



PHARMACY SCHOOL
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Teaching Certificate Program Manual

2026-2027

Updated 06/10/2026

This manual contains information, policies, and procedures specific to participants enrolled in the Teaching Certificate Program. It is to be used in conjunction with the Faculty Guidebook, Patient Care Lab Instructor Guide, School of Pharmacy Student Handbook, MCW All Student Handbook and the Experiential Education Manuals, which contain additional information, policies, and procedures for faculty and students.

MCW School of Pharmacy Teaching Certificate Program Manual

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Medical College of Wisconsin School of Pharmacy

A. Overview

The Medical College of Wisconsin (MCW) School of Pharmacy is one of the few Schools of Pharmacies in the country offering a three-year Doctor of Pharmacy (PharmD) degree, balancing more than a century of rich medical education traditions with cutting edge educational technologies and team-based learning models found in a 21st century School of Pharmacy curriculum. Our program offers small class sizes, significant one-on-one attention from high-caliber faculty, and a supportive, approachable learning environment. The MCW School of Pharmacy is preparing the next generation of pharmacists to practice at the top of their licenses, fully prepared for the new demands and opportunities of a rapidly evolving profession.

B. Mission, Vision & Core Values

Mission

Advance the health of our communities through innovative pharmacy education, continuous public and professional service, and diverse scholarly collaborations.

Vision

Engage learners, practitioners, and researchers to transform health care through the continuum of discovery and the advancement of innovative pharmacy practice and patient care models.

Core Values

We **invest** in our learners, patients, communities, and one another.

We serve with **integrity, professionalism, and compassion.**

We embrace different perspectives and backgrounds.

We embrace **interprofessional collaboration** in education, scholarship, and practice.

We inspire the pursuit of **knowledge, innovation, and lifelong learning.**

C. Doctor of Pharmacy Curriculum

The Doctor of Pharmacy (PharmD) curriculum, including course descriptions, is available on the MCW School of Pharmacy [website](#).

- [Curriculum Overview Video](#)
- [Experiential Education Preceptor Video](#)

Teaching Certificate Program Overview

D. Program Oversight & Contact Information

The MCW School of Pharmacy Teaching Certificate Program was developed by a workgroup of faculty and staff from the MCW School of Pharmacy. The workgroup is organized and led by the Program Chair (Dr. Kevin Bozymski). Please direct specific questions to Dr. Bozymski or utilize the corresponding faculty/staff identified below:

Kevin Bozymski, PharmD, BCPS, BCPP Program Chair	kbozymski@mcw.edu	414-955-2886
Rachel Kavanaugh, PharmD, BCACP Program Vice Chair (Mentorship) Director of Professional Labs for Year 2	rkavanaugh@mcw.edu	414-955-2868
Stacy Reid, PharmD, BCPS Program Vice Chair (Recruitment) Assistant Dean of Experiential Education	streid@mcw.edu	414-955-2873
Teresa Dobrowski Program Coordinator II	tdobrowski@mcw.edu	414-955-2638
Kajua Lor, PharmD, BCACP Clinical Sciences Department Chair	kblor@mcw.edu	414-955-2861
Mathew Letizia, PharmD Director of Professional Labs for Year 1	mletizia@mcw.edu	414-955-2867

Contact information for all MCW School of Pharmacy administration, faculty and staff is available on the [MCW School of Pharmacy Phone List](#) located on Desire to Learn (D2L). Faculty bio information is available on the MCW School of Pharmacy [website](#).

E. Teaching Certificate Program Purpose Statement

The MCW School of Pharmacy Teaching Certificate Program offers an innovative and interprofessional learning environment that develops lifelong learners eager to expand their knowledge and teaching capabilities in both academic and clinical environments. Completion of the Teaching Certificate Program will enhance the participant's abilities to educate and precept future pharmacists and residents, while also improving the everyday education they provide to patients and other healthcare providers in the communities they serve. Future growth of the Teaching Certificate Program will strive to include a cadre of other healthcare professions to mimic the collaborative, interprofessional healthcare teams needed to provide quality, patient-centered care. Interprofessional collaboration will foster mutual respect and understanding of other disciplines and enable program participants to educate other professionals outside of their own discipline in a meaningful way.

F. Learning Outcome

Upon completion of the MCW School of Pharmacy Teaching Certificate Program, participants will acquire the knowledge, skills, and abilities required to function as a faculty member and/or preceptor in both academic and pharmacy practice settings. Upon successful completion of the program requirements, participants will receive a certificate of completion from the MCW School of Pharmacy.

G. Learning Objectives

The MCW School of Pharmacy Teaching Certificate Program was designed to provide participants with the didactic education, training, and experiences needed to develop their abilities as educators and preceptors. The program completion requirements have been developed to create a robust experience for both pharmacy residents and practicing pharmacists. Learning objectives for each completion requirement will be provided in the module, session, or assignment overview. The program completion requirements have also been mapped to the American Society of Health-System Pharmacists (ASHP) Standards for PGY1 and PGY2 Pharmacy Residency Programs (Appendix A & B).

