

Teaching and Learning

2022-2023 Syllabus

MESSAGE FROM THE PROGRAM DIRECTOR



Pharmacy educators are found in many roles: clinical pharmacist, administrator, preceptor, faculty member, program director, or a combination thereof. The purpose of the ACCP Teaching and Learning Academy is to prepare pharmacists to be educators in these professional roles; to inspire student and resident pharmacists to advance clinical pharmacy. The Academy allows participants to learn alongside of and network with other pharmacy educators.

Our faculty are exceptional educators and welcome the opportunity to share their expertise and support. Together, we discuss models to plan for learning, assessment, and engagement in both experiential and didactic settings. At the completion of the Academy program, our goal is to have prepared and inspired you to create meaningful learning experiences. Programming is open to all ACCP meeting attendees and we welcome you to be part of the Academy.

Sincerely,

Daniel S. Longyhore, Pharm.D., Ed.D., BCACP

ENROLLMENT AND PROGRAM COSTS

To enroll in the ACCP Teaching and Learning Academy, complete the [online application](#). A one-time application fee of \$399.95 for members and \$699.95 for nonmembers will be charged upon enrollment in the certificate program. Other costs include registration fees to the ACCP Annual Meeting (if you wish to attend live programming in person) and the cost of publications you may choose to purchase as additional resources. The enrollment fee includes all virtual programming throughout the participant's time in the program.

TARGET AUDIENCE

Clinical pharmacists who wish to develop their skills as educators.

CURRICULUM

Overview

The Teaching and Learning Academy curriculum requires 16.0 hours of core modules, 6.0 hours of focus session, and 4 hours of elective programming. The core modules consist of the following:

- Live Required Core Modules (In-Person or Virtual)
 - Examining Outcomes, Standards, and Professional Competencies (2.0 hours)
 - Aligning Goals and Objectives with Outcomes, Standards, and Professional Competencies (2.0 hours)
 - Defining Success in Teaching, Learning, and Development (2.0 hours)
 - Adjusting for Success in Teaching, Learning, and Development (2.0 hours)

- Preparing for the Personal and Professional Journey in Teaching, Learning, and Development (2.0 hours)
- Designing the Teaching, Learning, and Development Environment (2.0 hours)
- Closing the Loop in Teaching, Learning, and Development (2.0 hours)
- Using Scholarship to Network Teaching, Learning, and Development (2.0 hours)
- Live or On-Demand Required Focused Sessions (minimum of 6.0 hours)
 - Item Writing (2.0 hours)
 - Rubric Development (1.5 hours)
 - Best Practices in OSCE Development and Implementation (2.0 hours)
 - Design Workshop (Consultancy) (1.5 hours)
- Elective Programming (minimum 4 hours)]
 - Live
 - Education and Training PRN Focus Session — Paving the Road for Success - Early Intervention Strategies to Prevent Student Remediation (ACCP 2022 Global Conference)
 - Moving Forward with Remote Experiential Education (ACCP 2022 Global Conference)
 - On-Demand (minimum of 4 hours)
 - Exam Item Analysis: Improving Reliability of Your Testing (1.0 hours)
 - In development (1.0 hours)
 - In development (1.0 hours)
 - In development (1.0 hours)

For complete information on each module, including the date/location of live offerings, module description, learning objectives, required reading, and portfolio assignments, consult the 2022-2023 Schedule.

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 modules 1 and 2 must be completed before enrolling to attend modules 3 and 4.

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 updates 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 academy@accp.com if you need assistance identifying a mentor.

PROGRAM COMPLETION DEADLINE & Graduation

The ACCP Academy requires all enrollees to complete the program within two years of attending the program's first module. To be eligible for graduation, enrollees must complete the required modules and electives. In addition, all

portfolio assignments and mentor feedback (where applicable), should be completed by August 1 of the year of graduation. Notifications for graduation and an invitation to attend the official ACCP Academy Graduation Ceremony held at the ACCP Annual Meeting will be sent out to eligible graduates on or around August 15.

TECHNICAL REQUIREMENTS

To access virtual and on-demand content, you will need broadband Internet access, an updated Internet browser, and speakers or headphones for audio.

