



College of Pharmacy (Spring 2009)

Academic Rotation Syllabus

COURSE

Pharmacy Skills Lab I
(PHCY 3041 - 1:30pm – 4:20pm)

PRECEPTOR

Dr. Linda Blakley



College of Pharmacy (Spring 2009)

Academic Rotation Syllabus (CYCLE 1)

COURSE

Pharmacy Skills Lab I
(PHCY 3041 - 1:30pm – 4:20pm)

ROTATION STUDENT NAME



PHCY 3041 SPRING 2009 COURSE CALENDAR

Day	Date	Week	Lesson/Activity	Instructor
M-F	1/5/08 – 1/9/09		1st Rotation Begins	Blakley
M	1/12/08	1	Introduction to PSL I – Rx General Ability-Based Outcomes	Blakley
T	1/13/08	1	Introduction to PSL I - Rx General Ability-Based Outcomes	Blakley
W	1/14/08	1	Introduction to PSL I - Rx General Ability-Based Outcomes	Blakley
R	1/15/08	1	Introduction to PSL I - Rx General Ability-Based Outcomes	Blakley
F	1/16/08	1		
M	1/19/08	2	MLK Holiday!	Harris
T	1/20/08	2	Presidential Inauguration Holiday!	Harris
W	1/21/08	2	Online Drug Information Resources	Harris
R	1/22/08	2	Online Drug Information Resources	Harris
F	1/23/08	2		
M	1/26/08	3	Online Drug Information Resources	Harris
T	1/27/08	3	Online Drug Information Resources	Blakley
W	1/28/08	3	Online Drug Information Resources	Blakley
R	1/29/08	3	Online Drug Information Resources	Blakley
F	1/30/08	3		
M	2/2/08	4	Introduction to Research – Literature Review Activity (Group)	Blakley
T	2/3/08	4	Introduction to Research – Literature Review Activity (Group)	Blakley
W	2/4/08	4	Introduction to Research – Literature Review Activity (Group)	Blakley
R	2/5/08	4	Introduction to Research – Literature Review Activity (Group)	Blakley
F	2/6/08	4		
M	2/9/08	5	Evaluating Literature – Clinical Research Activity (Individual)	Blakley
T	2/10/08	5	Evaluating Literature – Clinical Research Activity (Individual)	Blakley
W	2/11/08	5	Evaluating Literature – Clinical Research Activity (Individual)	Blakley
R	2/12/08	5	Evaluating Literature – Clinical Research Activity (Individual)	Blakley
F	2/13/08	5	1st Rotation Ends	
			2nd Rotation Begins	
M	2/16/08	6	APA Format -Research Report Guidelines – In Class Assignment	Blakley
T	2/17/08	6	APA Format -Research Report Guidelines – In Class Assignment	Blakley
W	2/18/08	6	APA Format -Research Report Guidelines – In Class Assignment	Blakley
R	2/19/08	6	APA Format -Research Report Guidelines – In Class Assignment	Blakley
F	2/20/08	6		
M	2/23/08	7	Mardi Gras Holiday	
T	2/24/08	7	Mardi Gras Holiday	
W	2/25/08	7	Mardi Gras Holiday	
R	2/26/08	7	Mardi Gras Holiday	
F	2/27/08	7		
M	3/2/08	8	Research Report Parts/In class Activity-Intro/Thesis	Blakley
T	3/3/08	8	Research Report Parts/In class Activity-Intro/Thesis	Blakley
W	3/4/08	8	Research Report Parts/In class Activity-Intro/Thesis	Blakley
R	3/5/08	8	Research Report Parts/In class Activity-Intro/Thesis	Blakley
F	3/6/08	8		
		9	Assign/Post Seminar Topics	Blakley
M	3/9/08	9	Research Report/Peer Assessment Activity-Trial Run	Blakley
T	3/10/08	9	Research Report/Peer Assessment Activity-Trial Run	Blakley
W	3/11/08	9	Research Report/Peer Assessment Activity-Trial Run	Blakley
R	3/12/08	9	Research Report/Peer Assessment Activity-Trial Run	Blakley
F	3/13/08	9	RESEARCH REPORT DUE BY 3PM	
M	3/16/08	10	Peer Assessment – Research Report	Blakley
T	3/17/08	10	Peer Assessment – Research Report	Blakley
W	3/18/08	10	Peer Assessment – Research Report	Blakley
R	3/19/08	10	Peer Assessment – Research Report	Blakley
F	3/20/08	10		



