

# Teaching Certificate Program

## Mentor Expectations

(Reviewed/ revised 12/11/20)



<b>Meet with Trainee</b>	<b>Initial Meeting (recommended)</b>	An initial meeting in July or August to get to know each other and to discuss their teaching plans for the training year is strongly recommended.
	<b>Fall Semester Progress Meeting (required)</b>	A required in-person or on-line meeting toward the end of the Fall semester to evaluate teaching portfolio and progress. The mentor and mentee will complete a written progress report. <b><u>The Fall semester TCP progress report must be completed by December 15</u></b> and a copy sent to the trainee, program director and academic coordinator.
	<b>Spring Semester Progress Meeting (required)</b>	A required in-person or on-line meeting toward the end of the Spring semester to evaluate teaching portfolio and progress. The mentor and mentee will complete a written progress report. <b><u>The Spring semester TCP progress report must be completed by June 30</u></b> and a copy sent to the trainee, program director and academic coordinator.
	<b>Other Meetings as Required</b>	Other meetings as required to evaluate progress may be completed in person, on-line, or by phone.

<p><b>Observe and Evaluate Teaching Activities</b></p>	<p>Observe and evaluate the following teaching activities and provide feedback to the trainee and program director.</p> <ul style="list-style-type: none"> <li>○ Lecture</li> <li>○ Small group discussion (case-based teaching activity at SOP or Case Conference/Journal Club at practice site).</li> <li>○ Pharmacotherapy Rounds</li> <li>○ Precepting a student (Precepting a student is best described as the Trainee meeting with the student at least 4-5 times during a rotation to review cases, discussion topics, etc.; at least enough to put them in a position to evaluate the student’s performance and progress). A preceptor, program director, or TCP mentor should provide an evaluation.</li> </ul> <p><b>All evaluation forms and documents related to the Teaching Certificate Program are in Microsoft Teams.</b></p>
<p><b>Evaluate Instructional Design Project</b></p>	<p>Evaluate your trainee's instructional design project (if they are taking the Educational Theory and Practice course). Your trainee will develop an instructor’s guide or course syllabus for a unit of instruction. This is a requirement in Educational Theory and Practice course and must be <b><u>completed by the end of the Fall semester</u></b> (see grading rubric at end of this document). If the resident chooses to enroll in the Instructional Systems Development Graduate Certificate Program from UMBC instead of taking the Educational Theory and Practice course the mentor will review assignments completed during that coursework.</p>
<p><b>Review Teaching Portfolio and Teaching Philosophy Statement</b></p>	<p>Review the trainee's teaching portfolio and teaching philosophy statement and provide feedback. The TCP portfolio may be electronic (e.g., cloud storage, DropBox, Google Drive) or hard copy and <b><u>submitted to the faculty mentor by June 25.</u></b></p>

## **Shared Guidance and Oversight of Teaching Responsibilities**

- **Lecture:** Trainee will develop and deliver a lecture to a student pharmacist or healthcare professional audience. The lecture is to be delivered to students in a required or elective course at the University of Maryland School of Pharmacy or another academic institution, or to an audience at trainee's practice site. Expectations are that the trainee develop learning outcome statements, create all lecture and supporting materials (original creations), and assessment activities. Trainee will reflect on evaluation results and formulate opinions for improvement for the future. The TCP mentor is responsible for overseeing and providing feedback on teaching methodologies, learning objectives, assessment activities, and observing and evaluating teaching.
- **Small Group Discussion:** Trainee will develop and facilitate a small group discussion. This may include a student case-based teaching activity at the University of Maryland School of Pharmacy, or case conference or journal club at trainee's practice site. Expectations are that the trainee develop learning outcome statements, create all small group discussion and supporting materials (original creations), and assessment activities if appropriate. The TCP mentor is responsible for overseeing and providing feedback on teaching methodologies, learning objectives, assessment activities, and observing and evaluating teaching.
- **Pharmacotherapy Rounds** (UMSOP or JHU)
  - Mentor – Provides guidance and feedback on structure and content of presentation.
  - Evaluator – Observes and provides unbiased evaluation and feedback of presentation. The evaluator can be anyone but typically is someone that has expertise/knowledge in the topic area being presented AND should not be the same person serving as mentor.
  - Observation at SOP – Teaching Certificate Mentor
  - Observation at JHU – Dr. Tricia Ross or designee (to share evaluations with Teaching Certificate Mentor); Teaching Certificate Mentor is welcome to attend session in person.
- **Precepting** a Pharm.D. student with evaluation by a preceptor AND student
  - Precepting a student is best described as the trainee meeting with the student at least 4-5 times during a rotation to review cases, discussion topics, etc.; at least enough to put them in a position to evaluate the student's performance and progress. A preceptor, RPD, or TCP mentor should provide an evaluation. The student being precepted completes an evaluation of the trainee.