H. Enrollment Process & Requirements

Eligibility

MCW School of Pharmacy Teaching Certificate Program applicants will have successfully completed or actively be in the process of obtaining an advanced degree from an accredited college or school within the United States.

Enrollment

The MCW School of Pharmacy Teaching Certificate Program enrollment cycle begins the first week of May and continues through the second week of July. The MCW School of Pharmacy Teaching Certificate Program has limited capacity. Preference will be offered to pharmacy residents in the Milwaukee area and preceptors will be admitted on a first come, first served basis until capacity is reached. Applicants who are considered excellent candidates for the program, but were not admitted due to space limitations, will be added to a waitlist.

Step 1: Application

MCW School of Pharmacy Teaching Certificate Program participants will complete the MCW School of Pharmacy Teaching Certificate Program Enrollment application on the program [website](#). Application

submissions will be reviewed and validated, and the status of the enrollment request will be conveyed to the applicant.

Application Requirements:

- Provide an updated CV/Resume
- Review [Code of Conduct](#) and send a signed [Code of Conduct Acknowledgement](#)
- Complete the [New Volunteer Adjunct Clinical Instructor Appointment](#) Form
- Complete the [Online Preceptor Application](#) (use code MCWTEACH)

Step 2: Faculty Affairs Appointment Request

The Office of Faculty Affairs receives and determines the request for appointment as Volunteer Affiliate Clinical Instructor. MCW School of Pharmacy Teaching Certificate Program participants will be notified of their [Volunteer Affiliate Clinical Instructor](#) appointment, which may occur after the start of the program.

Step 3: Program Acceptance, Course Registration and Orientation

MCW School of Pharmacy Teaching Certificate Program participants will receive notification of their acceptance and step-by-step instructions for technology access and registration for orientation.

Step 4: Payments

The MCW School of Pharmacy Teaching Certificate Program fee is **\$400.00**. Program fees will be waived for pharmacy residents. Program fees for non-resident participants must be paid in full prior to orientation. Fees are non-refundable. Please email pharmteachcert@mcw.edu to request further instructions regarding coordination of payment.

I. Program Withdrawal & Dismissal

Participants may withdraw from the MCW School of Pharmacy Teaching Certificate Program, which is a permanent decision, or submit a special request for a circumstantial extension or exemption to the completion requirements and/or deadlines. Participants must submit their request for extension, exemption, or withdrawal in writing to pharmteachcert@mcw.edu at their soonest convenience. Requests will be handled on a case-by-case basis. The decision rendered will be considered final. Program fees will not be refunded or reimbursed to participants that choose to withdraw, are dismissed, or otherwise fail to complete the Program requirements by June 1 of the specified year.

Pharmacy residents enrolled in the MCW School of Pharmacy Teaching Certificate Program must remain in good standing with their residency program throughout the duration of their enrollment. In the event a pharmacy resident elects not to finish their residency or is terminated by the residency program, the resident will be dismissed from the MCW School of Pharmacy Teaching Certificate Program. Residents may submit a request for extension or exemption using the aforementioned process. Requests will be handled on a case-by-case basis, taking into account the circumstances described in the request letter and the number of completion requirements yet to be completed. If granted the extension or exemption, the resident would remain in the program as a “pharmacist” participant and would be required to pay the tuition fees that are customarily required for all non-resident participants. Program fees will not be refunded or reimbursed to participants that choose to withdraw, are dismissed, or otherwise fail to complete the Program requirements by June 1 of the specified year.

Participants in violation of this manual or any other policies, procedures or handbooks referenced in this manual may be subject to suspension or dismissal from the Teaching Certificate Program. The Clinical Sciences Department Chair will meet with the participant to discuss behavior or performance that has been observed or reported to be in violation of MCW policies, procedures, or handbooks. The decision rendered by the Clinical Sciences Department Chair will be considered final, with no opportunities for modifications or appeals. Program fees will not be refunded or reimbursed to participants suspended or dismissed from the Program.

J. Attendance

The MCW School of Pharmacy believes in training participants how to utilize innovative teaching pedagogy, such as team-based learning, self-directed learning, and interactive simulation and activities. Due to the interactive nature of our didactic education, live attendance is of the utmost importance. Exceptions may be considered on a case-by-case basis by Program leadership.

Orientation

In-person attendance is required for Orientation.

Monthly Sessions

In-person attendance is required for live monthly sessions taking place at the MCW SOP. Participants will be granted a maximum of two excused absences for any reason (e.g., staffing/working, weather, illness, special event). Residents must receive approval from their Residency Program Director prior to being absent. When granted an excused absence, the participant is responsible for emailing pharmteachcert@mcw.edu to obtain a link to the session recording. The participant will review the session recording on their own time and will complete the required Session Evaluation in Qualtrics by the original deadline specified in Appendix C.

K. Completion Requirements

All completion requirements must be completed and submitted by **June 1** of the participant's first or second year in the program. Extensions may be considered on a case-by-case basis. All requirements and deadlines for satisfactory completion of the Teaching Certificate Program are outlined in Appendix C.

