

CE Activity Announcement

Teaching Certificate for Pharmacists

This activity was developed by the American Society of Health-System Pharmacists by joint sponsorship with the University Of Kentucky College Of Pharmacy.

ACPE Activity Number(s): 0204-9999-18-713-H04-P thru to 0204-9999-18-723-H04-P

Release Date: July 10, 2018

Expiration Date: July 10, 2021

CE Credit Hour(s) (*no partial credit*): 16.5 hours

Fees: Member: \$395.00 / Nonmember: \$495.00; modules are not available for individual purchase.

Accreditation for Pharmacists



The American Society of Health-System Pharmacists is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Target Audience

This program is intended for pharmacists who are completing a residency program or are interested in becoming a pharmacy preceptor. Participants will be assumed to have the required pharmacy content knowledge but not necessarily the education-related knowledge and skills included in this program.

Activity Overview

These modules are designed to help develop knowledge and skills of pharmacists who will be involved with teaching. Participants' job responsibilities include teaching patients, care givers, fellow healthcare professionals, students, and the public on healthcare related issues about which they have expertise. They have a content expertise in pharmacy to impart but may have little or no formal background in the education field to help ensure they can share their expertise effectively so others may best benefit from it. To effectively meet their education-related job responsibilities, they need knowledge of how adults best learn and how to design, deliver, and assess the effectiveness of education for which they are responsible, thereby ensuring their audience learns what is needed. In addition, they need practical experience applying the relevant knowledge and skills while receiving constructive feedback. After completing a core track covering the fundamentals of teaching practice, participants will move on to a track focusing on traditional academic roles of faculty in the classroom and another track concentrating on teaching/precepting in a clinical environment.

Learning Objectives and Schedule of Activities

Activity CE Information	Title, Description, and Learning Objectives
<p>ACPE #: 0204-9999-18-713-H04-P</p> <p>CE Hours: 1.5</p> <p>Activity Type: Knowledge</p>	<p>Title: Understanding Academic Pharmacy</p> <p>Covers basic vernacular of pharmacy education and the different types of pharmacy faculty appointments</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Jimmi Hatton-Kolpek, Pharm.D., FCCP, FCCM, Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Lexington, KY • Kelly M. Smith, Pharm.D., BCPS, FASHP, FCCP, Professor, Department of Pharmacy Practice and Science; Interim Dean, University of Kentucky College of Pharmacy, Lexington, KY

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	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Define key terminology pertinent to higher education and professional pharmacy education. • Differentiate the benefits between tenure track and non-tenure track faculty appointments. • Describe the expectations for teaching, service and scholarship between tenure track and non-tenure track faculty appointments.
<p>ACPE #: 0204-9999-18-714-H04-P</p> <p>CE Hours: 0.75</p> <p>Activity Type: Knowledge</p>	<p>Title: Technical Aspects of Learning</p> <p>Discusses adult learning theory, how to determine learning needs, and how to write learning objectives.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Lisa Nichols, MATESL, MSLIS, Pedagogy Specialist, University of Kentucky College of Pharmacy, Lexington, KY • Stacy Taylor, Pharm.D., M.H.A., BCPS, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Interim Assistant Dean of Student Affairs, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Describe the adult learning theory. • List barriers and motivators to adult learning. • Discuss ways to enhance learning among adults. • Discuss general learning needs that would be applicable to students in any course. • Describe two ways to determine learning needs for a particular course or group of learners. • Summarize the purpose and use of learning objectives. • Write clear, manageable learning objectives using the ABCD format. • Analyze the quality of learning objectives using the SMART criteria.
<p>ACPE #: 0204-9999-18-715-H04-P</p> <p>CE Hours: 1.25</p> <p>Activity Type: Knowledge</p>	<p>Title: Designing and Assessing the Learning Experience</p> <p>Addresses different instructional strategies, how to assess learning, and how to interpret instructor evaluations of teaching.</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Jeff Cain, Ed.D., M.S., Adjunct Professor, Department of Pharmacy Practice and Science, Director of Education Technology, University of Kentucky College of Pharmacy, Lexington, KY • Leah P. Simpson, M.P.A., Director of Curriculum and Assessment, University of Kentucky College of Pharmacy, Lexington, KY • Stacy Taylor, Pharm.D., M.H.A., BCPS, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Interim Assistant Dean of Student Affairs, University of Kentucky College of Pharmacy, Lexington, KY

