

PROGRAM SYLLABUS

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Faculty Mentors: Faculty from the Nesbitt School of Pharmacy participate in the Program through contributions to the didactic curriculum, serving as teaching mentors and portfolio evaluators.

1. Program Overview

In its accreditation statements for pharmacy residency programs, the American Society of Health-System Pharmacists includes delivering effective education among the practice skills that should be taught during residency. Programs that promote the development of teaching skills are beneficial to all residents, as teaching is a component of almost all pharmacy positions. Colleges and schools of pharmacy, in particular, value the development of teaching skills among prospective faculty. Additionally, developing teaching skills is beneficial for preceptors who teach students and residents.

This teaching certificate program is designed to provide pharmacy residents and fellows with foundational knowledge, skills, and experiences necessary for effective teaching and learning in various academic and practice settings. Participants will develop their pedagogical abilities, engage in active learning strategies, refine their presentation skills, and gain exposure to curriculum development and assessment. The program aims to prepare residents and fellows for future roles as educators, preceptors, and leaders in the field of pharmacy education.

2. Program Goals

Upon successful completion of this program, participants will be able to:

- Articulate core principles of adult learning theory and apply them to pharmacy education.
- Design and deliver effective didactic presentations and interactive learning experiences.
- Develop and evaluate educational materials appropriate for diverse learners.
- Provide constructive feedback and effectively assess learner performance.
- Understand the role of a preceptor and implement effective experiential teaching strategies.
- Engage in reflective teaching practices and continuously improve their instructional skills.
- Identify various career paths in academic pharmacy and pharmacy education.

3. Eligibility

- Current pharmacy residents enrolled in an ASHP-accredited PGY1 or PGY2 residency program.
- Current pharmacy fellows enrolled in a one- or two-year fellowship program.
- Demonstrated interest in pursuing teaching and precepting roles.

4. Cost

The cost of the Program is \$200 per participant for non-Wilkes University-affiliated residency and fellowship programs. Fees may be discounted or waived for in-kind contributions in conjunction with the Wilkes University School of Pharmacy Experiential Education Department.

5. Program Structure & Requirements

This program is designed to integrate with the demands of a pharmacy residency or fellowship. It will involve a combination of didactic sessions, workshops, practical teaching experiences, and mentored activities.

It is the responsibility of the Program participant to complete the required components of the Program within the specified timeframe. The Program Directors and Teaching Mentors are available to answer questions and lend guidance regarding teaching activities and portfolio development. The participant is asked to contact their Teaching Mentor for feedback well in advance of submitting all materials. Ultimately, it is the participant's responsibility to ensure the completion of all Program requirements.

To be considered for a Teaching Certificate, the participant must complete each required component of the Program.

6. Required Program Components

A. Didactic/Workshop Sessions (Approximately 1-2 hours per month, typically virtual or in-person evenings):

- **Module 1: Foundations of Adult Learning & Pedagogy**

- Learning theories (andragogy, constructivism, cognitivism)
- Learning styles and inclusive teaching
- Bloom's Taxonomy and learning objectives
- **Module 2: Effective Didactic Instruction**
 - Designing engaging presentations (PowerPoint, visual aids)
 - Presentation skills and public speaking techniques
 - Facilitating discussions and active learning strategies
 - Managing challenging classroom situations
- **Module 3: Curriculum Development & Assessment**
 - Principles of curriculum design
 - Developing learning activities and assessments aligned with objectives
 - Formative vs. summative assessment
 - Rubric development and grading considerations
- **Module 4: Experiential Education & Precepting**
 - The role of a preceptor in experiential learning
 - One-minute preceptor model
 - Providing constructive feedback to students
 - Remediation strategies for struggling learners
 - Navigating challenging student situations
- **Module 5: Scholarship of Teaching & Learning (SoTL) & Career Development**
 - Introduction to educational scholarship
 - Opportunities in academic pharmacy
 - Developing a teaching philosophy statement and teaching portfolio

B. Practical Teaching Experiences (Minimum Requirements):

- **Minimum of one (1) 50-minute didactic lecture to pharmacy students:** This can be a standalone lecture or a portion of a larger course. Faculty mentor observation and feedback required.

OR Instructing a Group for PHA 598 (APPE Ready Preparation elective course):

The course syllabus is available [here](#). Responsibilities for serving as an instructor for a group include all aspects of the course except course coordination, evaluation of student CATMe submissions, and submission of final course grades to the Registrar.

