development.</p>	

Overall Assessment (*Participant must meet Strong or Competent assessment on FINAL to successfully complete the teaching portfolio*):

☐ Strong ☐ Competent ☐ Marginal ☐ Unsatisfactory

Additional Comments/Summary Evaluation:

Appendix F

TEACHING AND LEARNING CURRICULUM COMPETENCY CHECKLIST 2023-2024

Participant Name:		Teaching Mentor:	
Teaching Mentor Meeting Dates	1. 2. 3. 4.		
Teaching Seminar Attendance (7/14/23)	Y_____	N_____	
A La Carte Seminar Programs Attended	Name of Seminar	Attended Live? (Yes/No)	
	1.		
	2.		
	3.		
	4.		
Book Club Pearl Presented (5/8/24)	Topic		
Didactic Lectures (Include course title and number, number of students, contact hours, teaching topic)	Hour 1	Self/Mentor/Student Evals Completed Y N	
	Hour 2	Self/Mentor/Student Evals Completed Y N	

Group Facilitation/Teaching	<p>Include SUCOPHS lab course facilitated (Name & quarter)</p> <p>OR</p> <p>Site-Based Teaching (Use table below)</p>																											
	<table border="1"> <thead> <tr> <th>Date/Length of Activity</th> <th>Brief Description</th> <th>Evaluations Completed?</th> <th>Signature of Site Designee</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Date/Length of Activity	Brief Description	Evaluations Completed?	Signature of Site Designee																							
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Skills Assessments (if applicable)	<p>1.</p> <p>2.</p>																											
Experiences Co-Precepted	<p>1.</p> <p>2.</p>																											
Syllabus Update	<p>Type of Syllabus</p>																											

Attendance at 2 meetings	1.		
	2.		
Teaching Philosophy Draft (Due 9/29/23)	Deadline Met?	Y	N
Teaching Portfolio Draft (Due 3/29/24)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Teaching Mentor (Due 5/17/24)	Deadline Met?	Y	N
Teaching Portfolio Final Draft Due to Residency Program Director (6/15/24) (if applicable)	Deadline Met?	Y	N