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SEE Quality in Pharmacy Summit 23-25th October, 2015

Teaching competence development to
support innovation in pharmacy education

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CHANGING TEACHING PRACTICE: STRATEGIES AND BARRIERS¹

Christopher Knapper, Queen's University, Kingston, Canada

- ▶ *„university teaching is one of the very few professions where practitioners receive almost no formal preparation for their work, where there is no process for the accreditation of minimum competence, and where involvement in continuing professional education is uncommon“*

Knapper, 2008

- ▶ Most medical faculty receive little or no training about how to be effective teachers, even when they assume major educational leadership roles.

Srinivasan et al, "Teaching as a Competency": competencies for medical educators

Acad Med. 2011



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Complex learning environment in healthcare professionals education

- ▶ rapid increase of knowledge base/amount of information
- ▶ outcomes-based education (focus on abilities)
- ▶ student-centred and self-directed learning
- ▶ emphasis on experiential education and interprofessional learning
- ▶ teaching and learning in the clinical setting 'face to face' with patients and other healthcare professionals
- ▶ use of technology enhanced teaching and learning





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- ▶ Current expectations for university teachers in health professionals education extend beyond the “information provider” (i.e. content expert) to encompass:
 - ▶ effective communication,
 - ▶ understanding educational theory,
 - ▶ creating effective learning environment (including development of relevant educational resources and appropriate teaching and assessment methods).

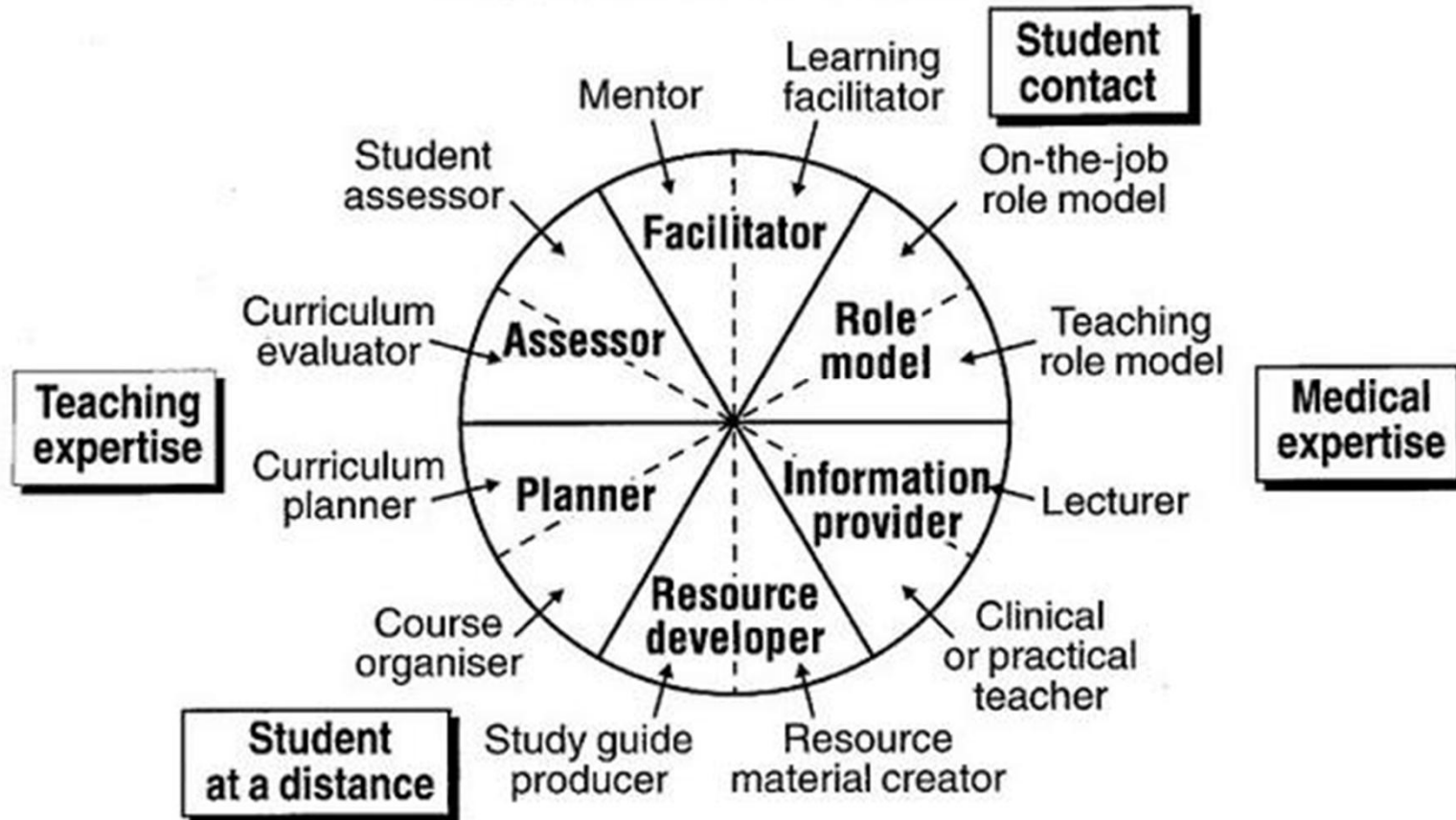
 - ▶ Teacher practitioners (practice preceptors or, clinical supervisors) also bear increased responsibility for effective teaching and learning in health professionals education.

