

Orientation to Academic Half Day Mentorship Program

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Outline

- Academic Half Day Program
- Residents as teachers
- Role of mentor
- Developing your session
- Resources

Academic Half Day Program

- Occur approximately 1-2 half-days per month
- Sessions are facilitated by
 - Clinical Pharmacy Specialists and Clinical Pharmacists
 - Residents
- Designed to
 - Build on skills learned on experiential rotations
 - Introduce residents to new concepts and skills
 - Provide residents with opportunity to expand clinical, research, teaching skills

Interior Health Pharmacy Residency Program

Welcome to Your Residency Program

www.ihpharmacy.com

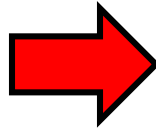
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**Academic Half Day Program
Session Schedule 2020-2021**
(click this box to view)

This is the most up-to-date schedule for AHD
Facilitators. Residents are to refer to their
schedules in one45

Academic Half Day Program

Relevant 2018 CPRB Accreditation Standards:

Resident as Session Facilitator

- Residents are required to develop teaching skills
 - Highest level of learning
- As Clinical Pharmacist
 - Will be called upon to teach
- Resident is session facilitator
 - Responsible for leading discussion
 - Adult learning environment

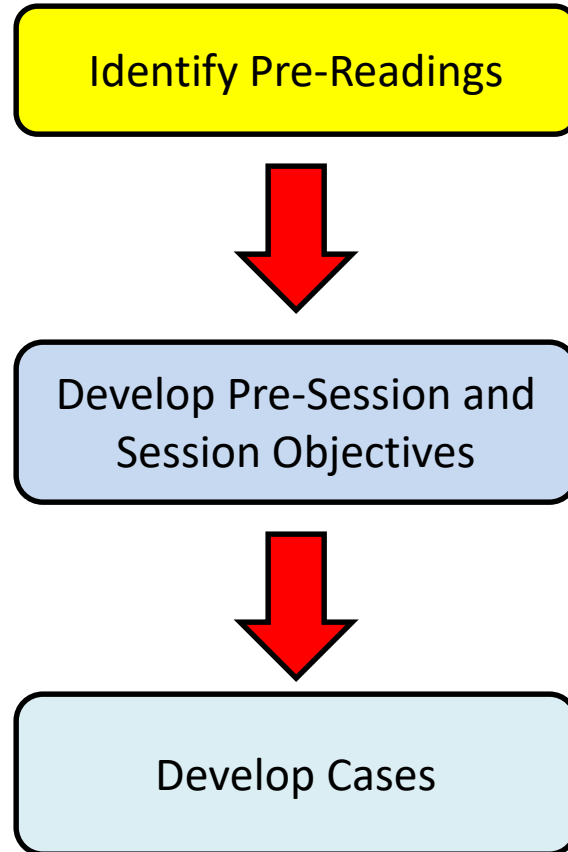
Role of Resident Session Facilitator

- Lead discussion
- Encourage active learning
- Elaborate on key points during session
- Provide clinical context
- Address clinical controversies
- Answer questions posed by learners
- Encourage participation
- Assess understanding

Role of the AHD Mentor

- Provide guidance, support and feedback to resident
 - Developing session content
 - During session
- Serve as content expert
- Evaluate resident on teaching after session

Developing Session Content



The Basics

- Sessions
 - Case-based
 - NOT didactic (i.e. lecture-based)
 - Interactive
 - Residents are expected to be prepared to actively participate
- Sessions to focus on
 - Key concepts and clinical pearls
 - Cannot cover everything
- Employ the principles of adult learning

Residents are Adult Learners

- Responsibility for learning is placed on the resident
- Internal focus of motivation for learning
 - See value in knowledge and skill development
- As an adult learner, resident will develop the ability for
 - Critical reflection
 - Self-reflection
 - Lifelong learning

Principles of Adult Learning

- Prior knowledge is key to learning
- Prior knowledge must be activated
- Learners must be actively involved in constructing personal meaning
- Making more, stronger links requires time
- Context provides important cues for storing and retrieving information
- Intrinsic motivation is associated with deep approaches to learning

Encouraging Active Learning

- Residents are actively involved in their own learning
 - “Doing” rather than “observing”
- Collaboration in planning rotation activities and discussions
 - Resident self-assessment of needs
 - Personal learning objectives
 - Identifying strategies to achieve objectives
 - Self-evaluation of their learning and progress

Why Case-Based Learning?

- Relate key concepts of disease state/therapeutics
 - To real world practice
- Address clinical controversies as they pertain to “real” patient
- Allow residents to
 - Integrate knowledge from reading and experience
 - Develop problem solving skills
 - Develop clinical reasoning, critical thinking skills
 - Develop team work and communication skills

Identifying Pre-Readings

- Provide residents with
 - Sufficient background information on disease state
 - Pathophysiology, etiology clinical presentation, overview of therapeutics and clinical controversies
- Can consist of
 - High quality review article
 - Clinical Practice Guideline
 - Chapter from textbook, such as Dippiro
- Maximum of 2 pre-readings per session

Developing Objectives

- Use template provided
- Pre-session objectives
 - What the resident should be able to *do* prior to the session
 - Resident will use pre-readings to answer objectives
 - Focus on
 - General pathophysiology
 - Etiology, risk factors
 - Clinical presentation (signs and symptoms)
 - Overall treatment approach

Developing Objectives

- Session objectives
 - What the resident will be able to *do* after the session
 - Focus on pharmaceutical care process
 - Goals of therapy
 - Therapeutic alternatives
 - Role of particular therapies
 - Clinical controversies
 - Design a therapeutic plan
 - Design a monitoring plan

Developing Objectives

- Ability-based objectives
 - Resident demonstrates the ability to...
 - Use action words
- Based on Bloom's Taxonomy
 - Pre-Session objectives
 - Remember section
 - Understand section
 - Session objectives
 - Apply section
 - Analyze section

Developing the Case

- Consider 1-2 cases for 3 hour session
 - Each case has multiple questions
- Case should address key concepts related
 - Disease state
 - Therapeutics
- Cannot cover everything related to the topic

Some Tips for Leading Cases

- At the beginning of session
 - Ask what residents thought of pre-readings
 - Ask for volunteer to read case
 - Ask if there is anything that is unclear in case
- During session
 - Use case questions to elaborate on key concepts
 - Encourage active group participation
 - Take a break half-way

Session Logistics

- Resident is to contact you
 - 2 months before session
- Meet with resident to develop work plan
- Resident is responsible for
 - Identifying pre-readings
 - Developing case and content
- Mentor
 - Provide resident with guidance and support during this process
 - Reviews pre-readings, cases to ensure appropriate

Session Logistics

- Resident facilitator will provide Program Coordinator with
 - Pre-readings
 - Pre-session and session objectives
 - Copies of cases
- No later than one-week prior to session
- Most sessions will be videoconferenced
 - IH Chief Resident organizes this

Assessment

- Mentor will formally assess resident facilitator
 - One45
 - Assessment will be sent after session
- Mentor will meet with resident post-session
 - Provide resident with feedback on teaching and session facilitation

Resources

- www.ihpharmacy.com
- Preceptor Resource Centre
- Academic Half Day Resource Centre
- Program Coordinator