PHCY 3041 SPRING 2009 CALENDAR

Day	Date	Week	Lesson/Activity	Instructor
M	3/23/08	11	Final Seminar Requirements/Presentation Skills Development	Blakley
T	3/24/08	11	Final Seminar Requirements/ Presentation Skills Development	Blakley
W	3/25/08	11	Final Seminar Requirements/ Presentation Skills Development	Blakley
R	3/26/08	11	Final Seminar Requirements/ Presentation Skills Development	Blakley
F	3/27/08	11	2nd Rotation Ends	
M	3/30/08	12	Review - Analysis – Perceptions Peer Assessment/ Seminar Dev.	Blakley
T	3/31/08	12	Review - Analysis – Perceptions Peer Assessment/ Seminar Dev.	Blakley
W	4/1/08	12	Review - Analysis – Perceptions Peer Assessment/ Seminar Dev.	Blakley
R	4/2/08	12	Review - Analysis – Perceptions Peer Assessment/ Seminar Dev.	Blakley
F	4/3/08	12		
M	4/6/08	13	Lab Cancelled	Blakley
T	4/7/08	13	Lab Cancelled	Blakley
W	4/8/08	13	Lab Cancelled	Blakley
R	4/9/08	13	Easter Holiday	Blakley
F	4/10/08	13	Easter Holiday	
M	4/13/08	14	Final Seminar Presentations/Seminar Assessment	Blakley
T	4/14/08	14	Final Seminar Presentations/Seminar Assessment	Blakley
W	4/15/08	14	Final Seminar Presentations/Seminar Assessment	Blakley
R	4/16/08	14	Final Seminar Presentations/Seminar Assessment	Blakley
F	4/17/08	14		
M	4/20/08	15	Final Seminar Presentations/Seminar Assessment	Blakley
T	4/21/08	15	Final Seminar Presentations/Seminar Assessment	Blakley
W	4/22/08	15	Final Seminar Presentations/Seminar Assessment	Blakley
R	4/23/08	15	Final Seminar Presentations/Seminar Assessment	Blakley
F	4/24/08	15		
M	4/27/08	16		Blakley
T	4/28/08	16	LAST DAY OF CLASSES	Blakley
W	4/29/08	16	QUIET DAY	Blakley
R	4/30/08	16	EXAMS BEGIN	Blakley
F	5/1/08	16		
M	5/4/08			
T	5/5/08			
W	5/6/08			
R	5/7/08		GRADES DUE (Noon)	
F	5/8/08			
Sat.	5/9/08		COMMENCEMENT	



Xavier University College of Pharmacy

About the PSL I Academic Rotations Content Overviews

1st Cycle: January 5, 2009 – February 13, 2009

[Content Focus: Literature Search, Review, Analysis, Synthesis, Presentation & Discussion](#)

The proposed Academic Rotation evolved from a Pharmacy Skills Lab I (PHCY 3041) activity presented during the Spring of 2005. At the beginning of the Fall 2004 semester, Dr. Cheryl Gauthier, then course coordinator for the Introduction to Pharmacy (PHCY 3030) course, and I discussed the utility of introducing P1 students to research during their first year. The dialogue led to the development of two (2) introductory research-related activities presented the Fall of 2004 in PHCY 3030 and the Spring of 2005 in PHCY 3041.

The activity presented in PHCY 3030 introduced P1 students to the parts of the research study and required students to manually retrieve and write a summary of an assigned research article. The follow-up activity in PHCY 3041 incorporated electronic literature search and evaluation. The online activity required P1 students to conduct literature searches and review clinical research studies in assigned groups (week 1) and then individually (week 2).

P1 Student Objectives for the Clinical Research Activity included:

- To utilize various online information resources to search and retrieve relevant (full text) research studies.
- To read, analyze and synthesize study components (as a group) from online (not printed) sources.
- To work efficiently and effectively in a group collaborating to review, evaluate synthesize and present the study within the allotted time.

To promote further development of the Literature Search, Review, Analysis, Synthesis and Discussion activity, the proposed Academic Rotation provides valuable introductory experiences to both P1 students in the form of information acquisition and P4 students in areas such as pedagogy, academic administration and assessment.

2nd Cycle: February 16, 2009 – February 20, 2009

[Content Focus: Peer Assessment of Written Communications](#)

PSL I Students are assigned to write a short research report based on one of the focus areas within the Healthy People 2010 initiative. Students are required to include the following content elements in the paper:

- Healthy People 2010
- Cultural Competence
- Include (1) study. Provide an overview of the study which includes:
 - Background information
 - Research problem
 - Methods
 - Findings
 - Discussion/Conclusion
 - Include Personal Perspective in the conclusion of the paper.

The research report will be peer-assessed. This Academic Rotation focuses on using the process of assessment as a learning tool for first-year pharmacy students (P1). Students are provided with lectures reviewing the parts of a research report (i.e. introduction, thesis, body, and conclusion) and formatting a paper using APA guidelines.

This activity includes a trial peer assessment before the actual report will be assessed. A scoring rubric will be utilized to help standardize the assessment of student reports. Students will also be administered pre and post surveys on the peer assessment process.



Overview: Proposed Academic Rotation

Preceptor:	Dr. Linda Blakley Director, SAPS/ Course Coordinator PSLI
Academic Rotation Date	Spring 2009 – This proposed academic rotation is a component of Pharmacy Skills Lab 1. Rotation students will begin in January of 2009.
Location of Academic Rotation	Xavier University College of Pharmacy – Room 203-04. Students will be assigned a work area in Room 201 (AEP Offices).
Academic Focus Area:	Literature Search, Review, Analysis, Synthesis and Discussion

Overall Objective of Academic Rotation

The purpose of the proposed academic rotation is to provide formal training in the development, implementation and assessment of instruction at a post-secondary level.

Current topic in pharmacy education such as literature search/evaluation/synthesis/presentation (Rotation Cycle 1) and using assessment as a learning tool (Rotation Cycle 2) will be utilized as the mechanism for instruction. P4 students will complete the rotation with a clear understanding of both pedagogic and administrative processes and practices requisite to developing and presenting course content in an effective and engaging manner.

Students will develop a teaching portfolio that may serve as documentation of their teaching performance and experiences. Moreover, such a document may serve as a tool to guide professional development and growth. The portfolio may also be incorporated with other materials for consideration for employment, residencies, fellowships, etc. If students are interested in an academic career, the portfolio may provide initial guidance and should be expounded upon further as they mature professionally.