COMMERCIAL SUPPORT

The American College of Clinical Pharmacy does not solicit or accept external commercial/financial support for its continuing pharmacy education activities. No commercial/financial support has been solicited or accepted for this activity.

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 receive CPE credit for live activities, participants must attend the activity and claim the relevant CPE hours at www.accp.com/cpe within 60 days of the live activity.

For on-demand activities, participants must complete the activity and attestation statement before the due date listed on the course schedule.

2022-2023 COURSE SCHEDULE

Required Core Modules	
Date & Location	Activity Details
<p>Oct. 15, 2022 1:45–3:45 p.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p> <p style="text-align: center;">- or -</p> <p>Jan. 3, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 1: Examining Outcomes, Standards, and Professional Competencies</p> <p>Faculty</p> <ul style="list-style-type: none"> • Pamela L. Stamm, Pharm.D., BCACP, CDE <i>Associate Professor of Pharmacy Practice, Harrison School of Pharmacy, Auburn University</i> <p>Description</p> <p>Start with a destination in mind. Most journeys begin with an idea about where you want to end up when it is all over. Planning in education and professional development is not any different because the educator, clinicians, and/or administrators need to be able to articulate what they want students, residents, and/or clinicians to accomplish. The purpose of this program is to begin the discussion about setting that destination, the different philosophies that guide the journey, and how the different standards and guidelines apply.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-217-L04-P</i> <i>Activity Type: Knowledge</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Discuss different learning theories and constructs influence on teaching and learning at different levels. 2. Differentiate between traditional learning outcomes, ability-based outcomes, and competency-based education. 3. Review the different standards and professional competencies which guide pharmacy practice. <p>Portfolio Requirements</p> <p>Module 1 and Module 2 portfolio requirements are based on “Portfolio Assignment 1: Establishing Outcomes”. These include uploading a current course syllabus or learning experience description (LED), completing a self-evaluation and reflection, and updating your syllabus/LED while incorporating your reflection and mentor review. All “Portfolio Assignment 1: Establishing Outcomes” activities 1-5 must be finalized upon completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>

<p>Oct. 15, 2022 3:45–5:45 p.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p> <p>- or -</p> <p>Jan. 10, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 2: Aligning Goals and Objectives with Outcomes, Standards, and Professional Competencies</p> <p>Faculty</p> <ul style="list-style-type: none"> Angela L. Bingham, Pharm.D. <i>Vice Chair and Associate Professor of Clinical Pharmacy, Philadelphia College of Pharmacy, University of the Sciences; Critical Care/Nutrition Support Clinical Pharmacy Specialist, PGY2 Critical Care Residency Program Director and Residency Programs Coordinator, Cooper University Hospital</i> <p>Description Cities are not built in a single day, and neither are professional outcomes or competencies. They take time, multiple points of assessment and feedback, and a structure to help someone advance from beginner to the desired level of knowledge, skills, and attitudes. The purpose of this program is to discuss the development of the knowledge, skills, and attitudes which come together to form the outcomes, abilities, and competencies.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-218-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> Compare and contrast knowledge, skills, and attitudes versus outcomes and competencies. Discuss how to formulate goals and objectives to support outcome and competency development. Create goals and objectives which align with outcomes, standards, and professional competencies. <p>Portfolio Requirements Module 1 and Module 2 portfolio requirements are based on “Portfolio Assignment 1: Establishing Outcomes”. These include uploading a current course syllabus or learning experience description (LED), completing a self-evaluation and reflection, and updating your syllabus/LED while incorporating your reflection and mentor review. All “Portfolio Assignment 1: Establishing Outcomes” activities 1-5 must be finalized upon completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>
<p>Oct. 18, 2022 1:15–3:55 p.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p> <p>- or -</p> <p>Jan. 24, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 3: Defining Success in Teaching, Learning, and Development</p> <p>Faculty</p> <ul style="list-style-type: none"> Kylie N. Barnes, Pharm.D., BCPS <i>Director of Applied Skills and OSCE Implementation, University of Missouri Kansas City School of Pharmacy</i> <p>Description If planning of education and professional development is a journey, we must be able to know when we arrive at our destination. To do so requires a clearly defined target or set of targets for both the student/resident/clinician and the person evaluating them. In addition, the methods to evaluate these targets must be in place to ensure relevance, reliability, and accuracy. The purpose of this program is to discuss how we begin to assess success and achievement and align assessment methods with outcomes.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-219-L04-P</i> <i>Activity Type: Application</i></p>

