

HIV ADVANCED (YEAR 2) PHARMACY RESIDENCY

HIV RESIDENT TEACHING ACTIVITIES

Over the course of the residency, the resident is expected to:

- A) Provide medication- and practice-related education to pharmacy (pharmacists, undergraduate learners, residents) and non-pharmacy audiences (physicians, nurses, allied health clinicians, etc) including students of those professions, the public (patients/caregivers, community organizations), and other stakeholders;
- B) Demonstrate the four roles of practice-based teaching (coaching, facilitation, direct instruction, modelling), and demonstrate effective selection of an appropriate teaching role;
- C) Demonstrate effective teaching within a selected role, including identification and prioritization of learning needs of others, development of an effective teaching plan which ensures safety of learners and patients, and provision of effective feedback and assessment.

GOALS and OBJECTIVES:

By the end of the residency the resident will:

GOAL 1: Understand the theory and principles of teaching/preceptorship.

- OBJ 1.1: Explain the difference between feedback, assessment, evaluation.
- OBJ 1.2: Define the four roles of practice-based teaching; direct instruction, modelling, coaching and facilitation.
- OBJ 1.3: Discuss strategies for dealing with difficult student scenarios.
- OBJ 1.4: Develop S.M.A.R.T learning objectives.
- OBJ 1.5: Develop teaching plans.

GOAL 2: Exhibit skill in direct instruction via scheduled and unscheduled (as appropriate) presentations.

- OBJ 2.1: Develop a teaching session for a variety of pharmacy and non-pharmacy audiences.
 - Identify appropriate learning objectives for the session.
 - Utilize a variety of strategies appropriate for the audience (live/virtual presentations, one-on-one, small/large group).
 - Assess audience comprehension and tailor presentation appropriately.
- OBJ 2.2: Deliver effective presentations (refer also to specific presentation evaluation forms)
 - Demonstrate appropriate presentation techniques for the target audience which may have a broad range of knowledge.
 - Identify and circulate learning objectives prior to presentation.
 - Demonstrate effective communication skills.
 - Engage audience (audience participation, eye contact).
 - Demonstrate evidence-based content.

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- Show enthusiasm about the topic.
- Utilize appropriate pace and timeline.
- Demonstrate complete understanding of topic presented, including appropriate critique and interpretation of practice-related content.
- Able to hold and capture audience attention.
- Answer questions appropriately and confidently.

GOAL 3: Demonstrate effective small group facilitation.

- OBJ 3.1: Act as a facilitator or co-facilitator for a variety of structured small group workshops/sessions.
- OBJ 3.2: Identify and circulate learning objectives prior to the workshop/session.
- OBJ 3.3: Demonstrate communication skills to facilitate effective group participation, discussion and collaboration.
- OBJ 3.4: Display effective use of appropriate practice-based facilitation.

GOAL 4: Apply practice-based teaching skills in direct instruction, modeling, coaching, and facilitation by acting as a co-preceptor for a minimum of one student or year 1 resident on rotation(s) concurrently at UHN/MUHC during the residency year.

- OBJ 4.1: Demonstrate professional behavior at all times.
- OBJ 4.2: Demonstrate enthusiasm for pharmacy practice and teaching.
- OBJ 4.3: Assume responsibility for educating others at a wide range of learner levels.
- OBJ 4.4: Display effective use of direct instruction, modeling, coaching and facilitation and choose the appropriate approach for a given situation.
- OBJ 4.5: Act as a role model for junior students, year 1 residents and other learners.
- OBJ 4.6: Develop a teaching plan with the student/resident:
- incorporate goals and objectives set out by the university/program
 - consider previous rotation site(s)/experiences of the student/resident
 - allow for student /resident input/goal setting
 - identify suitable activities for the student/resident to enhance learning
- OBJ 4.7: Identify strengths and weaknesses of the student/resident
- OBJ 4.8: Demonstrate effective techniques for providing feedback and constructive criticism to the student /resident, including completing assessment forms (if applicable).
- OBJ 4.9: Create an effective learning environment for student/resident and ensure student and patient safety.
- OBJ 4.10: Guide students/resident to appropriate references to solve drug therapy problems/address drug information questions.
- OBJ 4.11: Demonstrate skill in balancing teaching with clinical responsibilities.
- OBJ 4.12: Encourage feedback from student /resident on Yr2 resident preceptor performance.
- OBJ 4.13: Identify own strengths and weaknesses (self-assessment).

