New Course Outline

- The PharmD Approval Process for New Course Outlines document provides for more information on next steps and approval timelines.
- The Course Outline Submission Overview document provides more detailed guidelines on course learning objectives, topic outlines/scheduling requirements, and assessment methods.
- The AFPC Educational Outcomes for Professional Programs document provides complete information on roles and key competencies for Pharmacy Degree Programs.

Course Number: PHM384H1

Course Title: Teaching and Learning

Outline Version Code:

Course Description:

The educator role for pharmacists is broad and involves diverse roles, including teaching patients, designing and delivering continuing education, mentoring/precepting students, and educating other care professionals in small and large group settings. In order to provide students with the knowledge, skills, and abilities necessary to fulfill this mandate, a course in educational theories and methods is important. Material from this course will be applied in a practical sense to pharmacy practice courses and experiential learning activities. Specific topics to be covered in the course will include: development of behavioural learning objectives, learning theories, teaching techniques for various audiences, assessment tools, methods, and techniques and educational practice as a professional.

Semester: ☒ Winter

Course Type: ☒ Elective

1. Course Learning Objectives:
Upon completion of this course, students will have achieved the following level of learning objectives:
- Introductory = knowledge and comprehension of concepts, definitions
- Intermediate = application of concepts to simple situations
- Advanced = application of concepts to more complex situations with ability to synthesize and evaluate
Knowledge
Introductory Level:

Describe theories of teaching and learning. Discuss principles of facilitation and feedback. Discuss principles of assessment and evaluation.

Intermediate Level:

Develop a personal Philosophy of Teaching statement. Apply teaching theory and principles to critique educational programs.

Advanced Level:

Skills
Introductory Level:

Demonstrate the ability to apply teaching methodologies and techniques in facilitating a class/laboratory. Demonstrate the ability to assess students in a class/laboratory environment. Demonstrate understanding of group dynamics and presentation skills.

Intermediate Level:

Advanced Level:
**Attitudes/Values:**

Introductory Level:

Intermediate Level:

Advanced Level:

Exhibit professionalism at all times. Ensure that standards of ethical behaviour are followed when participating in teaching activities.

2. Rationale for Inclusion in the Curriculum:

Students during their experiential placements and after graduation will potentially take on the educator role in providing education/information to individuals or groups of patients, students and health care professions. Students should have an understanding of the principles of teaching and learning so they are prepared for a future educator role.

3. Pre-requisites:

N/A

4. Co-requisites:

N/A

5. Course Contact Hours and Teaching Methodologies:

<table>
<thead>
<tr>
<th>Didactic (lecture)</th>
<th>Hours: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group problem-based/ case-based learning (group size: )</td>
<td>Hours:</td>
</tr>
<tr>
<td>Laboratory or Simulation</td>
<td>Hours: 6</td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group (group size: )</td>
<td>Hours: 4</td>
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<tr>
<td>Experiential</td>
<td>Hours:</td>
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<tr>
<td>On-line</td>
<td>Hours:</td>
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<tr>
<td>Other (please specify):</td>
<td>Hours:</td>
</tr>
<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td><strong>Hours: 26</strong></td>
</tr>
</tbody>
</table>
6. Estimate and description of student's weekly out-of-class preparation time excluding exam preparation:

2 hours/week

7. Topics Covered and Lecture Specific Learning Objectives

**Week 1**
**Lecture Topic:** Introduction and Learning Styles Theory

**Lecture Learning Objectives:**

- Describe the components of teaching effectiveness
- Define learning styles
- Explain the components of various learning styles models
- Describe the 4 learning styles in Kolb Learning Style Inventory Model
- Apply Kolb Learning Style Model to educational settings and everyday life
- Reflect upon your own teaching and learning style