	<p>Objectives</p> <ol style="list-style-type: none"> 1. Identify the link between criteria and objectives with learner and professional evaluations. 2. Discuss traditional and non-traditional methods for determining learner and professional development, progress, and success. 3. Explore different processes for assuring the reliability and usefulness of criteria in evaluation. <p>Portfolio Requirements</p> <p>Module 3 and Module 4 portfolio requirements are based on “Portfolio Assignment 3: Assessing Learning”. These include identifying documents for assessment, completing a self-assessment and reflection, updating assessments based on your findings, and uploading assessments incorporating your findings and a mentor review. All “Portfolio Assignment 3: Assessing Learning” activities 1-4 must be finalized upon completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>
<p>Oct. 18, 2022 3:15–5:55 p.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p> <p>- or -</p> <p>Jan. 31, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 4: Adjusting for Success in Teaching, Learning, and Development</p> <p>Faculty</p> <ul style="list-style-type: none"> • Daniel S. Longyhore, Pharm.D., Ed.D., BCACP <i>System Director for Knowledge Management, Geisinger, Enterprise Pharmacy</i> <p>Description</p> <p>As we get closer and closer to our journey’s destination, we may need to recalibrate our route. In education and development, we work with learners and clinicians who progress at different speeds or have different aptitudes for different skills. In any circumstance, we need formative checkpoints help gauge our progress along the route and allow us the opportunity to recalibrate (if needed) before we reach our destination. The purpose of this program is to discuss formative processes to assess and redirect learning and clinician development as tools to reach the desired outcome or competency.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-220-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Review formative assessment practices to foster success in learning and development. 2. Determine the appropriateness of individualized development activities to assist in meetings professional outcomes, standards, and competencies. 3. Discuss self-assessment and reflection as a learning and professional development tool. <p>Portfolio Requirements</p> <p>Module 3 and Module 4 portfolio requirements are based on “Portfolio Assignment 3: Assessing Learning”. These include identifying documents for assessment, completing a self-assessment and reflection, updating assessments based on your findings, and uploading assessments incorporating your findings and a mentor review. All “Portfolio Assignment 3: Assessing Learning” activities 1-4 must be finalized upon completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>
<p>Apr. 4, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 5: Preparing for the Personal and Professional Journey in Teaching, Learning, and Development</p>

	<p>Faculty</p> <ul style="list-style-type: none"> Lindsay Davis, Pharm.D., BCPS <i>Field Medical Director, Cardiology & Metabolism, Pfizer</i> <p>Description</p> <p>A journey offers us time for self-reflection and planning for growth. As we prepare and set out to lead learners and clinicians through teaching, learning, and development, our own personal and professional development should also be considered. We have determined targets for others but must not forget about ourselves. The purpose of this program is to create our own personal and professional roadmap for our roles in education and development.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-259-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> Review the habits of and processes which support the practice of self-reflection. Discuss methods for incorporating self-reflection into personal and professional development. Begin to develop an individual plan for integrating self-reflection into one’s own personal and professional development. <p>Portfolio Requirements</p> <p>Module 5 and Module 7 portfolio requirements are based on “Portfolio Assignment 4: Professional Development in Teaching & Learning Activities”. These include developing a professional development plan, reviewing your teaching philosophy statement, and updating your teaching philosophy statement incorporating reflection and a mentor review. All “Portfolio Assignment 4: Professional Development in Teaching & Learning Activities” activities 1-4 must be finalized by completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>
<p>Apr. 11, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 6: Designing the Teaching, Learning, and Development Environment</p> <p>Faculty</p> <ul style="list-style-type: none"> E. Kelly Hester, Pharm.D., FCCP, BCPS <i>Associate Clinical Professor, Department of Pharmacy Practice, Auburn University Harrison School of Pharmacy</i> Kristi W. Kelley, Pharm.D., BCPS, BCACP <i>Clinical Professor, Department of Pharmacy Practice, Auburn University Harrison School of Pharmacy; Clinical Pharmacist, Baptist Health Foundation Center for Medical and Surgical Care, Brookwood Baptist Internal Medicine Residency Program</i> <p>Description</p> <p>The mode of transportation for your journey is just as important as knowing the outcome and the landmarks along the way. Your vehicle has an impact on how efficiently you reach your destination or if you reach your destination at all. For education and development, the environment affects the ability to learn, practice, and demonstrate for evaluation. The purpose of this program is to connect outcomes with objectives and the practice opportunities to do so.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-260-L04-P</i> <i>Activity Type: Application</i></p>