Completion Requirements:

- Attend and Complete In-Person Orientation
- Attend and Complete Seven Required Monthly Sessions – See Appendix C
- Complete Three Online Modules – See Appendix C
- Deliver a Minimum of One Hour of Didactic Lecture at MCW
- Facilitate Six Patient Care Lab Activities at MCW SOP
- Grade Four Student SOAP Notes for Patient Care Lab at MCW SOP
- Create & Submit a Teaching Philosophy
- Create & Submit a Teaching Portfolio
- (Co-)Precept One IPPE/APPE Student or Resident (if able)

L. Academic Educator Distinction

Participants that desire additional training and experience may choose to pursue attainment of the “Academic Educator” distinction, which includes additional completion requirements. Pursuing the Academic Educator Distinction is a self-driven process. It is the participant’s responsibility to work with their TCP Faculty Mentor to schedule and complete the additional opportunities. To contact the appropriate faculty member responsible for these components or to contact their Faculty Mentor and request assistance scheduling these opportunities.

Academic Educator Completion Requirements

- All Core Completion Requirements (described previously in subsection K)
- Additional Experiences:
 - Facilitate Two Extra Activities in Patient Care Lab or Pharmaceuticals Lab
 - Design One Patient Care Lab Activity at MCW SOP
 - Participate in Delivering One Team-Based Learning (TBL) Lecture
 - Participate in One Interprofessional Education Activity **OR** At least One Volunteer Shift at the Saturday Clinic for the Uninsured (SCU)
 - Observe and Evaluate One MCW Faculty Presentation
- Required Online Modules:
 - Academia Structure, Rank & Promotion
 - Accreditation and Regulations
 - Interprofessional Education
 - Organizational Structure & Governance
 - Scholarship of Teaching and Learning
 - Team-Based Learning
- Submit the [Distinction Checklist](#) in Qualtrics no later than **June 1** (Appendix J)

M. Mentorship

Participants will be assigned a Faculty Mentor by the Chair of the Department of Clinical Sciences at the time didactic teaching assignments are scheduled. Any issues or concerns relating to the mentorship relationship should be directed to the Chair of the Department of Clinical Sciences.

Faculty Mentor Responsibilities

- Minimum Required Responsibilities:
 - Review and provide feedback on all teaching materials and content created for didactic teaching in a timely manner prior to teaching.
 - Review and provide feedback on all assessment materials (e.g., TBL questions, quiz questions, exam questions, etc.) and assignments created for didactic teaching in a timely manner.
 - Evaluate the participant’s required didactic teaching using the [Didactic Teaching Evaluation](#) (Appendix E).
 - Complete quarterly PharmAcademic evaluations (residents only).
 - Enter TBL and exam questions into ExamSoft on behalf of the participant.
 - Review ExamSoft reports with participant (if applicable).
 - Meet with the mentee at least biannually, either in person or virtually (i.e., telephone, teleconference, or video conference) to provide informal feedback on their progress in the Teaching Certificate Program.
 - Review and provide feedback on the participant’s teaching philosophy using the Teaching Philosophy Rubric in D2L (Appendix H).
 - Evaluate the participant’s teaching portfolio using the Teaching Portfolio Rubric in D2L (Appendix I).
 - Provide career advice should the mentee display an interest in academia, as appropriate.

Participant Responsibilities

- Minimum Required Responsibilities:
 - Coordinate and schedule meetings with the faculty mentor at least biannually.
 - Provide all teaching materials and content created for didactic teaching to the faculty mentor in a timely manner.
 - Provide all assessment materials (e.g., TBL questions, quiz questions, exam questions, etc.) to the faculty mentor in a timely manner.
 - Be professional and courteous in your communication and interactions with the faculty mentor.
 - Be open to feedback and guidance from the faculty mentor.
 - Complete the [Faculty Mentor Evaluation](#) no later than **June 1**.

Learning Experiences

N. Orientation

The Teaching Certificate Program begins with a full day Orientation that will provide participants with an introduction to MCW, the School of Pharmacy curriculum, a facilities tour, and basic foundational education on teaching and precepting. In-person attendance at Orientation is required. To receive credit for orientation, participants must complete the [Orientation Evaluation & Assessment](#) in Qualtrics by the deadline specified in Appendix C.

Orientation Sessions:

1. The Teaching Process (Writing Learning Objectives)
2. Effective Presentations
3. Evaluation & Assessment Strategies (Writing Exam Questions)

O. Monthly Learning Sessions

Participants will complete seven monthly educational sessions covering the core fundamentals of teaching and precepting. In-person, live attendance is required for monthly sessions, which will take place at the MCW SOP, unless otherwise indicated. A calendar invitation containing the date, time, and location for each required monthly session will be sent to participants from the pharmteachcert@mcw.edu email account. The schedule of the monthly sessions is available in Appendix C.

Participants will be granted a maximum of two excused absences for any reason (e.g. staffing/working, weather, illness, special event). Residents must receive approval from their Residency Program Director prior to being absent. When granted an excused absence, the participant is responsible for emailing pharmteachcert@mcw.edu to obtain a link to the session recording. The participant will review the session recording on their own time and will complete the required Session Evaluation in Qualtrics by the original deadline specified in Appendix C.