**Week 2**
**Lecture Topic:** Philosophy of Teaching, Educational Theory, Generation Factor and Learning Objectives

**Lecture Learning Objectives:**

Describe various approaches to teaching and learning

- Define the terms Pedagogy and Andragogy
- Recognize principles of good practice in undergraduate education
- Compare and contrast Millennials to previous generations
- Describe general characteristics of Millennials
- Explain the implications on teaching Millennial learners
- Apply Bloom’s Taxonomy towards writing learning objectives

**Week 3**
**Lecture Topic:** Teaching Techniques

**Lecture Learning Objectives:**

- Describe the different teaching techniques used for student engagement
- Identify situations when a teaching technique is used
- Practice using a teaching technique in class
- Reflect upon what you learned from using a teaching technique
**Week 4**
*Lecture Topic:* Facilitation and Feedback

**Lecture Learning Objectives:**

- List responsibilities and skills of an effective facilitator
- Compare and contrast how facilitating differs from didactic learning
- Explain the qualities of effective facilitation
- Describe strategies for small group facilitation
- Describe the various types of feedback
- Explain the characteristics of effective feedback
- Rationalize the purpose of giving feedback
- Apply skills to provide feedback

**Week 5**
*Lecture Topic:* Assessment and Evaluation

**Lecture Learning Objectives:**

- Describe the different forms of assessment
- Describe the different forms of evaluation
- Differentiate between assessment and evaluation

**Week 6**
*Lecture Topic:* Educational Technology and Gamification

**Lecture Learning Objectives:**

- Describe the role of educational technology
- Explain the considerations to implementing technology initiatives
- Evaluate the use of educational technology in higher education
- Define gamification
- Differentiate between structural and content gamification
- Apply structural and content gamification to desired content
- Explain essential attributes of educational games
- Describe the benefits and limitations of simulations

**Week 7**
*Lecture Topic:* MTM-3 Lab facilitation

**Lecture Learning Objectives:**

- Apply skills to assess and provide feedback
- Self-assess your own performance
- Reflect on feedback given from MTM-3 students and classmate
Week 8
Lecture Topic: Group Process

Lecture Learning Objectives:

- Explain qualities of an effective group
- Describe the stages of group formation
- Explain the purpose of group norms
- Describe the different group selection choices

Week 9
Lecture Topic: PBL, Self-directed and Reflective Learning

Lecture Learning Objectives:

- Define problem-based learning
- Describe the features of problem-based learning
- Describe the tasks of problem-based learning
- Explain the advantages and disadvantages of problem-based learning
- Solve an issue using the problem-based learning format
- Identify components of reflective practice
- Describe the importance of self-assessment

Week 10
Lecture Topic: Meds Check Lab Facilitation for MTM-1

Lecture Learning Objectives:

- Apply skills to assess and provide feedback
- Self-assess your own performance
- Reflect on feedback given from Clinical Instructors

Week 11
Lecture Topic: Group Presentations

Lecture Learning Objectives:

- Self-assess your own performance and contribution in the group
- Analyze your group process
- Reflect on feedback given from audience

Week 12
Lecture Topic: N/A

Lecture Learning Objectives: N/A
### Week 13
Lecture Topic: N/A
Lecture Learning Objectives: N/A

#### 8. Assessment Methodologies Used:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Learning Objectives Addressed</th>
<th>Assessment Method Used</th>
<th>Percent of Course Grade</th>
<th>For Group Work: Individualized or same mark for all group members</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Assignment</td>
<td>Apply teaching theory and principles to critique educational programs</td>
<td>Written assignment</td>
<td>25%</td>
<td>N/A</td>
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<tr>
<td>☐ Presentation</td>
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<tr>
<td>☐ Participation</td>
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<tr>
<td>☐ Mid-term</td>
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<tr>
<td>☐ Final Exam</td>
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<tr>
<td>☒ Assignment</td>
<td>Demonstrate the ability to apply teaching methodologies and techniques in facilitating a class/laboratory; Demonstrate the ability to assess and provide feedback to students in a class/laboratory environment</td>
<td>Performance-based MTM facilitation (1&amp;3)</td>
<td>10% x 2 = 20%</td>
<td>N/A</td>
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<tr>
<td>☐ Presentation – Performance Based</td>
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<td>☐ Participation</td>
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<td>☐ Mid-term</td>
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<tr>
<td>☐ Final Exam</td>
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<tr>
<td>☒ Assignment</td>
<td>Demonstrate understanding of group dynamics and presentation skills</td>
<td>Group presentation</td>
<td>10%</td>
<td>Individualized grades</td>
</tr>
<tr>
<td>☐ Presentation</td>
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<td>☐ Participation</td>
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<tr>
<td>☐ Mid-term</td>
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<tr>
<td>☐ Final Exam</td>
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<tr>
<td>☐ Assignment</td>
<td>All</td>
<td>Written Exam</td>
<td>45%</td>
<td>N/A</td>
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<tr>
<td>☐ Presentation</td>
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<tr>
<td>☐ Participation</td>
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<td>☐ Mid-term</td>
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<td>☔ Final Exam</td>
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</table>

