



## TEACHING AND LEARNING CERTIFICATE PROGRAM

### MESSAGE FROM THE PROGRAM DIRECTOR

Welcome to the ACCP Academy's Teaching and Learning Certificate Program. The mission of the program is to assist in the recruitment, motivation, and preparation of educators who can inspire students to advance the profession of pharmacy. Throughout the program, we promote a learning environment in which participants can share their ideas and experiences, and grow together as instructors who care for and care about students.



Over the next year, you will have opportunities to learn more about planning for effective teaching, assessing student learning, and engaging students in classroom and clinical settings. I encourage you to learn more about the exciting opportunities offered by the ACCP Academy, and I invite you to attend any of our sessions at the next ACCP meeting.

Sincerely,

Thomas D. Zlatic, Ph.D.  
Teaching and Learning Certificate Program Director

### CURRICULUM

The Teaching and Learning Certificate Program curriculum requires 20.0 hours of core modules and 8.0 hours of elective programming. The core modules consist of the following:

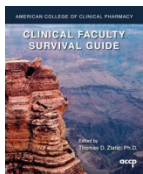
- Prerequisite Module: Teaching and Learning Primer (4 hours)
- Module No. 1: Planning for Effective Teaching (4 hours)
- Module No. 2: Implementing Teaching and Learning Strategies (4 hours)
- Module No. 3: Assessing Student Learning (4 hours)
- Webinars on Core Teaching and Learning Principles (4 hours)  
Delivered between the ACCP Annual Meeting and ACCP's Updates in Therapeutics (November – February)

Elective opportunities allow participants to address specific teaching issues and challenges, and to apply them to their own educational environment. Electives include such topics as interprofessional education, student peer assessment, designing of elective courses, exam construction, creation of a portfolio assessment system, techniques for providing feedback in a clinical setting and methods for developing complex cases.

For complete information on each module's learning objectives, pre-assignments, portfolio activities and mentoring requirements, consult the Teaching and Learning Certificate Program syllabus.

## Required Readings

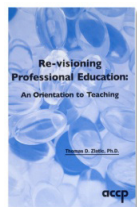
Participants must complete the following required reading:



### **Clinical Faculty Survival Guide**

Thomas D. Zlatic

Available for purchase in the [ACCP Bookstore](#).

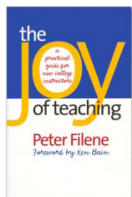


### **Re-visioning Professional Education: An Orientation to Teaching**

Thomas D. Zlatic

Available for purchase in the [ACCP Bookstore](#).

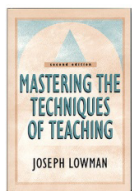
## Recommended Reading



### **The Joy of Teaching: A Practical Guide for New College Instructors**

Peter G. Filene

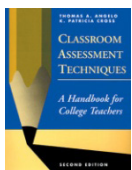
Available for purchase in the [ACCP Bookstore](#).



### **Mastering the Techniques of Teaching, Second Edition**

Joseph Lowman

Available for purchase in the [ACCP Bookstore](#).



### **Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition**

Thomas A. Angelo and K. Patricia Cross

Available for purchase in the [ACCP Bookstore](#).

## LEARNING OBJECTIVES

### **Teaching and Learning Primer for New Clinical Faculty and Preceptors**

Offered at the ACCP Annual Meeting

4.0 CPE / Academy Credits

#### Description:

This introductory module is designed to introduce new clinical faculty and preceptors to the basic “essentials” of teaching. “Basic” here refers not to elementary materials and methods but to foundational principles that undergird teaching in classroom and clinical settings. The program begins with an investigation of the professional nature of teaching and an overview of teaching and learning paradigms; these serve as a rationale

for the rest of the program. Participants will be engaged in creating learning outcomes, designing teaching strategies to achieve the outcomes, and employing criteria-referenced, evidence-based assessment feedback to improve student mastery of outcomes.

Teaching and learning strategies will focus on both classroom instruction and clinical precepting. In these workshop activities, participants will integrate concepts of critical thinking, active learning, outcome-based education, and assessment-as-learning. At the end of the session, participants will be encouraged to explore their own philosophies of teaching and to use teaching portfolios as a method for directing their growth as clinical pharmacy educators.