Required Monthly Sessions:

1. Curricular Design
2. Teaching & Learning Styles
3. Preceptor Essentials I
4. Developing Your Teaching Philosophy
5. Academic Integrity
6. Creating Your Teaching Portfolio
7. Preceptor Essentials II

Session Completion Requirements:

- [Session Evaluation & Assessment](#) – submitted through Qualtrics by the deadlines provided in the Completion Requirements Schedule (Appendix C).

P. Online Learning Modules

Participants will complete three online modules during the months of December, January, and February (i.e., one module per month) in place of attending live monthly sessions. Any remaining online modules will be available for participants to complete at their convenience to facilitate their individual development needs. PowerPoint slides and links to the recorded modules are available in D2L.

To receive credit for online modules, participants must complete the [Online Module Evaluation & Assessment](#) in Qualtrics by the deadline specified in Appendix C.

Online Module Topics:

- Academic Accreditation & Regulations
- Academic Organizational Structure
- Academia Structure, Rank & Promotion
- Clinical Faculty Essentials: Creating a Practice Site
- Collaborative Practice Agreements
- Interprofessional Education
- PowerPoint Essentials
- Seven Keys to Highly Effective Feedback
- Scholarship of Teaching & Learning
- Team-Based Learning
- The Power of Guided Self Reflection: The Habits of Preceptors
- *Others may be added throughout the year*

Module Completion Requirements:

- [Online Module Evaluation & Assessment](#) – submitted through Qualtrics by the deadlines provided in the Completion Requirements Schedule (Appendix C).

Q. Didactic Teaching

Participants will provide a minimum of one hour of didactic lecture at the MCW School of Pharmacy no later than **June 1**. Program leadership, in collaboration with the Clinical Sciences Department Chair, will determine the participant's didactic teaching assignments. A schedule will be provided via email along with other pertinent information (course title, lecture topic, date, time, course director, and the name of your faculty mentor or instructor). If there is a scheduling conflict, please notify the Clinical Sciences Department Chair as soon as possible.

Participants will work with their faculty mentor or instructor and the course director to develop all necessary teaching materials (presentation slides, activities, quiz/exam questions, etc.). After each didactic teaching experience, a series of evaluations will be completed to provide feedback to the participant. Copies of all teaching materials and evaluations should be saved for potential incorporation into the participant's electronic teaching portfolio.

Required Evaluations

- [Self-Evaluation of Didactic Teaching](#) – completed by the participant and submitted in Qualtrics (Appendix E)
- Student Didactic Teaching Evaluation – completed by students in Qualtrics (Appendix D)
- Faculty [Didactic Teaching Evaluation](#) – completed by the faculty mentor and submitted in Qualtrics (Appendix E)

R. Patient Care Lab

Participants will sign-up and facilitate a minimum of six activities in the Patient Care Lab sessions. The Directors of Professional Laboratories will determine the participant's lab assignments. A schedule for facilitation and lab design activities will be provided via email along with other pertinent information (course title, lab topics, dates/times, template, rubrics, instructions, etc.). If a participant can no longer attend a previously scheduled lab facilitation date, they must switch with another participant and get approval from the Directors of Professional Laboratories and the participant's Residency Program Director or supervisor, if applicable.

Participants will work with the Directors of Professional Laboratories to develop all necessary teaching materials (activities, rubrics, quiz questions, etc.). Feedback for any lab related activities will be provided through PharmAcademic. Non-resident participants will be evaluated using the Lab Evaluation. Copies of all teaching materials and evaluations should be saved for potential incorporation into the participant's electronic teaching portfolio.

Required Evaluations

- Lab Evaluation (Appendix F) – completed by the Directors of Professional Labs
- PharmAcademic – completed by the Directors of Professional Labs **Residents Only**

S. Experiential Education

Participants may complete a minimum of one precepting or co-precepting experience as a component of their completion requirements AND as scheduling allows. Participants may serve as the primary preceptor, secondary preceptor, preceptor-in-training, or co-preceptor to at least one pharmacy learner, which may include pharmacy residents and students completing either Introductory Pharmacy Practice Experiences (IPPEs) or Advanced Pharmacy Practice Experiences (APPEs). The pharmacy learner does not need to be an MCW School of Pharmacy student.

After each precepting experience, a series of evaluations will be completed to provide feedback to the participant. Copies of all precepting materials (rotation manuals, etc.) and evaluations should be saved for potential incorporation into the participant's electronic teaching portfolio.

Required Evaluations

- [Self-Evaluation](#) – completed by the participant and submitted in Qualtrics (Appendix G)

- Student Evaluation – Completed by the pharmacy learner at the end of the rotation.
 - Option 1: The participant will obtain a copy of the formal preceptor evaluation completed by the pharmacy learner in accordance with their residency program or Doctor of Pharmacy program.
 - Option 2: If a formal preceptor evaluation is not available from the pharmacy learner's residency program or Doctor of Pharmacy program, the participant will have the pharmacy learner complete the MCW Preceptor Evaluation in Qualtrics by supplying them the following link:
https://mcwisc.co1.qualtrics.com/jfe/form/SV_0d01CqwxNn788ct

- Supervising Preceptor or Co-Preceptor Evaluation – The participant will have the supervising preceptor or co preceptor complete the MCW Preceptor Evaluation in Qualtrics by supplying them the following link:
https://mcwisc.co1.qualtrics.com/jfe/form/SV_0d01CqwxNn788ct

Please refer to the MCW School of Pharmacy Student and Preceptor Experiential Education Manuals located in [CORE ELMS](#) for more information regarding precepting MCW School of Pharmacy IPPE and APPE students.