- **Co-precepting of at least one (1) pharmacy student IPPE or APPE rotation:** Under the direct supervision and mentorship of an experienced preceptor. This includes active participation in student orientation, daily teaching, providing feedback, and conducting evaluations.
- **Facilitate and/or assess at least one (1) small group learning activity:** This will include participation in one Pharmacy Care Lab for one course section. Faculty oversight and feedback are required. The participant must contact Kimberly Ference, PharmD (kimberly.ference@wilkes.edu), Director of Pharmacy Care Lab, in advance to coordinate their participation.

- **Participation in PHA 555 (Intergenerational IPPE):** Details regarding participant involvement in the course will be shared during initial orientation to the Teaching Certificate Program. Faculty oversight and feedback are required. The participant must contact Troy Lynn Lewis, PharmD, BC-ADM (troy.lewis@wilkes.edu), the course coordinator of PHA 555, in advance to coordinate their participation.
- **Development of at least one (1) new educational resource/material:** Examples include a case study, a patient education handout, an OSCE station, or a skills lab patient counseling case.
- **Precept at least one (1) Self-Directed IPPE (SD-IPPE) event:** This can occur at any point during the academic year. The participant must contact Brenda Gruver, PharmD (brenda.gruver@wilkes.edu), coordinator of the SD-IPPE curriculum, in advance to coordinate their participation.
- **Participate in at least one (1) Interprofessional Education (IPE) event:** These may be in-person events hosted on the Wilkes University campus or other campuses in the greater Wilkes-Barre/Scranton area, or they may be virtual events. Events may occur during usual daytime work hours or in the evening. The participant must contact Dana Manning, PharmD, RD, LDN (dana.manning@wilkes.edu), coordinator of the IPE curriculum, in advance to coordinate their participation.

C. Mentored Activities & Portfolio Development:

- **Assigned Faculty Mentor:** Each participant will be paired with a faculty mentor from the School of Pharmacy. The mentor will provide guidance, observe teaching, and offer feedback throughout the program. Regular meetings (e.g., quarterly) are expected.
- **Teaching Observation & Feedback:** Participants will undergo peer observations of teaching and receive constructive feedback from faculty and peers.
- **Teaching Philosophy Statement:** Participants will develop and refine a personal teaching philosophy statement.
- **Teaching Portfolio:** Participants will compile a teaching portfolio showcasing their teaching experiences, educational materials, and reflections. This portfolio will serve as a capstone project. Required components of the portfolio include the following:
 - Curriculum vitae
 - Teaching Philosophy Statement
 - End-of-year self-reflection
 - Classroom materials (e.g., handouts, presentation slides, etc.)
 - Peer-evaluation of teaching (didactic, experiential, small classroom facilitation, etc.)
 - Student evaluations of teaching [e.g., Student Response Surveys (SRS) for didactic, experiential, small classroom, etc.]
 - Reflection of student organization mentoring
 - Scholarship completed and/or reviewed during the year
- **Mentor Pharmacy Student Organization:** Participants must serve as a graduate mentor to one (1) pharmacy student organization, not including Pharmacy Student Senate. This will include meeting regularly (e.g., at least quarterly) in person or virtually with leadership and/or members of the organization.

- **Mentor Students Attending Conferences:** Participants will serve as mentors to students attending professional conferences that the participant is also attending as applicable.

D. Program Reflection & Evaluation:

- **Quarterly Reflections:** Participants will submit brief reflections on their teaching experiences and learning throughout the program.
- **Program Evaluation:** Participants will provide feedback on the program's effectiveness to inform future iterations.

7. Assessment and Program Completion

Successful completion of the Teaching Certificate Program requires:

- **Active participation** in all didactic/workshop sessions.
- **Completion of all practical teaching experiences** with documented faculty observation and feedback.
- **Development and submission of a comprehensive teaching portfolio**, including a teaching philosophy statement.
- **Satisfactory performance** on all teaching activities as assessed by faculty mentors.

Upon successful completion, participants will receive a "Teaching Certificate" from the Nesbitt School of Pharmacy.

8. Program Didactic/Workshop Sessions Schedule (Tentative - Specific dates/times will be provided)

<i>Month</i>	Focus Area and Topics	Anticipated Activities
<i>August</i>	Onboarding & Foundational Teaching Skills Overview of the US Pharmacy Education System (APPE/IPPE structure, accreditation) Defining Learning Objectives (Bloom's Taxonomy) Introduction to Adult Learning Theories	Introduction to Teaching Certificate Program <i>Requirement:</i> Submit initial teaching philosophy statement draft.
<i>September</i>	Didactic Presentation Mastery Strategies for Effective Didactic Presentations (part 1: Structure & Content) Strategies for Effective Didactic Presentations (part 2: Delivery & Engagement)	<i>Activity:</i> Microteaching session 1 (5-7 minute presentation with peer/faculty feedback).