**Expectation for pass grades for all Pharmacy courses is 60%**

#### 9. Policy and procedure regarding late assignments/examinations/laboratories:

Students who fail to submit an assignment by the specified due date will receive a deduction of 10 % for each day beyond the due date (including weekends/holidays), to a maximum of 50 %. Assignments will not be accepted for grading after 5 late days.

#### 10. Policy and procedure regarding missed assignments/examinations/laboratories:

Students who miss an examination or a test and who have a valid petition filed with the Registrar's office will be eligible to complete a make-up examination or test. The format of this examination or test will be at the discretion of the course coordinator, and may include, for example, an oral examination.

Students who miss a scheduled laboratory session, a presentation or a group session and who have a valid petition filed with the Registrar's office will be eligible to complete a make-up assignment.
Students who fail to submit an assignment by the specified due date, and who have a valid petition filed with the Registrar’s office will be eligible to submit the completed assignment, or an alternative assignment based on course requirements, with no academic penalty.

11. AFPC Education Outcomes addressed (check all those that apply):
- Refer to AFPC Educational Outcomes for Professional Programs for further information about the role and key competencies.

As Care Providers, pharmacy graduates:

**CP1 – Practice within the pharmacist scope of practice and expertise**

☐ CP1.1 Apply knowledge from the foundational sciences to make decisions relevant to the contemporary and evolving scope of pharmacist practice;

☐ CP1.2 Integrate AFPC Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar, and Professional roles in their practice of pharmacy;

☐ CP1.3 Recognize and respond to the complexity, uncertainty and ambiguity inherent in pharmacy practice;

☐ CP1.4 Explain the benefits, risks and rationale associated with pharmacist-provided care as an important step in obtaining and documenting consent to pharmacist care;

☐ CP1.5 Recognize and take appropriate action when signs, symptoms and risk factors that relate to medical or health problems that fall into the scope of practice of other health professionals are encountered.

**CP2 – Provide patient-centred care**

☐ CP2.1 Collect, interpret, and assess relevant, necessary information about a patient’s health-related care needs;

☐ CP2.2 Formulate assessments of actual and potential issues and in collaboration with the patient and other health team members as appropriate, prioritize issues to be addressed in a given patient encounter;

☐ CP2.3 Create and document plans in collaboration with the patient and other health team members as appropriate, and make recommendations to prevent, improve or resolve issues;

☐ CP2.4 Implement plans in collaboration with the patient and other health team members as appropriate, including:

  CP2.4.1 obtaining consent
CP2.4.2 making a referral or consulting others
CP2.4.3 adapting, initiating, renewing/continuing, discontinuing or administering medication as authorized
CP2.4.4a dispensing and/or
CP2.4.4b compounding and/or
CP2.4.4c delegating/authorizing such tasks to others appropriately
CP2.4.5 engaging the patient or care-giver through education, empowerment and self-management, and
CP2.4.6 negotiating the role of pharmacy and non-pharmacy team members in continuity and transitions of care.