T. Pharmaceutical Drug Delivery Lab

Pharmaceutical Drug Delivery Lab is offered in the PharmD Curriculum during Session 1 (July – September) and Session 2 (October – December). Pharmaceutical Drug Delivery Lab includes sterile and non-sterile products, dosage forms, compounding, calculations and regulatory guidelines and compliances such as USP-795, USP-797, and USP-800, among other topics and concepts. Participants interested in additional teaching opportunities (didactic lectures, activities, panel discussions, workshops, etc.) in Pharmaceutical Drug Delivery Lab should contact the Clinical Sciences Department Chair or Program leadership.

U. Teaching Philosophy

Participants will create a teaching philosophy that reflects their individual teaching style, values, and goals. The teaching philosophy will be created in accordance with instructions provided during the monthly session “Developing a Teaching Philosophy” and the guideline document provided on D2L. The first draft of the teaching philosophy will be submitted in D2L no later than **December 1**. The participant’s Faculty Mentor will review the first draft to provide feedback and recommendations for improvement. The final draft of the teaching philosophy will be submitted in D2L no later than **May 1** and will be formally evaluated by the participant’s Faculty Mentor.

Required Evaluations

- Teaching Philosophy Rubric – completed by the Faculty Mentor in D2L (Appendix H)

V. Teaching Portfolio

Participants will create an electronic teaching portfolio that will be submitted in D2L no later than **June 1** and will be formally evaluated by the participant’s Faculty Mentor. The electronic Teaching Portfolio is one document, which includes a reflective narrative describing the participant’s teaching and/or precepting experiences completed throughout the Teaching Certificate Program. The narrative portion should be between 2-6 pages in length. The electronic Teaching Portfolio should also include artifacts or supporting documents that pertain to the narrative. These may include, but are not limited to PowerPoint slides, worksheets, activities, quiz/exam questions developed, ExamSoft reports, and evaluation data.

Additional guidance and instructions will be provided during the monthly session “Developing a Teaching Portfolio” and additional resources/examples will be provided on D2L.

Required Evaluations


- Teaching Portfolio Rubric – completed by the Faculty Mentor in D2L (Appendix I)

W. Academic Residency Rotations


Completion of an academic residency rotation is optional for PGY1 and PGY2 Pharmacy Residents completing the MCW School of Pharmacy Teaching Certificate Program. Residents interested in completing an academia rotation with a faculty member at the MCW School of Pharmacy should contact the Clinical Sciences Department Chair. The academic residency rotation can be structured as a block rotation or longitudinally over the residency year to meet the individual resident’s needs.

- **Block Schedule:** Monday through Friday for 2-6 weeks, from 8:00 AM to 5:00 PM (hours may vary depending on projects, meetings, events, etc.)
- **Longitudinal:** Tuesdays or Thursdays from 8:00 AM to 5:00 PM (hours may vary depending on projects, meetings, events, etc.)

APPENDIX A: Completion Requirements PGY1 Standards Map

<p style="text-align: center;">MCW School of Pharmacy Teaching Certificate Program Completion Requirements For PGY1 Residency Objectives</p>  <p style="text-align: center;"><i>Updated 3/27/25</i></p>	Deliver 1 Hour of Didactic Lecture at MCW	Design 1 Pharmacy Patient Care Lab at MCW	Facilitate 6 Pharmacy Patient Care Lab Activities at MCW	(Co-)Precept 1 IPPE or APPE Student	Create & Submit a Teaching Philosophy	Create & Submit a Teaching Portfolio	Orientation: Effective Presentation Skills	Orientation: Writing Learning Objectives	Orientation: Evaluation & Assessment Strategies	Required Session: Teaching & Learning Styles	Required Session: Teaching Portfolio	Required Session: Teaching Philosophy	Required Session: Curricular Design	Required Session: Preceptor Essentials I & II	Required Session: Academic Dishonesty & Plagiarism	<u>Online</u> Session: Academic Structure, Rank & Promotion
PGY1 Competency Areas, Goals, and Objectives (2024)																
Objective R4.1.1: (Creating) Construct educational activities for the target audience	X	X								X		X				
Objective R4.1.2: (Creating) Create written communication to disseminate knowledge related to specific content, medication therapy, and/or practice area	X	X				X										
Objective R4.1.3: (Creating) Develop and demonstrate appropriate verbal communication to disseminate knowledge related to specific content, medication therapy, and/or practice area	X		X			X				X						
Objective R4.1.4: (Evaluating) Assess effectiveness of educational activities for the intended audience	X							X								
Objective R4.2.1: (Evaluating) Employ appropriate preceptor role for a learning scenario	X		X	X										X		

