

Pharmacy Residency Leading Practice

St. Michael's Hospital - Academic Teaching Rotation

Description of practice/tool is linkage to Accreditation Standards.

The longitudinal teaching rotation contains a series of activities that span the entire duration of the residency. The first activity involves review and resident-led discussions around educational theory and learning styles. Topics include setting learning objectives, learning styles, teaching styles, principles of giving feedback, and small group learning techniques. For the second activity, the resident gains experience in actual teaching, applying the knowledge gained in the first activity. The resident is required to plan, create and deliver an educational session to pharmacy technicians. S/he sets appropriate learning objectives, develops the material and delivers the educational session. The third activity involves leading a group of undergraduate pharmacy students in two mini case discussions. The resident again has the opportunity to apply teaching skills, drawing on their expertise in clinical content. For these case discussions, the resident is responsible for picking the topic and patient case, setting learning objectives, selecting and providing the students with appropriate articles, facilitating the students through the case discussion using small group teaching techniques in order to maximize student participation.

Why was this implemented at SMH?

It was recognized that residency applicants are coming into the program with very little experience in formal teaching. Once the resident enters the profession in the capacity of a pharmacist, s/he would likely be involved in teaching and provision of education to pharmacy students and other professionals. Hence, the teaching rotation was developed to help develop teaching skills and prepare the residents to grow into roles as preceptors, teachers and mentors.

What makes this practice/tool creative and innovative?

This rotation provides a flexible and practical way to enhance teaching skills and knowledge. It can be integrated in a variety of ways with flexible timelines. By selecting clinical content that matches a clinical area of study while on a direct patient care rotation, the resident further solidifies his/her learning.

Which processes or educational outcomes has this practice/tool improved in your program?

This program addressed education standards of the residency standards, provided learning theory knowledge and teaching experience for residents. In addition, residents better understand their own learning styles, better equipping themselves for life-long learning.

Which resources are required for this practice/tool to be implemented by other pharmacy residency programs?

A captive group of learners is needed for the resident to practice teaching coupled with a preceptor with teaching experience. In our case, we have utilized undergraduate pharmacy students who are on rotation at our institution and our in-house pharmacy distribution assistants / technicians.

Please provide a summary describing and explaining the impact it has had.

Six residents have completed the teaching rotation to date. Resident evaluations and feedback of the teaching rotation has been overwhelmingly positive. Residents have said that this rotation was a valuable and challenging learning experience and helped them gain teaching experience and confidence. Students taught by the residents indicated using our departmental structured feedback forms a high quality and positive learning experience.

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