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ACTIVITY	ROTATION GOAL/OBJ								
<p>Direct Instruction of others by:</p> <ul style="list-style-type: none"> Presenting to pharmacy department/students/medicine (residents/staff)/nursing/allied health/patients throughout the residency year (minimum 1 presentation per clinical rotation) Acting as co-preceptor for EPE/APPE students or Year 1 residents (UHN) or 4th year PharmD students / MSc advanced pharmacotherapy residents (U of Montréal) on rotation concurrently as per resident rotation schedule (if applicable). <p>Resident assessment completed by:</p> <table border="1" data-bbox="191 905 1295 1402"> <thead> <tr> <th data-bbox="191 905 735 978">Document</th> <th data-bbox="735 905 1295 978">Completed by</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 978 735 1052">Resident's teaching plan</td> <td data-bbox="735 978 1295 1052">Resident</td> </tr> <tr> <td data-bbox="191 1052 735 1329">Presentation feedback form Practice based teaching activity assessment form (when precepting pharmacy students/year 1 resident)</td> <td data-bbox="735 1052 1295 1329">Audience, preceptor, resident (self-assessment) Pharmacy students / Year 1 resident learner, preceptor, resident (self-assessment)</td> </tr> <tr> <td data-bbox="191 1329 735 1402">Clinical Rotation Assessment Form</td> <td data-bbox="735 1329 1295 1402">Rotation preceptor and resident (self)</td> </tr> </tbody> </table>	Document	Completed by	Resident's teaching plan	Resident	Presentation feedback form Practice based teaching activity assessment form (when precepting pharmacy students/year 1 resident)	Audience, preceptor, resident (self-assessment) Pharmacy students / Year 1 resident learner, preceptor, resident (self-assessment)	Clinical Rotation Assessment Form	Rotation preceptor and resident (self)	<p>OBJ 2.1, 2.2 OBJ 4.1-4.13</p>
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Clinical Rotation Assessment Form	Rotation preceptor and resident (self)								
<p>Modeling of skills and application of knowledge to others by:</p> <ul style="list-style-type: none"> Acting as co-preceptor for an EPE/APPE student or Year 1 resident (UHN) or 4th year PharmD students / MSc advanced pharmacotherapy residents (U of Montréal) and modeling any of the activities listed: <ul style="list-style-type: none"> Residents will explain their patient care process out loud for a patient work up; Demonstrate and discuss how to conduct a BPMH interview; Demonstrate and discuss how to gather information; Demonstrate and discuss how to complete a pharmacotherapy workup (medication indication, efficacy, safety and adherence) and identify DTPs; 	<p>OBJ 4.1 – 4.6, 4.9-4.13</p>								