	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Identify common didactic, experiential, and professional development strategies which foster learning and development. 2. Discuss the potential successes and limitations of these activities and strategies to increase the chances of their success. 3. Evaluate new and existing methods for teaching, learning, and professional development and how they can be successfully implemented. <p>Portfolio Requirements</p> <p>Module 6 portfolio requirements are based on “Portfolio Assignment 2: Implementing for Effective Learning Activities”. These include developing a professional development plan, reviewing your teaching philosophy statement, updating your teaching philosophy statement incorporating reflection, and a mentor review. All “Portfolio Assignment 2: Implementing for Effective Learning Activities” activities 1-4 must be finalized upon completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>
<p>Apr. 25. 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 7: Closing the Loop in Teaching, Learning, and Development</p> <p>Faculty</p> <ul style="list-style-type: none"> • Zachary Stacy, Pharm.D., MS, FCCP, BCPS Perioperative Clinical Pharmacy Specialist Department of Pharmacy Barnes Jewish West County Hospital <p>Description</p> <p>At each landmark or the destination, we tend to think about what should change and what could stay the same the next time we make the trip. In education and development, the same cyclical nature exists, both reflecting on success and opportunities for future achievement for the learner or clinician and self. Learners and clinicians grow through feedback. We grow through reflection. The purpose of this program is to discuss how feedback to other and feedback to self will promote growth and bring us back the start of another journey.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0214-0000-22-261-L04-P</i> <i>Activity Type: Knowledge</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Review how we, as teachers, instructors, and supervisors, received feedback about other’s performance. 2. Discuss the impact of how we deliver feedback can influence how other receive and act on it. 3. Discuss opportunities to use feedback and a means for formative growth and catalyst to additional learning opportunities. <p>Portfolio Requirements</p> <p>Module 5 and Module 7 portfolio requirements are based on “Portfolio Assignment 4: Professional Development in Teaching & Learning Activities”. These include developing a professional development plan, reviewing your teaching philosophy statement, and updating your teaching philosophy statement incorporating reflection and a mentor review. All “Portfolio Assignment 4: Professional Development in Teaching & Learning Activities” activities 1-4 must be finalized by completion of the certificate program. Access more details by following your ACCP account to your Teaching and Learning Portfolio.</p>

<p>May 9, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Module 8: Using Scholarship to Network Teaching, Learning, and Development</p> <p>Faculty</p> <ul style="list-style-type: none"> Elias B. Chahine, PharmD, FCCP, BCIDP <i>Professor of Pharmacy Practice, Palm Beach Atlantic University; Clinical Pharmacy Specialist, Wellington Regional Medical Center</i> <p>Description No journey is complete without sharing your experiences along the way with others, either as part of the ride of from afar through social networks. The scholarship of teaching and learning is an important network in education and development and serves as a platform to share and learn about how others are navigating similar environments. The purpose of this program is to discuss how to use social science and the scholarship of teaching and learning to inform your teaching, learning, and development as well as encourage you to share your journey with others.</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-262-L04-P</i> <i>Activity Type: Knowledge</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> Define and review the meaning of Scholarship of Teaching and Learning (SoTL) as it relates to both education and professional development. Review common pitfalls of SoTL and how faculty, preceptors, and administrators can pre-emptively engage the SoTL-process. Discuss opportunities to share SoTL with the broader education and professional development community. <p>Portfolio Requirements None</p>
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Required Focus Sessions	
<p>Jan. 17, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Item Writing</p> <p>Faculty</p> <ul style="list-style-type: none"> Zachary Stacy, Pharm.D., MS, FCCP, BCPS <i>Perioperative Clinical Pharmacy Specialist Department of Pharmacy Barnes Jewish West County Hospital</i> <p>Description The item writing process is a practice driven by science as much as art. The science guides how exams are constructed to align with learning objectives, the construct of the question.</p> <p><i>Available for TBD CPE credit</i> <i>Universal Activity Number: 0217-0000-21-106-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> Explain the purpose of an exam blueprint. Identify the anatomy of a multiple-choice question (MCQ). Describe appropriate methods for writing high-quality MCQs. Evaluate MCQs at various cognitive levels.