*Harden & Crosby, The good teacher is more than a lecturer – the twelve roles of the teacher
Medical Teacher 22(4): 334-347.*



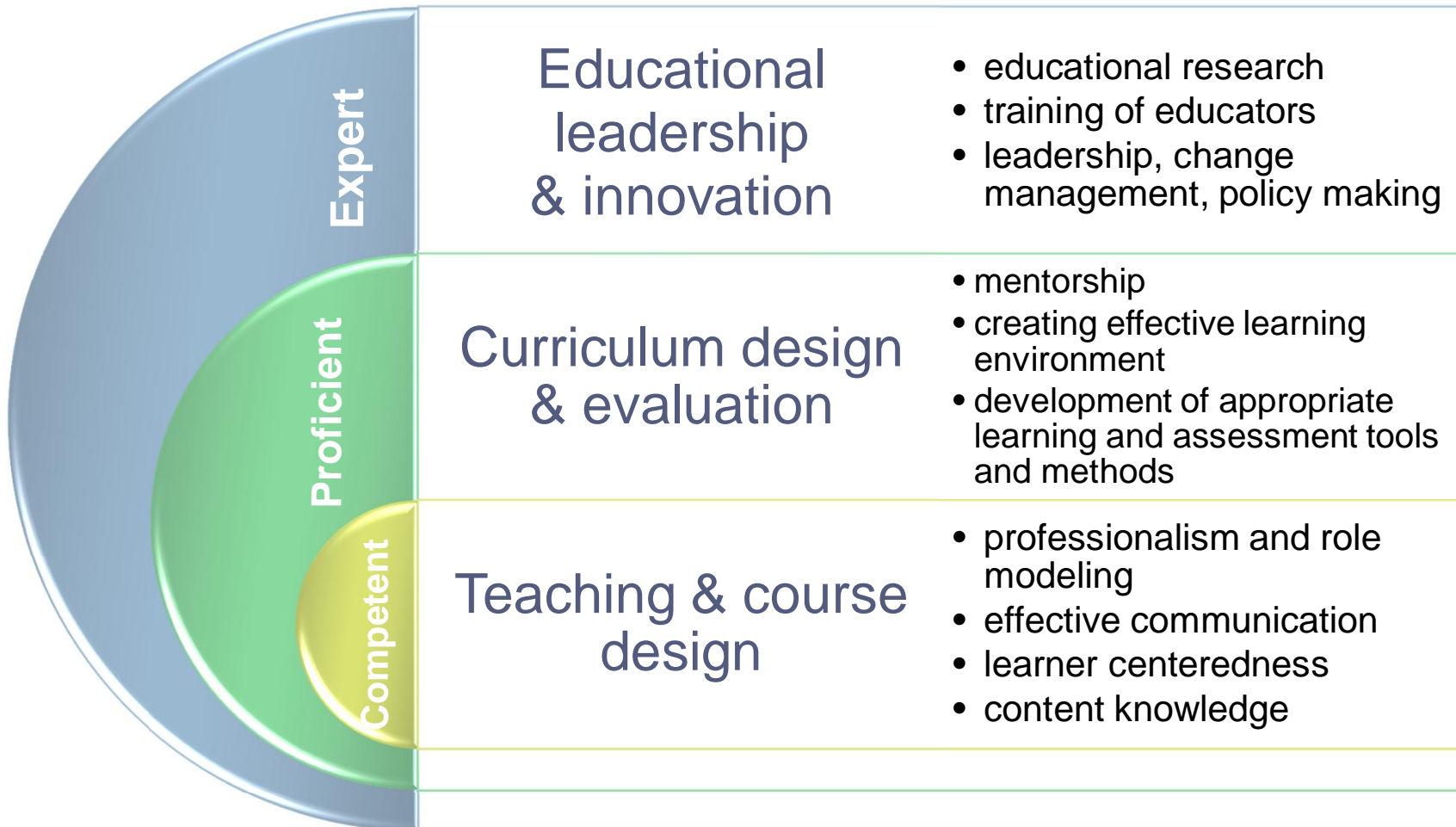


Teacher's Roles





Teaching competencies framework



Revised ESG approved by the Ministerial Conference in Yerevan, on 14-15 May 2015.

1.5 Teaching staff

Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.



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- ▶ Contemporary quality assurance guidelines and accreditation standards for pharmacy education include relevant expectations for teaching competence development of both university teachers and teacher practitioners.
 - ▶ It is stated that “academic staff must have access to an organised professional development programme which must provide opportunities to develop teaching, learning and assessment skills, as well as an understanding of pedagogy, including construction and delivery of the curriculum.”
 - ▶ „Members of the academic staff should be trained to use educational technologies and techniques that support various modes of educational delivery.”

FIP, 2014; PSI, 2014





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- ▶ Faculty development is any planned activity to improve an individual's knowledge and skills in areas considered essential to the performance of a faculty member in a department or a residency programme (e.g. teaching skills, administrative skills, research skills, clinical skills).

Sheets & Schwenk, 1990

- ▶ The personal and professional development of teachers, clinicians, researchers and administrators to meet the goals, vision and mission of the institution in terms of its social and moral responsibility to the communities it serves.

McLean et al, 2008

▶



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Different models for academic staff development are available:

- ▶ centers for teaching and learning (provide necessary support and guidance for university teachers)
- ▶ postgraduate diploma/certificate/master and PhD in health science education
- ▶ individual school faculty development program
- ▶ seminars, workshops, study groups, forums, blogs
- ▶ <http://www.faimer.org/resources/mastersmeded.html>





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October 21, 2015

Thinking about Teaching and Learning

By Maryellen Weimer, PhD