Universal educational principles will be discussed and explored, then used to develop appropriate course materials (e.g. presentations, assessments, etc). Assessment of student learning and teaching effectiveness will be determined using both formative and summative measures. Information gathered from these assessments will be used to influence short- and long-term (i.e. during the term and future terms) teaching approaches. This experience may serve as a foundation for further development of skills needed to be an effective instructor. Also, it may serve as an initial exposure to the various aspects of instruction in an attempt to stimulate interest in a career in academia. Upon completion of this rotation, students will have a better understanding of the instructional process in a higher education academic setting.

Description of Academic Rotation:

The proposed academic rotation will introduce P4 students to the fundamental aspects of instruction within a pharmacy curriculum which includes instruction, development of course materials, student engagement, assessment, dissemination of information and overall course management.

Components of the rotation include:

1. Exploration of Teaching Theories
 - a. Focus on constructivism (technology-centered content)
 - b. Active and Collaborative Learning Environment
2. Course Content/Material Development
 - a. Development of assignments
 - b. Assessment of student learning
 - i. Formative assessment
 - ii. Summative assessment
3. Instructional methods
 - a. Direct-Instruction –vs- Student-Centered Instruction
4. P1 Student Assessments
 - a. Evaluate group project (develop rubric)
 - b. Evaluate individual project (develop rubric)
 - c. Online Examination
5. Assessment of Rotation Students
 - a. Online Journaling/Teaching portfolio
 - b. Peer Evaluations
 - c. P1 Evaluations
 - i. Weekly Survey (online)-Formative
 - ii. Paper & Pencil (end of rotation) – Summative.
 - iii. Preceptor Evaluations



Overview: Proposed Academic Rotation

<p>Academic Rotation Student Objectives</p>	<p>Upon completion of the academic rotation, P4 students will be able:</p> <ol style="list-style-type: none"> 1. To create and deliver course content 2. To assess the quality of course content and materials 3. To research and analyze various teaching styles 4. To develop a personal philosophy of teaching statement 5. To develop, implement and monitor/manage formal instruction methods 6. To effectively identify, analyze and discuss appropriate literature 7. To develop and incorporate active learning activities into instructional practices 8. To facilitate group discussion and Q&A sessions after group presentations 9. To create a reflective teaching portfolio 10. To develop and administer effective classroom assessment 11. To develop a rubric to assess group and individual research literature activities. 12. To actively engage and interact with PSL I students 13. To use universal educational principles to develop course materials 14. To use formative and summative assessment to drive course development - both during term and for future terms 15. To use the teaching portfolio to document teaching accomplishments and to guide future teaching initiatives 																				
<p>Assessment of Academic Rotation</p> <p>1st Rotation Cycle</p>	<p>Students will be evaluated throughout the rotation. The following will be used to evaluate student performance:</p> <p style="text-align: center;"><u>1st Rotation</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="text-align: center;">Evaluation Area</th> <th style="text-align: center;">Points</th> </tr> </thead> <tbody> <tr> <td>Understanding of Teaching Theory o Personal Teaching Philosophy Statement</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Online Surveys: Development o Survey: Perceptions of Presentation of Lecture (50pts)</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Participation in Roundtable Discussion Session</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Course Content Development: o Introduction to Research Lecture Development (50pts) o Develop Active Learning Research Activity ((50pts.) o Literature Review Guides- 2@ 50pts= (100pts.)</td> <td style="text-align: center;">200</td> </tr> <tr> <td>Assessment/Assessment Tools Development o Rubric: Assess Individual/Group Literature Activity (25pts.) o Grade Individual & Group Activities (25) Data Analysis o Analysis of survey data from week 4 (25pts) o Analysis of survey data from week 5 (25pts.)</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Oral Communication Skills: o <u>Presentations to Preceptor</u> ▪ Lecture1: Types of Research (1st draft) (25pts.) ▪ Instructions: Individual/Grp Literature activity (25pts) ▪ Present Literature Review Guides(2) - (50) o <u>Lectures to PSL I Sections (100) –FINAL VERSION</u></td> <td style="text-align: center;">200</td> </tr> <tr> <td>On-Line Journaling</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Student Teaching Portfolio</td> <td style="text-align: center;">100</td> </tr> <tr> <td>Total Points</td> <td style="text-align: center;">800</td> </tr> </tbody> </table>	Evaluation Area	Points	Understanding of Teaching Theory o Personal Teaching Philosophy Statement	50	Online Surveys: Development o Survey: Perceptions of Presentation of Lecture (50pts)	50	Participation in Roundtable Discussion Session	50	Course Content Development: o Introduction to Research Lecture Development (50pts) o Develop Active Learning Research Activity ((50pts.) o Literature Review Guides- 2@ 50pts= (100pts.)	200	Assessment/Assessment Tools Development o Rubric: Assess Individual/Group Literature Activity (25pts.) o Grade Individual & Group Activities (25) Data Analysis o Analysis of survey data from week 4 (25pts) o Analysis of survey data from week 5 (25pts.)	100	Oral Communication Skills: o <u>Presentations to Preceptor</u> ▪ Lecture1: Types of Research (1 st draft) (25pts.) ▪ Instructions: Individual/Grp Literature activity (25pts) ▪ Present Literature Review Guides(2) - (50) o <u>Lectures to PSL I Sections (100) –FINAL VERSION</u>	200	On-Line Journaling	50	Student Teaching Portfolio	100	Total Points	800
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Assessment of Academic Rotation 2nd Rotation Cycle	<u>2nd Rotation</u>	
	Evaluation Area	Points
	Understanding of Teaching Theory <ul style="list-style-type: none"> ○ Personal Teaching Philosophy Statement 	50
	Online Surveys: Development <ul style="list-style-type: none"> ○ Survey: Perceptions of Presentation of Lecture Content (20pts) ○ Survey: Perceptions of Peer Assessment Activity (15pts.) ○ Survey: Reactions to Scored Reports from Peers (15pts.) 	50
	Participation in Roundtable Discussions	50
	Course Curriculum Content Development <ul style="list-style-type: none"> ○ Lecture development: Parts of Research Study: (50pts.) ○ Activity development: Writing an Effective Introduction with instructions. (25pts.) ○ Activity development: Sample Scored Intro/Thesis (25pts.) 	100
	Assessment/Assessment Tools Development <ul style="list-style-type: none"> ○ Rubric: Assess In-class activity (writing effective intro) (25pts.) ○ Research Report Rubric (<i>already developed</i>) ○ <i>Grade Research Reports for section (25pts)</i> Data Analysis <ul style="list-style-type: none"> ○ Analysis of survey data from week 3 (25pts) ○ Analysis of survey data from week 6 (25pts.) 	100
	Oral Communication Skills: <ul style="list-style-type: none"> ○ <u>Presentations to Preceptor</u> <ul style="list-style-type: none"> ▪ Lecture1: Parts of Research Report (1st draft) (25pts.) ▪ Lecture2: Final Seminar Requirements (25pts.) <ul style="list-style-type: none"> ▪ Presentation Skills Tips ▪ Demo: Using MS PowerPoint ▪ Instructions: Peer Assessment activity (25pts) ▪ Instructions: In-class activity (25pts.) ○ <u>Lectures to PSL I Sections (100) – FINAL VERSION</u> <ul style="list-style-type: none"> ▪ Parts of Research Report Lecture (50pts.) ▪ Seminar Guidelines /Presentation Skills Lecture (50pts.) 	200
	Participation in Roundtable Discussion Session	50
	On-Line Journaling (one per day = <u>30</u> entries total)	100
	Student Teaching Portfolio	100
	Total Points	800