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	<p>Learning Objectives</p> <ul style="list-style-type: none"> • List effective techniques to incorporate into your personal lecture style. • Discuss three strategies that could be employed as an alternative to lecturing. • Describe three criticisms of student evaluations of teaching. • Describe three reasons why student evaluations of teaching are valuable. • Describe common characteristics of instructors who are rated highly. • Describe best practices for interpreting student evaluations of teaching. • Define assessment. • Differentiate between formative and summative assessment. • Identify three ways learning might be assessed in the classroom.
<p>ACPE #: 0204-9999-18-716-H04-P</p> <p>CE Hours: 0.75</p> <p>Activity Type: Knowledge</p>	<p>Title: Presenting Data and Setting the Rules</p> <p>Covers data presentation and creating syllabi</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Sara D Brouse, Pharm.D., FCCP, BCPS, AQ-Cardiology, Adjunct Associate Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Cardiovascular Clinical Pharmacy Specialist, UK HealthCare, Lexington, KY • David J. Feola, Pharm.D., Ph.D., Associate Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Discuss the pros and cons of types of graphs and how to use them to present scientific data. • Identify and avoid common pitfalls associated with presenting data graphically. • Describe at least three course elements that should be included within a course syllabus. • List three course policies that should be included in a course syllabus.
<p>ACPE #: 0204-9999-18-717-H04-P</p> <p>CE Hours: 1.0</p> <p>Activity Type: Knowledge</p>	<p>Title: Additional Considerations for Program Development</p> <p>Discusses generational differences, the importance of emotional intelligence, and accreditation requirements</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Jeff Cain, Ed.D., M.S., Adjunct Professor, Department of Pharmacy Practice and Science, Director of Education Technology, University of Kentucky College of Pharmacy, Lexington, KY • Frank Romanelli, Pharm.D., M.P.H., FAPhA, BCPS, AAHIVP, Paul F. Parker Endowed Professor of Pharmacy, Department of Pharmacy Practice and Science, Associate Dean for Education, University of Kentucky College of Pharmacy, Lexington KY

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	<ul style="list-style-type: none"> • Melody Ryan, Pharm.D., M.P.H., Professor and Associate Chair, Department of Pharmacy Practice and Science, Director of International Professional Student Education, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Describe the influence of generations on learning attitudes. • Compare and contrast the characteristics of different generations. • Describe the construct of emotional intelligence. • Describe why emotional intelligence is important to pharmacy graduates. • Describe underlying principles of accreditation processes. • List and discuss components of a Doctor of Pharmacy degree program accreditation.
<p>ACPE #: 0204-9999-18-718-H04-P</p> <p>CE Hours: 1.5</p> <p>Activity Type: Knowledge</p>	<p>Title: Documenting Your Educational Plan</p> <p>Describes how to create a teaching philosophy and what to include in a teaching portfolio</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Frank Romanelli, Pharm.D., M.P.H., FAPhA, BCPS, AAHIVP, Paul F. Parker Endowed Professor of Pharmacy , Department of Pharmacy Practice and Science, Associate Dean for Education, University of Kentucky College of Pharmacy, Lexington KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Explain the purpose and importance of a teaching philosophy. • Describe the type of information that can be included in one’s teaching philosophy. • Explain the purpose(s) of the teaching portfolio. • List and discuss components of a teaching portfolio.
<p>ACPE #: 0204-9999-18-719-H04-P</p> <p>CE Hours: 2.0</p> <p>Activity Type: Knowledge</p>	<p>Title: Academia: The Big Picture</p> <p>Explains curriculum development and discusses emerging trends in teaching, educational technology, and interprofessional education</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Jeff Cain, Ed.D., M.S., Adjunct Professor , Department of Pharmacy Practice and Science, Director of Education Technology, University of Kentucky College of Pharmacy, Lexington, KY • Frank Romanelli, Pharm.D., M.P.H., FAPhA, BCPS, AAHIVP, Paul F. Parker Endowed Professor of Pharmacy , Department of Pharmacy Practice and Science, Associate Dean for Education, University of Kentucky College of Pharmacy, Lexington KY • Kelly M. Smith, Pharm.D., BCPS, FASHP, FCCP, Professor, Department of Pharmacy Practice and Science; Interim Dean, University of Kentucky College of Pharmacy, Lexington, KY