APPENDIX B: Completion Requirements PGY2 Standards Map

<p style="text-align: center;">MCW School of Pharmacy Teaching Certificate Program Completion Requirements For PGY2 Residency Objectives</p>  <p style="text-align: center;"><i>Updated 7/19/21</i></p>	Deliver 1 Hour of Didactic Lecture at MCW	Design 1 Pharmacy Patient Care Lab at MCW	Facilitate 6 Pharmacy Patient Care Lab Activities at MCW	(Co-)Precept 1 IPPE or APPE Student	Create & Submit a Teaching Philosophy	Create & Submit a Teaching Portfolio	Orientation: Effective Presentation Skills	Orientation: Writing Learning Objectives	Orientation: Evaluation & Assessment Strategies	Required Session: Teaching & Learning Styles	Required Session: Teaching Portfolio	Required Session: Teaching Philosophy	Required Session: Curricular Design	Required Session: Preceptor Essentials I & II	Required Session: Academic Dishonesty & Plagiarism	Online Session: Academic Structure, Rank & Promotion
PGY2 Advanced Area of Pharmacy Practice Objectives (2018)																
Objective R4.1.1: (Applying) Design effective educational activities related to the advanced practice area.	X	X											X			
Objective R4.1.2: (Applying) Use effective presentation and teaching skills to deliver education related to the advanced practice area.	X		X				X									
Objective R4.1.3: (Applying) Use effective written communication to disseminate knowledge related to the advanced practice area.	X	X					X									
Objective R4.1.4: (Applying) Appropriately assess effectiveness of education related to the advanced practice area.	X								X							
Objective R4.2.1: (Analyzing) When engaged in teaching related to the advanced practice area, select a preceptor role that meets learners' educational needs.				X										X		
Objective R4.2.2: (Applying) Effectively employ preceptor roles, as appropriate, when instructing, modeling, coaching, or facilitating skills related to the advanced practice area.				X										X		
Objective E1.1.1: (Understanding) Demonstrates understanding of key elements of the academic environment and faculty roles within it.																X
Objective E1.2.1: (Applying) Develop and deliver cases for workshops and exercises for laboratory experiences.		X	X													
Objective E1.2.2: (Evaluating) Compare and contrast methods to prevent and respond to academic and profession dishonesty and adhere to copyright laws.															X	
Objective E1.3.1: (Creating) Develop or update a teaching philosophy statement.					X											
Objective E1.3.2: (Creating) Prepare a practice-based teaching activity.		X														
Objective E1.3.3: (Applying) Deliver a practice-based educational activity, including didactic or experiential teaching, or facilitation.	X	X	X													
Objective E1.3.4: (Creating) Effectively document one's teaching philosophy, skills, and experiences in a teaching portfolio.					X	X										

APPENDIX C: Completion Requirement Schedule

Date/Time/Location	Completion Requirement	Faculty Member (Subject To Change)	Assignment & Deadline
Friday, July 17, 2026 8:00 AM – 3:30 PM Location: See Calendar Invite	Orientation	Refer to Orientation Agenda	Complete the Orientation Evaluation in Qualtrics by 11:59 PM on 8/1/26
August 1, 2026	Pre-Program Survey		Complete the Pre-Program Survey in Qualtrics prior to orientation or no later than 11:59 PM on 8/1/26
Wednesday, August 12, 2026 4:30 PM – 5:30 PM Location: See Calendar Invite	Curricular Design	Dr. Mike DeBisschop	Complete the Session Evaluation in Qualtrics by 11:59 PM on 9/1/26
September 1, 2026	FERPA Training Module (Instructions from MCW Human Resources)		Complete the FERPA training module by 11:59 PM on 9/1/26
Wednesday, September 9, 2026 4:30 PM – 5:30 PM Location: See Calendar Invite	Teaching & Learning Styles	Dr. Kevin Bozyski	Complete the Session Evaluation in Qualtrics by 11:59 PM on 10/1/26
Wednesday, October 14, 2026 4:30 PM – 5:30 PM Location: See Calendar Invite	Preceptor Essentials I	Dr. Stacy Reid	Complete the Session Evaluation in Qualtrics by 11:59 PM on 11/1/26
Wednesday, November 11, 2026 4:30 PM – 5:30 PM Location: See Calendar Invite	Developing Your Teaching Philosophy	Dr. Zach Pape	Complete the Session Evaluation in Qualtrics by 11:59 PM on 12/1/26
December 1, 2026	Draft Teaching Philosophy		Submit draft Teaching Philosophy in D2L by 11:59 PM on 12/1/26
January 1, 2027	Complete a <u>Minimum of One Online Module</u> (Available on D2L)		Complete one module and the corresponding Module Evaluation in Qualtrics by 11:59 PM on 1/1/27