<p>Feb. 7, 2023 3:00–4:30 p.m. CDT Virtual</p>	<p>Rubric Development</p> <p>Faculty</p> <ul style="list-style-type: none"> • Daniel S. Longyhore, Pharm.D., Ed.D., BCACP <i>System Director for Knowledge Management, Geisinger, Enterprise Pharmacy</i> <p>Description Rubrics as part of assessment provide several advantages to learners, instructors, and evaluators for skill and application. Their information can be used in a formative manner to show someone’s current achievement versus the target level of achievement. It can also be used in a summative manner to identify progress or achievement relative to an acceptable performance level. In either case, rubric design elements are important to consider to ensure the assessment tools functions as intended to meet teaching, learning, and assessment needs. This program will explore the different types of rubrics, construct of the tool, and application in assessment.</p> <p><i>Available for 1.5 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-23-005-L04-P</i> <i>Activity Type: Knowledge</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Identify different types of rubrics used in education and professional development. 2. Discuss situations where the different rubric types would apply in assessment and development. 3. Discuss best practices when developing criteria for rubrics.
<p>Apr. 18, 2023 3:30-5:30 PM p.m. CDT Virtual</p>	<p>Best Practices in OSCE Development and Implementation</p> <p>Faculty</p> <ul style="list-style-type: none"> • Elias B. Chahine, Pharm.D., FCCP, FASCP, FFSHP, BCPS, BCIDP <i>Professor of Pharmacy Practice, Palm Beach Atlantic University</i> <i>Clinical Pharmacy Specialist, Wellington Regional Medical Center</i> • Kylie N. Barnes, Pharm.D., BCPS <i>Director of Applied Skills and OSCE Implementation University of Missouri Kansas City</i> <i>School of Pharmacy</i> <p>Description TBD</p> <p><i>Available for 2.0 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-21-151-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Review current trends and opportunities for competency assessment in pharmacy education. 2. Determine a plan for blueprinting objective structured clinical examinations within the pharmacy program. 3. Describe the necessary steps to design and implement a robust objective structured clinical examination. 4. Given an objective structured clinical examination, identify areas of strength and opportunities for improvement.

<p>May 2, 2023 3:00–5:00 p.m. CDT Virtual</p>	<p>Teaching and Learning (Consultancy)</p> <p>Faculty</p> <ul style="list-style-type: none"> • Daniel S. Longyhore, Pharm.D., Ed.D., BCACP <i>System Director for Knowledge Management, Geisinger, Enterprise Pharmacy</i> <p>Description</p> <p>This session will engage participants in problem-solving conversations on real-time teaching and learning implementation challenges presented by session participants. Session facilitators will demonstrate and use education theory principles when relevant to address participant challenges. This will be an “all teach, all learn” session during which we will use the collective experience and creativity of the participants to identify strategies that address the challenge outlined in a case. The session will be structured around several 15-minute case presentations. Participants will have the opportunity to submit a challenge/opportunity in advance.</p> <p>Learning Objectives</p> <p>TBD</p>
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<u>Elective Choices</u>	
Date & Location	Activity Details
<p>Oct. 17, 2022 3:30–5:00 p.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p>	<p>Education and Training PRN Focus Session — Paving the Road for Success - Early Intervention Strategies to Prevent Student Remediation</p> <p>Speakers</p> <ul style="list-style-type: none"> • Julie J. Wilkinson, Pharm.D., MS, BCPS <i>Professor of Pharmacy Practice, LECOM School of Pharmacy</i> • Mary Douglass Smith, Pharm.D. <i>Director of Experiential Education, Presbyterian College School of Pharmacy</i> • Jennifer R. Hamner, PharmD, BCPPS, FASHP <i>Manager of Professional Development, Children's Hospital Colorado</i> <p>Description</p> <p>The Education and Training PRN Focus Session is an informative evidence-based session addressing prevention of student remediation. The Accreditation Council for Pharmacy Education (ACPE) requires schools/colleges of pharmacy to develop, implement, and assess policies and procedures regarding remediation, including early intervention strategies. Pharmacy programs use a variety of strategies, both in the curriculum and experiential settings. Research and literature in this area is limited but growing. During the pandemic, there have been many changes in teaching and learning within pharmacy programs, which in turn has created new challenges in promoting student achievement. Attendees will be presented with evidence-based early intervention strategies to promote student success by three expert speakers in these areas. Speakers will address strategies in both the curriculum and experimental settings while incorporating active learning techniques and addressing audience questions. Following the session, attendees will be able to discuss and build upon successful early intervention strategies to prevent remediation and promote student achievement.</p> <p><i>Available for 1.5 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-175-L04-P</i> <i>Activity Type: Knowledge</i></p>