☐ CP2.5 Follow-up by monitoring, evaluating progress toward achievement of the patient’s goals of therapy, adjusting plans in collaboration with the patient and health team members across the care continuum.

CP3 – Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety

☐ CP3.1 Recognize and respond to harm and potential harm from health care delivery, including patient safety incidents;

☐ CP3.2 Adopt strategies that promote patient safety and address human and system factors;

As Communicators, pharmacy graduates:

CM1 – Communicate in a responsible and responsive manner that encourages trust and confidence

☒ CM1.1 Select and use oral, non-verbal and written communication strategies (tools, techniques, technologies, etc.) effectively so that the patient’s best interests are foremost;

☒ CM1.2 Provide timely, clear responses that are tailored to the context and audience;

☒ CM1.3 Express facts, evidence, opinions and positions accurately and effectively, with clarity and confidence;

☒ CM1.4 Listen, actively solicit and respond appropriately to ideas, opinions and feedback from others;

☒ CM1.5 Use language, pace, tone, and non-verbal communication that is suitable for:

   a) the intended outcomes of the communication, and
   b) the complexity, ambiguity, urgency and/or difficulty of a situation, conversation or conflict

☒ CM1.6 Seek and synthesize relevant information from others in a manner that ensures common understanding and where applicable, clarifies and secures agreement and/or consent;

☒ CM1.7 Compose and share oral, written, and electronic information in a manner that optimizes patient safety, dignity, confidentiality, and privacy.
CM2 – Communicate in a manner that supports a team approach to health promotion and health care

☒ CM2.1 Engage in respectful, empathetic, compassionate, non-judgmental, culturally safe, tactful conversations with patients, communities, populations, and health team members;

☒ CM2.2 Demonstrate awareness of the impact of one’s own experience level, professional culture, biases and power and hierarchy within the health team on effective working relationships, communication and conflict resolution with health team members and adapt the approach to the situation appropriately;

☐ CM2.3 Demonstrate accuracy and appropriateness of communication as well as respect for the role of other health team members when disclosing information about harmful or potentially harmful situations;

☐ CM2.4 In word and in action, convey the importance of teamwork in patient-centred care, patient safety, health care quality improvement and health program delivery.

As Collaborators, pharmacy graduates:

CL1 – Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions

☒ CL1.1 Establish and maintain positive relationships;

☒ CL1.2 Recognize, respect and negotiate the roles and shared/overlapping responsibilities of team members;

☐ CL1.3 Join with others in respectful, effective shared decision-making.

CL2 – Hand over the care of the patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care

☐ CL2.1 Determine when and how care should be handed over to another team member;

☐ CL2.2 Recognize, respect and honour the negotiate shared and overlapping responsibilities of patients, pharmacy team members and other health members when handovers occur;

☐ CL2.3 Demonstrate safe handover of care, using oral, written, and electronic communication, during a patient transition to a different care provider or setting.

As Leader-Managers, pharmacy graduates:

LM1 – Contribute to optimizing health care delivery and pharmacy services

☐ LM1.1 Work with others to apply quality improvement strategies and techniques to optimize pharmacy care;

☐ LM1.2 Contribute to a culture of patient safety;
LM1.3 Confirm the quality, safety, and integrity of products;

LM1.4 Use health informatics to improve the quality of care, manage resources and optimize patient safety.

LM2 – Contribute to the stewardship of resources in health care systems

LM2.1 Apply evidence and management processes to achieve cost appropriate care;

LM2.2 Allocate health care resources for optimal patient care;

LM2.3 Contribute to the management of finances and health human resources in pharmacy practice settings;

LM3 – Demonstrate leadership skills

LM3.1 Demonstrate leadership skills to enhance pharmacy practice and health care.

LM4 – Demonstrate management skills

LM4.1 Work with others to apply the principles of effective management and supervision of health human resources and medication use systems;

LM4.2 Use effective strategies to manage and improve their own practice of pharmacy.