Date/Time/Location	Completion Requirement	Faculty Member (Subject To Change)	Assignment & Deadline
February 1, 2027	Complete a <u>Minimum of One</u> Online Module (Available on D2L)		Complete one module and the corresponding Module Evaluation in Qualtrics by 11:59 PM on 2/1/27
February 1, 2027	Biannual Mentor Meeting	Faculty Mentor	Meeting between Faculty Mentor and Participant completed by 2/1/27
March 1, 2027	Complete a <u>Minimum of One</u> Online Module (Available on D2L)		Complete one module and the corresponding Module Evaluation in Qualtrics by 11:59 PM on 3/1/27
March 1, 2027	Professional Headshot		Upload professional headshot used for graduation by 11:59 PM on 3/1/27
Wednesday, March 10, 2027 4:30 PM – 5:30 PM Location: See Calendar Invite	Academic Integrity	Dr. Ehab Abourashed	Complete the Session Evaluation in Qualtrics by 11:59 PM on 4/1/27
April 1, 2027	Professional Headshot Photo		Submit your professional headshot photo in D2L by 11:59 PM on 4/1/27
Wednesday, April 14, 2027 4:30 PM – 5:30 PM Location: See Calendar Invite	Creating Your Teaching Portfolio	Dr. Abir El-Alfy	Complete the Session Evaluation in Qualtrics by 11:59 PM on 5/1/27
May 1, 2027	Final Teaching Philosophy		Submit revised and final Teaching Philosophy in D2L by 11:59 PM on 5/1/27
Wednesday, May 12, 2027 Pre-Recorded	Preceptor Essentials II (Pre-Recorded)	Dr. Kajua Lor	Complete the Session Evaluation in Qualtrics by 11:59 PM on 6/1/27
June 1, 2027	Teaching Portfolio		Submit electronic Portfolio in D2L by 11:59 PM on 6/1/27
June 1, 2027	Faculty Mentor Evaluation		Complete the Faculty Mentor Evaluation in Qualtrics by 11:59 on 6/1/27
Wednesday, June 9, 2027 5:00 PM – 6:30 PM Location: See Calendar Invite	Graduation & Awards Ceremony	All MCW Faculty & Guest Instructors	
July 1, 2027	Biannual Mentor Meeting	Faculty Mentor	Meeting between Faculty Mentor and Participant completed by 7/1/27
July 1, 2027	Program Exit Survey		Complete the Program Exit Survey in Qualtrics by 7/1/27

APPENDIX D: STUDENT EVALUATION OF INSTRUCTOR

Instructor: _____ Date of Observation: _____

Course: _____ Topic/Presentation Title: _____

1. The instructor demonstrated professional behavior.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

2. The instructor spoke clearly and at a comfortable pace.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

3. The instructor engaged students in the learning process.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

4. The instructor delivered content in a clear and organized manner.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

5. The instructor was accessible and approachable outside of class for questions or comments.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
 - e. Not Applicable

6. For the following questions, consider the instructor's use of time, mastery of material, ability to answer questions, amount of pre-work, level of difficulty, and other aspects of teaching.
 - a. What was most effective?
 - b. What areas may need improvement?
 - c. Other observations/recommendations.

APPENDIX E:

DIDACTIC TEACHING EVALUATION

Instructor: _____

Date of Observation: _____

Course: _____

Topic/Presentation Title: _____

Observer Name: _____

Observer Email: _____

Purpose of Evaluation:

- Self-Evaluation
- Peer-Evaluation
- Mentor/Preceptor Evaluation

	Excellent	Satisfactory	Needs Improvement	N/A	Feedback (include observations, areas of notable strength <i>and</i> suggestions for improvement)
<p><u>CONTENT</u></p> <ul style="list-style-type: none"> • Primary concepts are clear and specific • Stated clear and actionable learning objectives • Tailored material to knowledge needs of learners • Materials adequately met and correlated to learning objectives • Teaching methods are appropriate for content • Provides relevant real-world examples • Sources are cited 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><u>ORGANIZATION</u></p> <ul style="list-style-type: none"> • Provides introduction/overview of lecture, including organization and importance of material • References previous material or learning as applicable • Effective transitions between topics • Concludes by summarizing main ideas and/or reviewing learning objectives • Effective use of time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><u>INTERACTION</u></p> <ul style="list-style-type: none"> • Introduces self, including background and relation to topic, • Displays enthusiasm and captures learner attention • Active learning techniques used effectively • Encourages learner interaction, participation and/or questions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<ul style="list-style-type: none"> Answers questions and provides feedback with accurate, clear and concise responses 					
<p><u>COMMUNICATION</u></p> <ul style="list-style-type: none"> Appears professional, poised, confident and knowledgeable Appropriate rate and volume of delivery, including limited use of speech fillers. Effective use of nonverbal movements and gestures Maintains appropriate eye contact Effectively engages and manages the entire classroom (e.g. distractions, noise, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><u>USE OF MEDIA/TECHNOLOGY</u></p> <ul style="list-style-type: none"> Visual aids/materials are clear, legible, error-free and easily understood Visual aids/materials support and enhance teaching Use of instructional technology is effective and promotes learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p><u>OVERALL PERFORMANCE</u></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

AREAS OF STRENGTHS:

- 1.
- 2.
- 3.

AREAS FOR IMPROVEMENT:

- 1.
- 2.
- 3.

APPENDIX F: PHARMACY LAB EVALUATION

Evaluator: _____ Date of Observation: _____

Lab Course: _____

Evaluatee Name: _____ Evaluatee Email: _____

Role Being Evaluated:

- Lab Lead Lab Facilitator
 Lab Activity Designer Other

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Prepared materials in accordance with Lab Director's vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had materials well prepared and completed on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaged students in the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spoke clearly and at a comfortable pace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivered content in clear and organized manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emphasized key points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided effective feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated respect for students and facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated professional behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall was an effective lab lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was most effective?