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	<ul style="list-style-type: none"> • Stacy Taylor, Pharm.D., M.H.A., BCPS, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Interim Assistant Dean of Student Affairs, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Define the key stakeholders in curricular development and oversight. • Identify the primary steps in curricular development. • Describe emerging teaching trends and practices. • Discuss the impetus behind recent trends and emerging practices within classroom and teaching settings. • Describe four emerging technology trends in higher education. • Define interprofessional education (IPE). • Describe the overall purpose of IPE. • Discuss the Accreditation Council for Pharmacy Education (ACPE) Interprofessional Education Standards.
<p>ACPE #: 0204-9999-18-720-H04-P</p> <p>CE Hours: 1.25</p> <p>Activity Type: Knowledge</p>	<p>Title: Managing and Assessing in the Classroom</p> <p>Discusses how to manage the classroom environment, how to assess students, and test-writing principles</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Jeff Cain, Ed.D., M.S., Adjunct Professor , Department of Pharmacy Practice and Science, Director of Education Technology, University of Kentucky College of Pharmacy, Lexington, KY • Holly Divine, Pharm.D., BCACP, CGP, CDE, FAPhA, Clinical Associate Professor, Department of Pharmacy Practice and Science; Coordinator, Introductory Pharmacy Practice Experiences; Program Director, Community Pharmacy Residency, University of Kentucky College of Pharmacy, Lexington, KY • Leah P. Simpson, M.P.A., Director of Curriculum and Assessment, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Explain the concept and need for classroom management. Identify practical tips for classroom management. • Define classroom assessment techniques (CATs). • Discuss the value of using CATs. • Choose appropriate CATs for various in-class learning scenarios. • Describe three test development principles. • List three common exam creation errors.
<p>ACPE #: 0204-9999-18-721-H04-P</p> <p>CE Hours: 2.0</p> <p>Activity Type: Knowledge</p>	<p>Title: Getting Ahead: Pearls for Higher Education</p> <p>Discusses a variety of concepts including role of student affairs, major issues affecting higher education, educational scholarship, classroom teaching tips, and the processes of appointment, promotion, and tenure.</p>

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	<p>Faculty:</p> <ul style="list-style-type: none"> • David S. Burgess, Pharm.D., FCCP, Professor and Chair, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Lexington, KY • Jeff Cain, Ed.D., M.S., Adjunct Professor, Department of Pharmacy Practice and Science, Director of Education Technology, University of Kentucky College of Pharmacy, Lexington, KY • Peggy Piascik, BSP Pharm, Ph.D., Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Lexington KY • Stacy Taylor, Pharm.D., M.H.A., BCPS, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Interim Assistant Dean of Student Affairs, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Describe techniques to become more comfortable with the classroom teaching experience. • List actions that help avoid problems in the classroom. • Define scholarship of teaching and learning (SOTL). • Describe elements of the teaching continuum progressing from excellent teaching to scholarly teaching and finally to SOTL. • Discuss steps to initiating SOTL in pharmacy education. • Describe various support functions coordinated through Student Affairs. • List two best practices which can be implemented in the Recruitment and Admissions process. • Discuss ways Student Affairs can promote student success. • Describe two current issues confronting higher education. • Describe two ways in which pharmacy education will be affected by those issues. • List three common academic appointment ranks. • Outline the elements of a dossier for promotion.
<p>ACPE #: 0204-9999-18-722-H04-P</p> <p>CE Hours: 2.0</p> <p>Activity Type: Knowledge</p>	<p>Title: Foundations of Experiential Teaching</p> <p>Covers foundational elements of experiential teaching</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Doug Oyler, Pharm.D., Adjunct Assistant Professor, Department of Pharmacy Practice and Science, Clinical Pharmacist, Trauma/Burn/Acute Care Surgery, UK HealthCare, Kentucky, KY • Anne Policastri, Pharm.D., M.B.A., FKSHP, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Director of Experiential Education, University of Kentucky College of Pharmacy, Lexington, KY • Kelly M. Smith, Pharm.D., BCPS, FASHP, FCCP, Professor, Department of Pharmacy Practice and Science; Interim Dean, University of Kentucky College of Pharmacy, Lexington, KY