	<p>Incorporating Active Learning Strategies (e.g., polling, think-pair-share)</p> <p>Developing Effective Visual Aids (PowerPoint, handouts)</p> <p>Public Speaking Fundamentals and Overcoming Stage Fright</p>	
<i>October</i>	<p>Assessment & Feedback</p> <p>Principles of Educational Assessment (formative vs. summative)</p> <p>Designing Effective Exam Questions (MCQ, short answer, essay)</p> <p>Developing Rubrics for Assignments and Presentations</p> <p>Providing Constructive Feedback Techniques</p>	<i>Workshop:</i> Case study development and assessment.
<i>November</i>	<p>Experiential Education Fundamentals</p> <p>The Role of the Preceptor in Experiential Learning</p> <p>The One-Minute Preceptor Model</p> <p>Setting Expectations and Orienting Students</p> <p>Effective Strategies for Daily Teaching and Rounds</p>	<i>Activity:</i> Role-playing challenging student scenarios.
<i>January</i>	<p>Curriculum & Course Design</p> <p>Introduction to Curriculum Design Principles</p> <p>Mapping Learning Objectives to Course Content</p> <p>Integrating Didactic and Experiential Learning</p> <p>Basic Principles of Interprofessional Education (IPE)</p>	<i>Discussion:</i> Academic career paths in pharmacy.
<i>February</i>	<p>Advanced Teaching Strategies</p> <p>Team-Based Learning (TBL) Implementation</p>	<i>Activity:</i> Microteaching session 2 (focus on active learning integration).

	<p>Objective Structured Clinical Examinations (OSCEs) design and facilitation</p> <p>Flipping the Classroom: Concepts and Applications</p> <p>Utilizing Technology in Teaching (LMS, simulation)</p>	
<i>March</i>	<p>Addressing Learner Challenges & Remediation</p> <p>Identifying and Supporting Struggling Learners</p> <p>Developing Remediation Plans</p> <p>Managing Difficult Student Behaviors</p> <p>Ethical Considerations in Teaching and Assessment</p>	<p><i>Case Study:</i> Discussing professional boundaries and difficult conversations.</p>
<i>Early April</i>	<p>Scholarship of Teaching & Learning (SoTL)</p> <p>Introduction to Educational Research and SoTL</p> <p>Identifying Opportunities for Educational Scholarship</p> <p>Basic Principles of IRB Review for Educational Projects</p> <p>Disseminating Educational Innovations</p>	<p><i>Brainstorming Session:</i> Potential SoTL projects for residents and fellows.</p>
<i>Late April</i>	<p>Teaching Portfolio Development</p> <p>Components of a Comprehensive Teaching Portfolio</p> <p>Refining Your Teaching Philosophy Statement</p> <p>Documenting Teaching Experiences and Evidence of Effectiveness</p> <p>Strategies for Showcasing Educational Contributions</p>	<p><i>Workshop:</i> Peer review of teaching portfolios in progress.</p>
<i>Late May/early June</i>	<p>Program Synthesis & Celebration</p> <p>Participant Presentations of Teaching Portfolios (brief overview)</p>	<p><i>Networking Event:</i> With current faculty and academic leaders.</p>

Panel Discussion: Navigating Early Career Academic Roles	
Program Wrap-up and Certificate Presentation	

9. Recommended Readings & Resources

- **Core Texts:**
 - *Essentials of Pharmacy Teaching and Learning* by Michael C. Thomas, Pharm.D., FCCP, BCPS, and Peter J. Hughes, Pharm.D., M.S.Ed., BCPS, Editors
 - *The Effective Pharmacy Preceptor* by Mate M. Soric, Pharm.D., BCPS; Stacey R. Schneider, Pharm.D.; S. Scott Wisneski, Pharm.D., MBA
- **Journals:**
 - [*American Journal of Pharmaceutical Education \(AJPE\)*](#)
 - [*Currents in Pharmacy Teaching and Learning*](#)
- **Online Resources:**
 - [ASHP Preceptor Toolkit](#)
 - [ACPE “Standards 2025,” Standard 3: Experiential Learning](#)

10. Policies

- **Attendance:** Regular attendance and active participation in all didactic/workshop sessions are expected. Participants should notify the Program Director/Coordinator of any anticipated absences in advance.
- **Professionalism:** Participants are expected to demonstrate professionalism in all interactions with faculty, students, and peers, consistent with the standards of the School of Pharmacy and the profession of pharmacy.
- **Confidentiality:** When discussing student performance or sensitive educational matters, participants must adhere to strict confidentiality guidelines, such as the [Family Educational Rights and Privacy Act \(FERPA\)](#).

Disclaimer: This syllabus may be subject to change based on faculty availability, participant needs, and program evaluation. Specific dates, times, and assignments will be provided at the start of the program.