Attendance:	Rotation students are required to attend all PSL I assigned sections. Rotation students will also assist peers during practical skills activities.
Dress Code:	Professional attire required. See PEP Manual
Academic Rotation Focus Areas/Activities:	<ul style="list-style-type: none"> ▪ Development of a Teaching Philosophy <ul style="list-style-type: none"> ○ Strategies on how to develop teaching philosophy http://www.crlt.umich.edu/tstrategies/tstpts.html ○ Develop a teaching philosophy statement ▪ Introduction to Research <ul style="list-style-type: none"> ○ Quantitative -vs- Qualitative Methods ○ Parts of Research Study ▪ Literature Search & Review <ul style="list-style-type: none"> ○ Quantitative & Qualitative Studies ○ Group Literature Review Activity ○ Individual Literature Review Activity ▪ On-Line Assessment: Formative Assessment –(PSL1 Students) <ul style="list-style-type: none"> ○ Assess PSL 1 student learning (self evaluation) ○ Assess PSL 1 perceptions of instructional quality ▪ On-Line Journaling – (Rotation Students) <ul style="list-style-type: none"> ○ Chronicle experiences & perceptions throughout the rotation period. (formative assessment) ○ Chronicle experiences and perceptions of overall academic rotation process (summative assessment) ▪ Oral Communication Skills: <ul style="list-style-type: none"> ○ Presentation of lecture content: Students will present Introduction to Research Lecture. ○ Facilitate Discussion & Question & Answer sessions: Students will facilitate the discussion and Q&A during the P1 student group Literature Review activity ○ Presentation to Preceptors: Students must present all course content to preceptors before delivering to students in the classroom. ○ Peer Review: Students will assess the content and presentations developed by peers throughout the rotation period. Course Content Development <ul style="list-style-type: none"> ○ Lecture content: Introduction to Research Outline; in-class exercises (active learning) ○ Presentation Development: PowerPoint presentation for lecture. ○ Article Review Guides (used to direct Q&A and facilitate discussion during group presentation) ○ Assessment: Rubrics to assess group and individual literature review activities. Course Management <ul style="list-style-type: none"> ○ Posting Course Content: Syllabus, Instructions on Activities ○ Posting Student Grades: Blackboard Gradebook ○ Preparation and Development of Course Materials ○ Student Assessment and Engagement



1st Rotation: January 5, 2009 – February 13, 2009
(SPRING 2009)
ROTATION ACTIVITY CALENDAR