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	<ul style="list-style-type: none"> • P. Shane Winstead, Pharm.D., Adjunct Assistant Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Identify the heightened expectations a pharmacist must prepare to meet when first entering practice. • Discuss the importance of active teaching in experiential settings. • Describe active teaching methods that can be used in experiential settings. • Describe the four teaching/precepting roles of direct instruction, modeling, coaching, and facilitating. • Discuss the progression of the four teaching/precepting roles throughout a rotation. • Describe the major components required to establish effective student/preceptor relationships, including: elements of success and potential barriers to success. • Demonstrate effective feedback. • Differentiate between effective vs ineffective examples of feedback.
<p>ACPE #: 0204-9999-18-723-H04-P</p> <p>CE Hours: 2.5</p> <p>Activity Type: Knowledge</p>	<p>Title: Specialty Experiential Teaching Skills</p> <p>Covers a variety of experiential teaching tips pertaining to special circumstances or issues</p> <p>Faculty:</p> <ul style="list-style-type: none"> • Val Adams, Pharm.D., FCCP, BCOP, Associate Professor, Department of Pharmacy Practice and Science, University of Kentucky College of Pharmacy; Program Director - PGY2 Specialty Residency Hematology/Oncology, UK HealthCare, Lexington, KY • Holly Divine, Pharm.D., BCACP, CGP, CDE, FAPhA, Clinical Associate Professor, Department of Pharmacy Practice and Science; Coordinator, Introductory Pharmacy Practice Experiences; Program Director, Community Pharmacy Residency, University of Kentucky College of Pharmacy, Lexington, KY • Anne Policastri, Pharm.D., M.B.A., FKSHP, Clinical Assistant Professor, Department of Pharmacy Practice and Science, Director of Experiential Education, University of Kentucky College of Pharmacy, Lexington, KY • Kelly M. Smith, Pharm.D., BCPS, FASHP, FCCP, Professor, Department of Pharmacy Practice and Science; Interim Dean, University of Kentucky College of Pharmacy, Lexington, KY <p>Learning Objectives</p> <ul style="list-style-type: none"> • Identify strategies for conducting a difficult conversation. • Define the elements of positive regard that contribute to effective conversations about a difficult topic. • Discuss strategies to handle a student’s emotions while on rotation. • Explain methods that can be used to assess a student’s clinical knowledge or skills.

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	<ul style="list-style-type: none"> • Describe elements of an action plan designed to successfully remediate knowledge or skill deficits. • Describe potential strategies for dealing with the student that appears unmotivated to learn or achieve. • Define academic entitlement. • Discuss the four rights of the pharmacy education consumer. • List strategies for teaching the student that has an attitude of entitlement. • Describe how high achievers are motivated. • Recognize methods that will accelerate knowledge and skills. • Describe appropriate use of mobile computing and handheld electronic devices on experiential education rotations. • List practical tips and pearls for experiential teaching and precepting.
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Faculty Information

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Disclosures

In accordance with the ACPE's and ACCME's Standards for Commercial Support, everyone in a position to control the content of an educational activity is required to disclose to the accredited provider their **relevant financial relationships**. An individual has a relevant financial relationship if he or she (or spouse/domestic partner) has a financial relationship in any amount occurring in the last 12 months with a commercial interest whose products or services are discussed in the activity content over which the individual has control.

A **commercial interest** is any entity producing, marketing, re-selling, or distributing healthcare goods or services consumed by, or used on, patients. The Standards for Commercial Support do not consider providers of clinical services directly to patients to be commercial interest.

All planners, presenters, reviewers, and staff report no financial relationships relevant to this activity.

Methods and CE Requirements

This online activity consists of a combined total of 76 online learning components. Pharmacists are eligible to receive a total of 16.5 hours of continuing pharmacy education credit by completing all 40 modules and 36 activities within this certificate program.

Participants must participate in the entire activity and complete the evaluation to earn continuing pharmacy education credit. Follow the prompts online at the ASHP eLearning portal (<http://elearning.ashp.org>) to claim credit and view statements of credit within 60 days of completing the activity. Credits will be reported directly to CPE Monitor. To verify that you have completed the required steps and to ensure your credits hours have been reported to CPE Monitor, we encourage you to check your NABP eProfile account to validate your credits were transferred successfully before the ACPE 60-day deadline. After the 60 day deadline, ASHP will no longer be able to award credit.



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System Technical Requirements

Courses and learning activities are delivered via your Web browser and Acrobat PDF. Users should have a basic comfort level using a computer and navigating web sites.

View the [minimum technical and system requirements](#) for learning activities.

Acknowledgements of Support

This activity was planned, coordinated, and developed by The American Society of Health-System Pharmacists by joint sponsorship with the University Of Kentucky College Of Pharmacy.