	<p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Identify components of a culture of success. 2. List methods for early identification of deficiencies in knowledge, skills and attitudes. 3. Describe potential remediation and assessment strategies. 4. Given an experiential case management referral, summarize strategies to support the academic and personal success of students.
<p>Oct. 15, 2022 9:45–11:15 a.m. PDT San Francisco, CA (2022 ACCP Global Conference on Clinical Pharmacy)</p>	<p>Moving Forward with Remote Experiential Education</p> <p>Speakers</p> <ul style="list-style-type: none"> • Mary Douglass Smith, Pharm.D. <i>Director of Experiential Education, Presbyterian College School of Pharmacy</i> • Korey Kennelty, PharmD, MS, PhD <i>Department of Pharmacy Practice and Science College of Pharmacy; Department of Family Medicine, Carver College of Medicine, University of Iowa</i> • Melody Ryan, Pharm.D., MPH, FCCP, BCPS, CGP <i>Professor, University of Kentucky College of Pharmacy</i> <p>Description</p> <p>This session will have 3 speakers who will present a variety of active and engaging learning methods and examples that can be utilized remotely and adapted to the teaching and service needs of a variety of precepting pharmacists. This engaging session will help preceptors build a toolbox by sharing active learning techniques for a variety of practice settings and virtual platforms. It will spark ideas for active rotational learning that preceptors can apply, while highlighting the unique aspects of various practice sites and levels of learners.</p> <p><i>Available for 1.50 hours of CPE credit</i> <i>Universal Activity Number: 0217-0000-22-146-L04-P</i> <i>Activity Type: Application</i></p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Discuss challenges encountered with the delivery of traditional IPPE and APPE rotations during the COVID-19 pandemic. 2. Construct simulation tools that may be utilized to teach patient care concepts when patients are not available. 3. Analyze the innovative structure of collaborative rotations spanning across many pharmacies, schools of pharmacy and rotation types. 4. Evaluate commonly used voice and video telehealth models/platforms used in health care settings. 5. Analyze facilitators and barriers to effectively incorporating learners into telehealth driven patient care (barriers to EMR access, etc.). 6. Discuss strategies used to effectively incorporate learners in telehealth team-based patient care. 7. Describe approaches to remote experiential education that have been utilized around the world. 8. Delineate opportunities to utilize technology in expanding care to rural, underserved, and marginalized populations. 9. Discuss opportunities to catalyze global/international experiential rotations through technology without travel.
<p>On-Demand</p>	<p>Exam Item Analysis: Improving the Reliability of Your Testing - Faculty</p>

- Zachary Stacy, Pharm.D., MS, FCCP, BCPS
Perioperative Clinical Pharmacy Specialist | Department of Pharmacy | Barnes Jewish
West County Hospital

Description

Application

Learning Objectives

1. Describe the statistical tests most often used in item analysis.
 2. Formulate a plan to use item analysis to improve exam questions and assessments.
- Critique exam items and assessments using item analysis findings.