As Health Advocates, pharmacy graduates:

HA1 – Respond to an individual patient’s health needs by advocating with the patient within and beyond the patient care environment

HA1.1 Work with patients to address determinants of health that affect them and their access to needed health services or resources;

HA1.2 Work with patients to increase opportunities to adopt healthy behaviours;

HA1.3 Incorporate disease prevention, health promotion and health surveillance into interactions with individual patients.

HA2 – Respond to needs of communities or populations they serve by advocating with them for system-level change in a socially accountable manner

HA2.1 Work with community or population to identify the determinants of health that affect them;

HA2.2 Participate in health promotion and disease prevention programs.

As Scholars, pharmacy graduates:

SC1 – Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery
SC1.1 Use knowledge and problem-solving to arrive at recommendations and decisions that are appropriate, accurate, and practical;

SC1.2 Use professional experience to solve routine, previously encountered problems;

SC1.3 Use established decision-making frameworks and apply learning required to manage new situations and problems.

SC2 – Integrate best available evidence into pharmacy practice

☐ SC2.1 Generate focused questions related to needs for information, recommendations and decisions in practice;

☒ SC2.2 Use systematic approaches in the search for best available evidence;

☒ SC2.3 Critically appraise health-related research and literature;

☐ SC2.4 Incorporate best available evidence in the decision-making process.

SC3 – Contribute to the creation of knowledge or practices in the field of pharmacy

☐ SC3.1 Apply scientific principles of research and scholarly inquiry;

☐ SC3.2 Apply ethical principles that underlie research and scholarly inquiry.

SC4 – Teach other pharmacy team members, the public and other health care professionals including students

☒ SC4.1 Provide effective education to others;

☒ SC4.2 Employ appropriate teaching roles when teaching others;

☒ SC4.3 Deliver effective feedback in teaching and learning situations;

☒ SC4.4 Use appropriate learning assessment and evaluation strategies when working with patients, team members, students and teachers.

As Professionals, pharmacy graduates:

PR1 – Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care

☒ PR1.1 Exhibit professional behaviour whether face-to-face, in writing, or via technology-enabled communication. Professional; behaviour includes, but is not limited to:

    a) demonstrating honesty, integrity, humility, commitment, altruism, compassion, respect for diversity and patient autonomy;
    b) being accessible, diligent, timely and reliable in service to others;
    c) abiding by the principle of non-abandonment;
d) maintaining appropriate interpersonal boundaries;

e) maintaining professional composure, demeanor, and language even in difficult situations, and;

f) maintaining privacy and confidentiality;

☐ PR1.2 Use ethical frameworks as one component of professional judgment;

☐ PR1.3 Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest;

☐ PR1.4 Engage in activities that:

   a) protect the public, and;

   b) advance the practice of pharmacy.

PR2 – Able to recognize and respond to societal expectations of regulated health care professionals

☒ PR2.1 Take responsibility and accountability for actions and inactions;

☐ PR2.2 Demonstrate a commitment to patient safety and quality improvement;

☐ PR2.3 Honour the laws, ethical codes, and regulatory requirements (by-laws, standards, policies) that govern the self-regulated profession of pharmacy;

☐ PR2.4 Demonstrate an understanding of federal, provincial/territorial, and municipal laws, policies and standards that apply to pharmacy workplaces;

☒ PR2.5 Demonstrate an ability to maintain competence to practice through evaluating areas for improvement and planning, undertaking learning activities to address limitations in competence and/or performance and incorporating learning into practice;

☐ PR2.6 Identify and respond to unprofessional, unethical, and illegal behaviours in pharmacists, other pharmacy team members, and other health professionals.

PR3 – Committed to self-awareness in the management of personal and professional well being

☒ PR3.1 Set professional and personal goals, priorities, and manage their time to balance patient care, workflow, and practice requirements;

☒ PR3.2 Examine, reflect upon, and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions, etc.) that could influence self-development and professional performance;

☐ PR3.3 Adapt their practice of pharmacy to fulfill evolving professional roles;

☒ PR3.4 Recognize and respond to self and colleagues in need.