I heard someone say today that he's been teaching for 50 years and never really thought about his teaching. "I just go in there and teach—I don't think about it." And here I am having spent something like 45 years thinking a lot about my own teaching and that of everyone else. From my perspective, it's hard to imagine teaching without thinking about it.

I doubt that you'd be reading a blog like this one if you didn't think about your teaching, but the comment did lead me in a potentially useful direction: What's healthy thinking about teaching? If we do think about it, what are some constructive cornerstones within which our thinking can occur? Here's a place to start.

Don't think about teaching without thinking about learning – We were pretty much fixated on teaching during the 1980s and before. We assumed that learning was the inevitable, automatic outcome of good teaching—not an entirely bogus assumption. Research has identified certain ingredients and components of effective instruction that can be linked to learning outcomes. Then in the 1990s we "discovered" learning. Like the new world Columbus visited, learning had always been there but it wasn't a place we had explored or conquered. The focus on learning has been productive, offering many new insights and understandings. But what's healthiest it seems to me is thinking about both,

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- ▶ Professional development of teaching staff should provide the necessary leadership for further quality improvement.
 - ▶ They are expected to act as the agents of change and promote innovative practice in teaching, learning and patient care.
 - ▶ Establishment of institutional culture that promotes and nurtures professional development, support of the institutional management, strong determination and lot of motivation is needed in order to overcome the expected barriers and resistance to change.





Personal experience

- ▶ 2009 Postgraduate Certificate in Medical Education (PgCertMedEdu)
University of Dundee
- ▶ distance learning course (now, on-line)
- ▶ 2014 Teaching Certificate in Pharmacy Education University of
Washington
- ▶ face-to-face, 2 hours workshops during 11 weeks

Different

Interesting

Rewarding

Fun

Did not compete (much) with other scholarly activities



In our region, one of the first teaching development programmes for academic staff and teacher practitioners involved in health professionals education will be established through the Erasmus+ project ReFEEHS coordinated by the University of Belgrade (www.refeehs.com)



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