At the end of this session the participant should be able to:

1. Describe basic concepts related to current teaching theory and practice as they pertain to pharmacy education and practice.
2. Develop basic strategies for planning, implementing, and assessing educational experiences structured to achieve clearly defined student outcomes within didactic and clinical settings.
3. Describe their own purposes, goals, and philosophy for teaching, and identify strategies for continued self-learning.

**Important Note:** All the modules must be taken in sequence.

### **Module 1: Planning for Effective Teaching**

Offered at the ACCP Annual Meeting

4.0 CPE/Academy Credits

At the end of this session the participant should be able to:

1. Develop learning objectives/outcomes for didactic and clinical settings.
2. Create learning activities to achieve objectives/outcomes.
3. Develop strategies that promote higher and more sustained levels of learning.

### **Module 2: Implementing Teaching and Learning Strategies**

Offered in conjunction with ACCP's Updates in Therapeutics Meeting

4.0 CPE/Academy Credits

At the end of this session the participant should be able to:

1. Implement active learning in both the classroom and clinic.
2. Conduct discussions that achieve objectives/outcomes.
3. Present interactive lectures.
4. Employ precepting skills that motivate students toward lifelong learning.

#### **Pre-assignment:**

Complete Prerequisite and Module No. 1 portfolio assignments.

### **Module 3: Assessing Student Learning**

Offered in conjunction with ACCP's Updates in Therapeutics Meeting

4.0 CPE/Academy Credits

At the end of this session the participant should be able to:

1. Develop assessment-as-learning strategies to enhance student learning in didactic and clinical settings.
2. Design a course formulated on ability-based educational principles and strategies.

#### **Pre-assignment:**

Complete Prerequisite and Module No. 1 portfolio assignments.

## CONTINUING PHARMACY EDUCATION CREDIT



The American College of Clinical Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. To claim Continuing Pharmacy Education (CPE) credit for any of the Teaching and Learning Certificate Program activities please go to [www.accp.com/ce](http://www.accp.com/ce) and sign-in, complete the relevant session evaluation, and claim your CPE.

## ONLINE PORTFOLIO

Participants must assemble materials for a formative portfolio containing teaching philosophy, teaching products, self-assessments, and peer or mentor assessments. The electronic portfolio will serve as the guiding and monitoring tool for professional advancement over the course of the certificate program. Portfolio assignments will be given after each module. The portfolio assignments for the Primer and Module 1 must be completed prior to enrollment in Modules 2 and 3.

### Accessing Your Portfolio

Accessing your portfolio is easy! First, sign into your ACCP Account.

On your **My Account** page, locate the **My Links** section to see a link to each ACCP Academy program in which you are currently enrolled. Select the **Teaching and Learning Certificate Program** link to reach the program's home page. Select the *Access Portfolio* link located at the top of the page to get to your portfolio.

### Progress Reports

Keep track of your progress in the ACCP Academy by accessing your progress report located within the portfolio. The progress report updated within 14 days of the conclusion of each ACCP meeting.

## MENTORING

Each participant in the Teaching and Learning Certificate Program will be asked to identify a personal mentor (preferably from his or her institution, if possible) with whom he or she will confer throughout the program. If you are unable to find a mentor in your institution, ACCP will provide a mentor from among some of the program's graduates. Please contact Matt Merrigan at [mmerrigan@accp.com](mailto:mmerrigan@accp.com) if you need assistance identifying a mentor.

## NEWSLETTERS

The ACCP Academy Teaching and Learning Newsletter is a triannual electronic publication initiated to publicize ACCP Academy updates, provide resources and tips that can enhance learning, and serve as a means of exchange for those involved in the ACCP Academy Teaching and Learning Certificate Program. You are invited to contribute by suggesting ideas for content and providing short items of interest. Please send your suggestions and comments to Matt Merrigan at [mmerrigan@accp.com](mailto:mmerrigan@accp.com).

## ENROLLMENT AND PROGRAM COSTS

To apply for the ACCP Teaching and Learning Certificate Program, apply [online](#) or download the [application form](#). A one-time application fee of \$150 (to offset expenses for online portfolio maintenance) will be charged upon enrollment in the certificate program. Other costs include registration fees to the ACCP Spring and Fall Annual Meetings and the cost of publications identified as required reading.

## PROGRAM COMPLETION DEADLINE

The ACCP Academy requires all enrollees to complete the program within two years of attending the program's prerequisite module, the Teaching and Learning Primer.