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<ul style="list-style-type: none"> ○ Demonstrate and discuss how to develop a care plan to resolve DTPs; ○ Demonstrate and discuss how to develop a follow up and evaluation plan; ○ Demonstrate how to effectively present a patient case to a preceptor; ○ Demonstrate documentation skills consistent with pharmacy practice at that site. <p>Resident assessment completed by:</p> <table border="1"> <thead> <tr> <th>Document</th> <th>Completed by</th> </tr> </thead> <tbody> <tr> <td>Resident's teaching plan</td> <td>Resident</td> </tr> <tr> <td>Practice based teaching activity assessment form (when precepting pharmacy students/year 1 resident)</td> <td>Rotation preceptor and/or residency coordinator (depending on the session provided), resident (self-assessment), pharmacy students / Year 1 resident</td> </tr> </tbody> </table>		Document	Completed by	Resident's teaching plan	Resident	Practice based teaching activity assessment form (when precepting pharmacy students/year 1 resident)	Rotation preceptor and/or residency coordinator (depending on the session provided), resident (self-assessment), pharmacy students / Year 1 resident	
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<p>Coaching of others by:</p> <ul style="list-style-type: none"> • Acting as co-preceptor for an EPE/APPE student or year 1 resident and coaching any of the activities listed: <ul style="list-style-type: none"> ○ Coach the student through the patient care process and provide feedback, clinical pearls and tips for success; ○ Coach the student through how to conduct a concise and accurate BPMH interview and provide feedback, clinical pearls and tips for success; ○ Coach the student through a documentation in the patients' chart using the format consistent with pharmacy practice at that site ○ Coach the student through patient case presentation to different audiences: <ul style="list-style-type: none"> ▪ To pharmacist preceptor (quick and snappy vs. full patient case presentation) ▪ To the allied healthcare team ▪ To physician regarding DTP 		OBJ 4.1–4.13						
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<p>Facilitation of others by:</p> <ul style="list-style-type: none"> Acting as co-preceptor for an EPE/APPE student/Year 1 resident [1]and facilitating the student's self-reflection and self-assessment. Participating in academic, small group IPE facilitation activities at UHN/MUHC or their respective faculties of pharmacy according to available opportunities (see Appendix 1 for examples) <p>Resident assessment to be completed by:</p> <table border="1"> <thead> <tr> <th>Document</th> <th>Completed by</th> </tr> </thead> <tbody> <tr> <td>Resident's teaching plan</td> <td>Resident</td> </tr> <tr> <td>Practice based teaching activity assessment form (when precepting pharmacy students/ year 1 resident)</td> <td>Rotation preceptor, residency coordinator and/or co-facilitator (depending on the session provided), participants, resident (self-assessment)</td> </tr> </tbody> </table>		Document	Completed by	Resident's teaching plan	Resident	Practice based teaching activity assessment form (when precepting pharmacy students/ year 1 resident)	Rotation preceptor, residency coordinator and/or co-facilitator (depending on the session provided), participants, resident (self-assessment)	OBJ 3.1-3.4 OBJ 4.1 – 4.13
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Appendix 1: Examples of Additional Teaching Opportunities (optional)

Activity	Description	Time Commitment
Participation in the Pharmacy Mentorship Program (based at UofT Faculty of Pharmacy) as a pharmacist mentor (Coaching, facilitation)	Involves being paired up with 1-2 pharmacy students interested in your area of practice (community, industry, or hospital). Over the course of the year the pharmacy student is encouraged to email you with any questions that they may have regarding your area of practice. * Pharmacy Mentorship Program are always looking for more hospital pharmacy mentors Contact: pmp.pharmacy@utoronto.ca	<ul style="list-style-type: none"> - Longitudinal commitment over the year - Recommended to correspond at least 3 times with your mentee (mentees are encouraged to initiate conversations however mentors are free to do so as well). - Participation in events held at the Faculty by the Pharmacy Mentorship Program (eg: Career Night, etc) recommended but not mandatory, same with meeting your mentee in person (eg: discussion over coffee).
Marking/Participation in MTM Labs (Modeling, coaching)	Assist the current coordinator with marking of documentation and can participate in Medication Therapy Management (MTM) Labs for third year students by accompanying current CIs and providing feedback Contact: Current MTM Course Coordinator (via residency coordinator)	<ul style="list-style-type: none"> - Participation in lab (as accompanying CI) will likely be on Wednesdays from 9-12 pm or 1-4:30 pm; - Participation in documentation marking usually happens on Thursdays for 2-3 hours - Participation in MTM-3 Labs will occur during second semester of the school year (January- April)
Teaching activity in conjunction with the University of Toronto Faculty of Medicine-	Involves teaching first year medical students about the pharmacy experience and services that pharmacists can provide to patients in	<ul style="list-style-type: none"> - 4 hours - The sessions usually take place in March/April but you need to sign up earlier in January