Date	Week	Lesson/Activity	Done?
1/5 - 1/9/08	1 Orientation	1 st Rotation Begins	
<p>1. Preceptor(s) will review Academic Rotation components and requirements with student which includes the following:</p> <ul style="list-style-type: none"> • Students will be assigned to a PSL 1 section • Students will be required to attend every class session of the assigned section of PSL 1 for the entire rotation. • Students will be assigned a space on blackboard for management of their section of PSL (along with a review of BB for instructors) • Students will be provided a rotation manual with all of the objectives and assignments outlined. <p>2. Preceptor(s) discusses pedagogy (the science of teaching) with student. Session will include exercises and discussion on topics such as accommodation of different learning styles; instruction and learning in a group setting and assessment of student learning (in and out of class).</p> <p>3. Student will begin drafting a teaching philosophy statement. Preceptor will provide resources for students on how to develop the statements. For example: sample philosophy of teaching statements, website references reviewing the structure of the statement and guidelines related to teaching with technology.</p> <p>4. Student will be given the objectives for their assigned lecture topic (<i>Principles of Research</i>). Student will develop a PowerPoint presentation that is based on the lecture objectives and the rubric (supplied by Preceptor) outlining the required parts of the presentation.</p> <ul style="list-style-type: none"> • Student will submit the completed outline, PowerPoint and rubric at the beginning of week two for a grade. • Student will develop an active learning in-class activity, which assesses P1 students' prior knowledge of research (presented at beginning of class). (Use Student Response System for this activity) • Student will develop an in-class formative assessment administered at the end of the class to assess P1 students' understanding the content presented and effective instruction. 			
<p>ACTION ITEM(S):</p> <ol style="list-style-type: none"> 1. Review Rotation Guidelines (#1) 2. Research Instruction Methods (i.e. Constructivism, Direct Instruction, Cooperative Learning, Inquiry-based) 3. Begin drafting a "Philosophy of Teaching Statement" 4. Research lecture content/material for "Introduction to Research and draft outline for lecture to discuss at the end of the week. Lecture will include two main sections: <ol style="list-style-type: none"> a. Types of Research (quantitative –vs- qualitative) b. Parts of Research a Study (Title, Abstract, Intro/Background, Problem, Methods, Findings, Conclusion, Discussion) 5. Develop Active Learning activity to assess student's prior knowledge of research before lecture. (Use Student Response System) 6. Develop formative assessment tool to administer to P1 students to assess how content was presented and P1 students' understanding of content after lecture. 7. Input online journal entry/teaching portfolio – reflecting on the week's activity 8. Preceptor/Rotation Student Roundtable Discussion <ol style="list-style-type: none"> a. Review formative P1 student survey data 			



b. Discuss teaching methods and teaching philosophy statement and other topics as determined.

Date	Week	Lesson/Activity	Done?
1/12/ 1/16/08	2	Preceptor will give Introduction to PSL I lecture to P1 Students	
<p>1. Preceptor/Course Coordinator will (1) review syllabus with P1 students enrolled in PSL I, (2) Define and discuss General Ability-based Skills, (3) Student Learning Styles, (4) Introduce P1 students to <i>Healthy People 2010</i>, (5) Comprehensive Study Schedule (CSS)-In-class Activity. – Homework:1-page overview of HP2010.</p> <p>2. Rotation students will be introduced and P1 students will receive information about the importance of formative assessment to improve instruction.</p> <p>3. All rotation students must select 2 research articles each to use as part of the Literature Review, Analysis, Synthesis and Discussion exercise. Students must submit an electronic copy of the full text articles along with an Article Review Guide (using the rubric provided by the preceptors – see Appendix outlining the guidelines for article summaries).</p> <ul style="list-style-type: none"> • Article Review Guides will serve two(2) purposes: <ul style="list-style-type: none"> 1.To demonstrate a clear understanding of the literature during the presentations to preceptors. 2.To aid P4 students (during lab) in the discussion of the literature and during the questioning of groups segment of the exercise. <p>4. Student will also email article to preceptor and peers (rotation group) for daily discussions. Abstracts for each article will be distributed at roundtable discussion to decide what articles will be used for the activity.</p> <p>5. Student will discuss progress on research lecture and active learning activity (to be administered before lecture) to preceptor(s) and peers. The rotation group will discuss information presented and provide constructive feedback to student. Student will incorporate feedback and prepare to present the <u>final</u> version of lecture in week 3 (Actual lecture will be presented to P1 students in week 4) When necessary a student may be required to repeat the presentation for the preceptors for a reduced score.</p> <p>6. Administrative: Student will post an addendum to syllabus describing the lectures and activities presented in PSL 1 during the rotation period.</p>			
<p><u>ACTION ITEM(S):</u></p> <ol style="list-style-type: none"> 1. Research and Select six (6) research articles (3-qualitative 3-quantitative) for Weeks 4-5 literature activities. 2. Continue working on Article Review Guides for each study (6 total) 3. Input online journal entry/teaching portfolio – reflecting on the week’s activity 4. Preceptor/Rotation Student Roundtable Discussion <ol style="list-style-type: none"> a. Article Review Guides: Presentation & Discussion 			