What areas need improvement?

APPENDIX G: PRECEPTOR EVALUATION

Evaluator Name: _____ Preceptor Name: _____

Evaluator Site/School: _____ Preceptor Site: _____

Length of Experience/Rotation: _____

Evaluator Role: Pharmacy Learner (Student/Resident)
 Co-Preceptor
 Self-Evaluation

Rotation Level: PGY2 PGY1 APPE IPPE

Rotation Type: Hospital Ambulatory Care
 Community Elective
 Acute Care/General Medicine Other: _____

Preparation for Student Experience	No	Yes
Oriented me to the site		
Reviewed the goals & objectives of the rotation		
Specified clear expectations of me at the site		
Provided information regarding the policies and procedures at the site		
Reviewed my materials (letter, portfolio) prior to my first day		

Professional Responsibility	Never	Sometimes	Always
Provided an appropriate level of supervision			
Accessible to student when not at rotation site			
Encouraged my engagement in hands-on experiences and encouraged an appropriate level of autonomy			
Provided appropriate feedback throughout the rotation			
Created a positive learning environment			
Dedication to evidence-based practice and utilization of clinical and scientific literature in clinical care decision making			
Modeled evidence-based practice			
Assessed and adjusted material delivery based on my learning style			
Provided the opportunity to complete required activities			
Demonstrated enthusiasm for teaching through engagement and relating to me as a student			
Dedication to Pharmacy Practice	Never	Sometimes	Always
Encouraged me to demonstrate ethical decision making when interacting with patients			
Engages in shared decision-making with patients			
Displayed respect, empathy and compassion for patients, including those from different socioeconomic backgrounds and cultures.			
Demonstrated an understanding and commitment to interprofessional, team-based care			

Please provide three areas of strength:

Please provide three areas for improvement:

Additional comments:

APPENDIX H: TEACHING PHILOSOPHY EVALUATION

Evaluator Name: _____ Participant Name: _____

Purpose of Evaluation:

- Mid-Point
- Final

	Satisfactory	Needs Improvement	Feedback
The participant explains personal educational goals and values.	<input type="checkbox"/>	<input type="checkbox"/>	
The participant describes various or diverse teaching methods used during instruction.	<input type="checkbox"/>	<input type="checkbox"/>	
The participant discusses potential assessment methods to determine teaching effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	
The writing is effective and free of grammatical/spelling errors	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

APPENDIX I:**TEACHING PORTFOLIO EVALUATION**

Evaluator Name: _____

Participant Name: _____

	Satisfactory	Needs Improvement	Feedback
The reflective narrative successfully describes the participant's teaching, precepting, and/or clinical experiences	<input type="checkbox"/>	<input type="checkbox"/>	
The reflective narrative describes the participant's strengths and opportunities for improvement or future growth	<input type="checkbox"/>	<input type="checkbox"/>	
The artifacts and documents provided support the reflective narrative	<input type="checkbox"/>	<input type="checkbox"/>	
The writing is effective and free of grammatical/spelling errors	<input type="checkbox"/>	<input type="checkbox"/>	
The teaching portfolio is cohesive and well-organized	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

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APPENDIX J:

ACADEMIC EDUCATOR DISTINCTION CHECKLIST

Participant Name: _____

TCP Faculty Mentor Name: _____

	Distinction Requirements	Details
<input type="checkbox"/>	Facilitate <u>Two</u> Extra Lab Sessions (8 Total Labs) in either: <ul style="list-style-type: none"> - Patient Care Lab - Pharmaceutics Lab 	<p>Lab 1 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 2 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 3 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 4 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 5 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 6 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 7 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p> <p>Lab 8 Title: _____ Date: _____ Lab Type: <input type="checkbox"/> PCL <input type="checkbox"/> Pharmaceutics</p>
<input type="checkbox"/>	Design <u>One</u> Patient Care Lab Activity at MCW SOP	Lab Activity Topic: _____ Due Date: _____
<input type="checkbox"/>	Participate in Delivering <u>One</u> Team-Based Learning (TBL) Lecture	Course Number: _____ Course Title: _____ TBL Lecture Title: _____ Date: _____ Faculty Name: _____

<input type="checkbox"/>	Observe and Evaluate <u>One</u> MCW Faculty Presentation	Course Number: _____ Course Title: _____ Lecture Title: _____ Date: _____ Faculty Name: _____
<input type="checkbox"/>	Participate in <u>One</u> Interprofessional Education (IPE) Event or Activity <ul style="list-style-type: none"> - IPE Event - Saturday Clinic for the Uninsured (SCU) - Other Interprofessional Events/Activities 	IPE Event/Activity Name: _____ Date: _____
<input type="checkbox"/>	Complete all of the Required Online Modules: <ul style="list-style-type: none"> - Accreditation and Regulations - Interprofessional Education - Organizational Structure & Governance - Scholarship of Teaching and Learning - Team-Based Learning 	NA