



Teaching and Learning Curriculum (TLC) Program Overview

Purpose

To provide PGY-1 and PGY-2 pharmacy residents (and independent participants) with opportunities to:

- increase knowledge about teaching and learning, assessment, and academia.
exercise teaching skills in the classroom and experiential setting.
develop a philosophy of teaching.
prepare a teaching portfolio.

Program Certificate and College of Pharmacy Appointment

The program length is one year and must be completed prior to the end of residency training. Each participant who completes all required program activities will be awarded a certificate of completion from the Department of Pharmacy Practice at the Northeast Ohio Medical University (NEOMED) College of Pharmacy. Participants will complete the requisite paperwork for faculty appointment as Clinical Instructor of Pharmacy Practice.

Teaching and Learning Curriculum (TLC) Organization and Requirements

There are two tracks available for participants of the NEOMED Teaching and Learning Curriculum (TLC) Program.

Table with 3 columns: Track 1 (Introduction to Teaching and Learning), Track 2 (Exploring a Career in Academic Pharmacy), and various rows detailing track descriptions, eligibility, required content, teaching experiences, and advisor requirements.

1The Resident will serve as a co-preceptor for an Advanced Pharmacy Practice Experience (APPE) rotation for a minimum of one month. Individual residency programs may substitute one month of preceptorship experience for an Introductory Pharmacy Practice Experience (IPPE) in place of one month of preceptorship experience for an APPE, if appropriate.

## Teaching and Learning Themes and Content

Module Theme and Example Content	Required or Optional
<b>Introduction to Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Creating a Teaching Portfolio</li> <li>• SOAP Note Grading Workshop</li> <li>• Teaching Philosophy</li> <li>• TLC Program Overview and Requirements</li> <li>• Writing Assessment Items</li> </ul>	<p>Track 1 - required Track 2 - required</p>
<b>Teaching and Assessment (Part One)</b> <ul style="list-style-type: none"> <li>• Large Group Teaching</li> <li>• Learning Styles and Teaching Application</li> <li>• Small Group Discussions and Facilitation</li> <li>• Writing Learning Objectives</li> </ul>	<p>Track 1 - required Track 2 - required</p>
<b>Teaching and Assessment (Part Two)</b> <ul style="list-style-type: none"> <li>• Active Learning</li> <li>• Assessment of Learning</li> </ul>	<p>Track 1 - required Track 2 - required</p>
<b>Academia</b> <ul style="list-style-type: none"> <li>• Academic Rank, Promotion, and Tenure</li> <li>• Course Planning and Organization</li> <li>• Importance of Service</li> <li>• Life as a Practice-Based Faculty Member</li> <li>• Scholarship Tips</li> </ul>	<p>Track 1 - <u>optional</u> Track 2 - required</p>
<b>Experiential Teaching</b> <ul style="list-style-type: none"> <li>• Difficult Precepting Conversations</li> <li>• Preparing for Learners at a Practice Site</li> <li>• Recognizing Precepting Red Flags and What to Do</li> <li>• Teaching Learners at a Practice Site</li> </ul>	<p>Track 1 - required Track 2 - required</p>
<b>Transition to Independence (Lifelong Teaching and Learning)</b> <ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Establishing Your Practice</li> <li>• Imposter Syndrome</li> <li>• Improving Focus and Productivity</li> <li>• Preparing an Academic Curriculum Vitae</li> <li>• Self-Awareness and Resilience</li> </ul>	<p>Track 1 - required Track 2 - required</p>

### Program Director Contact Information

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