Date	Week	Lesson/Activity	Done?
1/19-1/23/08	3	MLK Holiday on 1/19/ Online Drug Information Resources –Lecture 1	
<ol style="list-style-type: none"> 1. Student will attend Dr Harris’s presentation and take notes. <ul style="list-style-type: none"> • Attendance will aid student in the research and preparation of their <i>Literature Review, Analysis, Synthesis and Discussion</i> lecture/activity in weeks 4 & 5. • Student should be able to identify different types of pedagogy employed by Dr Harris and discuss the use of these techniques given the objectives of the exercise. 2. Student should be able to execute the exercises that Dr Harris uses, practice explaining them to peers and correlate them to the research exercise they will conduct during weeks 4 and 5. 3. Student must pick <u>6</u> research articles to use as part of the Literature Review, Analysis, Synthesis and Discussion exercise. Student must submit an electronic copy of the full text articles along with an Article Review Guide (using the rubric provided by the preceptors – see Appendix A outlining the guidelines for article summaries). <ol style="list-style-type: none"> a. Article Review Guides will serve two(2) purposes: <ol style="list-style-type: none"> 3.To demonstrate a clear understanding of the literature during the presentations to preceptors. 4.To aid P4 students (during lab) in the discussion of the literature and during the questioning of groups segment of the exercise. 4. Students will also email article to peers (rotation group) for daily discussions. 5. Student will develop a rubric to assess both the individual and group Literature review/analysis/synthesis/presentation exercises. 			
<p><u>ACTION ITEM(S):</u></p> <ol style="list-style-type: none"> 1. Complete Article Review Guides 2. Develop rubric to assess individual and group Literature review/analysis/synthesis/presentation exercises. 3. Input online journal entry/teaching portfolio – reflecting on the week’s activity 4. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week	Lesson/Activity	Done?
1/26-1/29	4	Online Drug Information Resources- Lecture 2	
<ol style="list-style-type: none"> 1. Student will deliver research lecture to preceptor(s) and peers. The rotation group will discuss presentation and provide constructive feedback to student. Student will incorporate feedback and prepare to present the <u>final</u> version in week 4 (present to PSL 1 students). When necessary a student may be required to repeat the presentation for the preceptors for a reduced score. 2. Student will present any remaining articles in the discussion roundtable. (continued from week 2) 3. Develop a survey to administer online to assess P1 students' understanding of lecture content and their perceptions of how the material is presented (teacher effectiveness) (continued from week 2) 4. Discussion to review lecture content presented well and areas to improve overall presentation. Rotation students and preceptors will provide student lecturer with constructive feedback during the Roundtable Discussion. 			
<p><u>ACTION ITEM(S):</u></p> <ol style="list-style-type: none"> 1. Deliver Final Version of the Introduction to Research lecture. 2. Develop online assessment survey to capture P1 students' understanding of content and teacher effectiveness. 3. Complete Article Review Guides 4. Input online journal entry/teaching portfolio – reflecting on the week's activity 5. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week	Lesson/Activity	Done?
2/2 – 2/5	5	Introduction to Research – Literature Review Activity (Individual)	
<ol style="list-style-type: none"> 1. Student will conduct the <i>Introduction to Research</i> lecture. 2. Student will assist each other with their sections (thus, all students will attend the lecture of their peers and assist with the practical skills portion of the exercise). 3. Provide P1 students with instructions on the in-class activity. Students will be allowed two (2) hours to perform the following: <ul style="list-style-type: none"> • Search: Group members use skills developed in week 2 to find the group’s article which is based on criteria provided by instructor. • Review: Group reviews all sections of the article • Assign: Group members are assigned areas of the study to review. • Analyze: Group members individually analyze their section(s) of the study. Summarize content. • Synthesize: After individual analysis of research article components, groups reunites to synthesize article sections in order to collectively deliver a concise review of the study. PowerPoint presentation required. • Present: All Group members will present a portion of the study in the group presentation using PowerPoint. (not for the individual student assignment) 4. Student will administer an online formative assessment to P1 students at the end of class. Assessment will cover the information presented in the introductory research lecture. Formative data will be used to assess student learning & teacher effectiveness). The results will be assessed and appropriate measures incorporated into the following weeks activities. Student will then incorporate specific problem areas identified in findings during the beginning of the next week’s lecture. 5. Student will provide peer critiques of lecture presentations at the end of each PSL 1 class with the rotation preceptor. The rotation group discussion of the lecture will include things such as, techniques used, what was successful and what could be improved. 6. Each day of the week one student will present their articles to the group (students will be graded on presentation of work, preparation, accuracy and delivery) – also, students who are not presenting will be graded upon preparation and participation (a rubric maybe developed for this) 7. Administer (online) survey to PSL1 students assessing the presentation of lecture content and the execution of practical skills (computer-based) activity during the class. Preceptor & Student review survey data. This formative assessment data will be reviewed by preceptors and students in order to improve students’ instructional quality. (administered via Blackboard) 			
<p><u>ACTION ITEM(S):</u></p> <ol style="list-style-type: none"> 1. Deliver Final Version of the Introduction to Research lecture. 2. Present In-Class Literature Search/Analysis/Synthesis/Presentation activity 3. Administer survey to P1 students. 4. Input online journal entry/teaching portfolio – reflecting on the week’s activity 5. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week	Lesson/Activity	Done?
2/9 – 2/12	6	Evaluating Literature – Clinical Research Activity (Group)	
<ol style="list-style-type: none"> 1. Assign PSL 1 students into student groups for Literature Review, Analysis, Synthesis and Discussion activity 2. Provide groups with instructions on the in-class activity. Student groups will be allowed two (2) hours to perform the following: <ol style="list-style-type: none"> 1. Search: Group members use skills developed in week 2 to find the group's article which is based on criteria provided by instructor. 2. Review: Group reviews all sections of the article 3. Assign: Group members are assigned areas of the study to review. <ol style="list-style-type: none"> i. Analyze: Group members individually analyze their section(s) of the study. Summarize content. 4. Synthesize: After individual analysis of research article components, groups reunites to synthesize article sections in order to collectively deliver a concise review of the study. PowerPoint presentation required. 5. Present: All Group members will present a portion of the study in the group presentation using PowerPoint. 3. P4 student instructors and preceptor(s) will evaluate group presentations using the assessment rubric developed by rotation students in week 3. P1 student groups will be graded on the presentation as well as the Q&A session that follows. 4. P4 student instructors will facilitate a discussion and Q&A session after the presentation of each groups' article. <ul style="list-style-type: none"> • Student will utilize Article Review Guide developed in week 2 to aid in discussion and Q&A. • 5. Administer (online) survey to PSL1 students assessing the presentation of lecture content and the execution of practical skills (computer-based) activity during the class. Preceptor & Student review survey data. This <u>formative assessment</u> data will be reviewed by preceptors and students in order to improve students' instructional quality. (administered via Blackboard) 6. 1ST ROTATION ENDS! Student will complete the following: <ol style="list-style-type: none"> a. <input type="checkbox"/> Complete and submit all final assessments for P1 students b. <input type="checkbox"/> Complete Online Journaling c. <input type="checkbox"/> Complete Teaching Philosophy Statement d. <input type="checkbox"/> Submit any remaining item(s) for Student Teaching Portfolio 			
<p>ACTION ITEM(S):</p> <ol style="list-style-type: none"> 1. Present instructions for group version of Literature Search/Analysis/Synthesis/Presentation activity 2. Administer survey to P1 students. 3. Input online journal entry/teaching portfolio – reflecting on the week's activity 4. Preceptor/Rotation Student Roundtable Discussion 			