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<p>Getting to Know Patients' System of Care Experience (GPS Care) (Direct instruction)</p>	<p>the community Contact: Eileen Waweru, BBA, CAPM Administrative Officer MD Program, Faculty of Medicine, University of Toronto Email: mpa.ume@utoronto.ca</p>	
<p>Preceptor for the IMAGINE clinic (Direct instruction, modeling, coaching)</p>	<p>Preceptors provide guidance to pharmacy students in providing care at an interprofessional walk-in clinic on Saturdays Contact: imagine.preceptors@gmail.com e-mail them in early summer to get your name on their list—they then send out a registration form by e-mail</p>	<ul style="list-style-type: none"> - Highly recommended to attend orientation 30 minutes before the clinic opens, and participate in the 1 hour debriefing session when the clinic closes (full shift should run from 9:30 am- 3 pm) - Preceptors in each field are needed to ensure that the clinic runs successfully- no policies regarding the number of shifts per year, but must attend any scheduled shifts - Clinic hours: 10-2 pm on Saturdays except statutory holidays (check website for any closures- http://imagine-clinic.squarespace.com/calendar/)
<p>OEE Preparation for EPE/APPE panels (Coaching)</p>	<p>Residents can provide advice and tips on how to be successful during hospital direct patient care rotations Contact: oee.phm@utoronto.ca</p>	<ul style="list-style-type: none"> - 1-2 hours - APPE panel this year was held in early November but advised to contact OEE over the summer to see if there are plans for upcoming sessions
<p>Observership Program</p>	<p>Could assist with showing foreign-trained pharmacists select hospital</p>	<ul style="list-style-type: none"> - Usually 1-2 hours

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(Modeling)	practice Contact: UHN Education Coordinators	
Resident Lead - APPE student sessions (Small group facilitation)	Could facilitate small group discussions on a variety of topics: <ul style="list-style-type: none"> - Motivational interviewing skills - Principles of shared decision making - How to prepare for interviews - Mindfulness strategies Contact: UHN Education Coordinators	<ul style="list-style-type: none"> - Usually 2 hours - APPE blocks occur every 5 weeks (session)
IPE Sessions at UHN (Coaching, small group facilitation)	<ul style="list-style-type: none"> - Collaborating for Quality - Health Mentor Program - Roles of Health Professions & Team - Conflict in Interprofessional Life - Dying and Death - HIV and Rehabilitation - ARCTIC: Appreciating Roles and Collaboration to Improve Care in Head and Neck Cancer Contact: https://www.ipecurriculum.utoronto.ca Via UHN global emails	<ul style="list-style-type: none"> - Time commit depends on the IPE session - Sessions are organized throughout the year

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Chronic Viral Illness Service Academic Rounds	- Direct instruction on HIV, viral hepatitis or related complications Contact: Nancy Sheehan, Julie Bellingham	- Preparation of presentation approximately 20 hours
Pharmacy Department	Direct instruction at pharmacy department lunch presentations Contact: Nancy Sheehan, Sylvie Carle	- Preparation of presentation approximately 20 hours
Pharmacy department	Small-group facilitation sessions for PharmD 2 nd and 4 th year students or year 1 residents Contact: Sylvie Carle	- Preparation of workshop approximately 5-10 hours
Participation in teaching a course to pharmacy students	Direct instruction on a variety of topics: <ul style="list-style-type: none"> • Viral hepatitis • HIV • Opportunistic infections Contact: Nancy Sheehan	For teaching a part of a class, approximately 10-20 hours preparation.
Participating in a skills lab	Small – group facilitation on a variety of topics: <ul style="list-style-type: none"> • Management of antiretroviral-related drug-drug interactions • Management of urinary tract infections • Management of hepatitis C in complex patients Contact: Nancy Sheehan	Approximately 10 hours of preparation.

Updated: August 2020

Adapted from Trillium Health Partners Residency Program