1ST ROTATION CYCLE
FORMS AND OTHER RESOURCES



ACADEMIC ROTATION CYCLE 1
OBJECTIVES
PRINCIPLES OF RESEARCH LECTURE

About the Lecture:	This lecture should provide P1 students with a basic understanding of research. It is important that P1 students understand the types of research and the various parts of a research study. P1 students' understanding of this material will aid them in completing the Literature Review – Analysis – Synthesis – Presentation – Discussion group and individual activities.
Objectives of the Lecture:	Objectives for the Principles of Research Lecture: <ol style="list-style-type: none">1. To define and understand the purpose of research2. To understand the two types of research and identify characteristics of each type<ol style="list-style-type: none">a. Qualitativeb. Quantities3. To understand why research is important to pharmacists4. To know the various parts of a research study<ol style="list-style-type: none">a. Abstractb. Backgroundc. Research Problemd. Methodse. Findingsf. Conclusionsg. Discussion5. To understand each part's content and how to quickly assess whether or not the study relates to your literature search.
Things to consider when developing an in-class activity based on the Principles of Research Lecture	Rotation students will develop an active learning activity based on the content presented in the Principles of Research lecture. Please consider the following: <ul style="list-style-type: none">• Utilize the Student Response System (note: training will be provide on Tuesday, January 6, 2009)• Make it interesting and engaging for students• Think about making it a contest of sorts (not required...just an idea!)• Will you create different versions of the activity for each section?• Use your creativity!• You may work collaboratively on this activity.



ARTICLE REVIEW FORM

Name:		Date	
Rotation Cycle:		Score Received:	

About the Research Article

Type of Study:	
Number of Pages:	
Title of Study:	
Primary Author(s):	
Year of Publication:	
Abstract included?	
Important Background Facts:	
Research Problem:	
Method(s) used in the study:	
Finding(s):	
Conclusion:	
Discussion:	
Limitations?	
You overall impressions of study:	



LECTURE OUTLINE FORM

Name:		Date	
Rotation Cycle:		Score Received:	
Lecture Topic			
Sources Used to Develop Lecture			
Lecture Outline			
Other Information			
COMMENTS			



TERMINOLOGY

Please use the next 30 minutes to familiarize yourself with the following terms.

Active Learning	
Direct Instruction	
Constructivism	
Performance-based assessment	
Formative Assessment	
Summative Assessment	
Teaching Philosophy	
Quantitative Research	
Qualitative Research	
Cultural Competence	
Peer-Assessment	
Assessment as learning tool	
Rubric	
Student Learning Styles	
Audience Response System	
Purpose of Education	
General Ability-Based Skills and NAPLEX Competencies	



DIRECT TEACHING

Advantages	Disadvantages	Preparation
<p>Very specific learning targets. Students are told reasons why content is important - helps to clarify lesson objective. Relatively easy to measure student gains. Is a widely accepted instructional method. Good for teaching specific facts and basic skills.</p>	<p>Can stifle teacher creativity. Requires well-organized content preparation and good oral communication skills. Steps must be followed in prescribed order. May not be effective for higher-order thinking skills, depending on the knowledge base and skill of the teacher.</p>	<p>Content must be organized in advance. Teacher should have information about student prerequisites for the lesson.</p>

COOPERATIVE LEARNING

Advantages	Disadvantages	Preparation
<p>Helps foster mutual responsibility. Supported by research as an effective technique. Students learn to be patient, less critical and more compassionate.</p>	<p>Some students don't work well this way. Loners find it hard to share answers. Aggressive students try to take over. Bright students tend to act superior.</p>	<p>Decide what skills or knowledge are to be learned. Requires some time to prepare students. to learn how to work in groups.</p>

LECTURE

Advantages	Disadvantages	Preparation
<p>Factual material is presented in a direct, logical manner. May provide experiences that inspire - useful for large groups.</p>	<p>Proficient oral skills are necessary. Audience is often passive. Learning is difficult to gauge. Communication is one-way. Not appropriate for children below grade 4.</p>	<p>There should be a clear introduction and summary. Effectiveness related to time and scope of content. Is always audience specific; often includes examples, anecdotes.</p>

LECTURE WITH DISCUSSION

Advantages	Disadvantages	Preparation
<p>Involves students, at least after the lecture. Students can question, clarify and challenge. Lecture can be interspersed with discussion.</p>	<p>Time constraints may affect discussion opportunities. Effectiveness is connected to appropriate questions and discussion; often requires teacher to "shift gears" quickly.</p>	<p>Teacher should be prepared to allow questions during lecture, as appropriate. Teacher should also anticipate difficult questions and prepare appropriate responses in advance.</p>



BRAINSTORMING

Advantages	Disadvantages	Preparation
<p>Listening exercise that allows creative thinking for new ideas. Encourages full participation because all ideas are equally recorded. Draws on group's knowledge and experience. Spirit of cooperation is created. One idea can spark off other ideas.</p>	<p>Can be unfocused. Needs to be limited to 5 - 7 minutes. Students may have difficulty getting away from known reality. If not managed well, criticism and negative evaluation may occur. Value to students depends in part on their maturity level.</p>	<p>Teacher selects issue. Teacher must be ready to intervene when the process is hopelessly bogged down.</p>

VIDEOTAPES/SLIDES

Advantages	Disadvantages	Preparation
<p>Entertaining way of introducing content and raising issues Usually keeps group's attention Looks professional Stimulates discussion</p>	<p>Can raise too many issues to have a focused discussion Discussion may not have full participation Most effective when following discussion</p>	<p>Need to obtain and set up equipment Effective only if teacher prepares for discussion after the presentation</p>

DISCUSSION

Advantages	Disadvantages	Preparation
<p>Pools ideas and experiences from group Effective after a presentation, film or experience that needs to be analyzed Allows everyone to participate in an active process</p>	<p>Not practical with more than 20 students A few students can dominate Some students may not participate Is time consuming Can get off the track</p>	<p>Requires careful planning by teacher to guide discussion Requires question outline</p>

SMALL GROUP DISCUSSION

Advantages	Disadvantages	Preparation
<p>Allows for participation of everyone Students often more comfortable in small groups Groups can reach consensus</p>	<p>Needs careful thought as to purpose of group Groups may get side tracked<<p></p>	<p>Need to prepare specific tasks or questions for group to answer</p>

CASE STUDIES

Advantages	Disadvantages	Preparation
<p>Develops analytic and problem solving skills Allows for exploration of solutions for complex issues Allows student to apply new knowledge and skills</p>	<p>Students may not see relevance to own situation Insufficient information can lead to inappropriate results Not appropriate for elementary level</p>	<p>Case must be clearly defined Case study must be prepared</p>



ROLE PLAYING

Advantages	Disadvantages	Preparation
<p>Introduces problem situation dramatically Provides opportunity for students to assume roles of others and thus appreciate another point of view Allows for exploration of solutions Provides opportunity to practice skills</p>	<p>Some students may be too self-conscious Not appropriate for large groups Some students may feel threatened</p>	<p>Teacher has to define problem situation and roles clearly Teacher must give very clear instructions</p>

WORKSHEET/SURVEYS

Advantages	Disadvantages	Preparation
<p>Allows students to think for themselves without being influenced by others Individual thoughts can then be shared in large group</p>	<p>Can be used only for short period of time</p>	<p>Teacher has to prepare handouts</p>

GUEST SPEAKERS

Advantages	Disadvantages	Preparation
<p>Personalizes topic Breaks down audience's stereotypes</p>	<p>May not be a good speaker</p>	<p>Contact speakers and coordinate Introduce speaker appropriately</p>

VALUES CLARIFICATION

Advantages	Disadvantages	Preparation
<p>Opportunity to explore values and beliefs Allows students to discuss values in a safe environment Gives structure to discussion</p>	<p>Students may not be honest about their values. Students may be too self-conscious. Students may not be able to articulate their values in an effective way.</p>	<p>Teacher must carefully prepare exercise Teacher must give clear instructions Teacher must prepare discussion questions</p>

PANEL OF EXPERTS

Advantages	Disadvantages	Preparation
<p>Experts present different opinions. Can provoke better discussion than a one person discussion. Frequent change of speaker keeps attention from lagging.</p>	<p>Personalities may overshadow content. Experts are often not effective speakers. Subject may not be in logical order. Not appropriate for elementary age students. Logistics can be troublesome.</p>	<p>Teacher coordinates focus of panel, introduces and summarizes. Teacher briefs panel.</p>



Teaching Methods:

<http://www.teach-nology.com/teachers/methods/models/>

Connecting Performance Assessment to Instruction

<http://www.ericdigests.org/1996-1/based.htm>

Creating learning centered classrooms

<http://www.ericdigests.org/1999-2/theory.htm>

Models for Improving College Teaching: A Faculty Resource. ERIC Digest.

<http://www.ericdigests.org/1997-3/faculty.html>

Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.

<http://www.ericdigests.org/1997-1/taking.html>

Survey of Instructional Development Models. ERIC Digest.

<http://www.ericdigests.org/1998-1/survey.htm>

Developing a Philosophy of Teaching

<http://www.employees.csbsju.edu/esass/learningratingscale.htm>

<http://www.cofc.edu/~cetl/Essays/DevelopingaPhilosophyofTeaching.html>

<http://ftad.osu.edu/portfolio/philosophy/Philosophy.html> (samples included)

Instructional Methods Information (Excellent!)

<http://www.adprima.com/teachmeth.htm>



University of California (Santa Barbara) – Critical Success Factors for New Faculty	http://www.oic.id.ucsb.edu/resources/Teaching/FYFac.html
How to Deliver a Successful Lecture	http://gradschool.about.com/cs/teaching/a/howtolecture.htm
Recipe for a successful lecture	http://www.historians.org/perspectives/issues/2004/0410/0410for3.cfm
Video Clip: How to deliver an Interactive Lecture.	http://www.truveo.com/How-To-Deliver-an-Interactive-Lecture/id/2514745464
Delivering Effective Lectures	http://www.reproline.jhu.edu/english/6read/6training/lecture/delivering_lecture.htm
Developing Effective Assessments	www.griffith.edu.au/_data/assets/pdf_file/0005/52862/qihe_tipsheet_web_dea.pdf
Online Assessments	http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html