



College of Pharmacy (Spring 2009)

Academic Rotation Syllabus (CYCLE 2)

COURSE

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

PRECEPTOR

Dr. Linda Blakley



College of Pharmacy (Spring 2009)

Academic Rotation Syllabus

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</td> <td style="text-align: center;">50</td> </tr> <tr> <td> o Personal Teaching Philosophy Statement</td> <td></td> </tr> <tr> <td>Online Surveys: Development</td> <td style="text-align: center;">50</td> </tr> <tr> <td> o Survey: Perceptions of Presentation of Lecture (50pts)</td> <td></td> </tr> <tr> <td>Participation in Roundtable Discussion Session</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Course Content Development:</td> <td style="text-align: center;">200</td> </tr> <tr> <td> o Introduction to Research Lecture Development (50pts)</td> <td></td> </tr> <tr> <td> o Develop Active Learning Research Activity ((50pts.)</td> <td></td> </tr> <tr> <td> o Literature Review Guides- 2@ 50pts= (100pts.)</td> <td></td> </tr> <tr> <td>Assessment/Assessment Tools Development</td> <td style="text-align: center;">100</td> </tr> <tr> <td> o Rubric: Assess Individual/Group Literature Activity (25pts.)</td> <td></td> </tr> <tr> <td> o Grade Individual & Group Activities (25)</td> <td></td> </tr> <tr> <td>Data Analysis</td> <td></td> </tr> <tr> <td> o Analysis of survey data from week 4 (25pts)</td> <td></td> </tr> <tr> <td> o Analysis of survey data from week 5 (25pts.)</td> <td></td> </tr> <tr> <td>Oral Communication Skills:</td> <td style="text-align: center;">200</td> </tr> <tr> <td> o <u>Presentations to Preceptor</u></td> <td></td> </tr> <tr> <td> ▪ Lecture1: Types of Research (1st draft) (25pts.)</td> <td></td> </tr> <tr> <td> ▪ Instructions: Individual/Grp Literature activity (25pts)</td> <td></td> </tr> <tr> <td> ▪ Present Literature Review Guides(2) - (50)</td> <td></td> </tr> <tr> <td> o <u>Lectures to PSL I Sections (100) –FINAL VERSION</u></td> <td></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	50	o Personal Teaching Philosophy Statement		Online Surveys: Development	50	o Survey: Perceptions of Presentation of Lecture (50pts)		Participation in Roundtable Discussion Session	50	Course Content Development:	200	o Introduction to Research Lecture Development (50pts)		o Develop Active Learning Research Activity ((50pts.)		o Literature Review Guides- 2@ 50pts= (100pts.)		Assessment/Assessment Tools Development	100	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.)		Oral Communication Skills:	200	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>		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



<p>Attendance:</p>	<p>Rotation students are required to attend all PSL I assigned sections. Rotation students will also assist peers during practical skills activities.</p>
<p>Dress Code:</p>	<p>Professional attire required. See PEP Manual</p>
<p>Academic Rotation Focus Areas/Activities:</p>	<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



2nd Rotation: February 16, 2009 – March 27, 2009
(SPRING 2009)
ROTATION ACTIVITY CALENDAR

Date	Week	2 nd Rotation Begins	Done?
2/16-2/20	1	APA Format -Research Report Guidelines – In Class Assignment	
<p>1. Preceptor/Course Coordinator will present lecture on Research Report guidelines and using APA formatting. P1 students will write 1-page overview of Healthy People 2010 and select an area of interest for Research Report.</p> <p>2. Student will research content for the Parts of a Research Report Lecture. An outline and a 1st draft version of the lecture will be submitted/presented on Friday, 2/20. Note: Mardi Gras Holiday is the following week (no class); therefore student will present final version of lecture on the morning of the actual lecture.</p> <p>3. Student will develop an in-class activity (with instructions) that focuses on How to Write an Effective Introduction and Thesis Statement. P1 students. Student will present a 1st draft of in-class activity on Friday, 2/20.</p> <p>4. Develop (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)</p>			
<p>ACTION ITEMS:</p> <p>1. Online journal entry/teaching portfolio – reflecting on the week's activity</p> <p>2. Research content for Parts of Research Report Lecture.</p> <p>3. Develop 1st draft of lecture for Parts of Research Report and 1st draft of in-class activity on writing an effective introduction.</p> <p>4. Present 1st draft of lecture and In-class activity on Friday, 2/20.</p> <p>5. Develop online survey to assess lecture on Parts of Research Report</p> <p>6. Preceptor/Rotation Student Roundtable Discussion</p>			



Date	Week		Done?
2/23-2/27	2	MARDI GRAS HOLIDAY!	
<p style="text-align: center;"><u>NO CLASS THIS WEEK!</u></p> <p><u>NOTE:</u> THIS WEEK DOES NOT CONTAIN ANY NEW ASSIGNMENTS! BOTH ASSIGNMENTS BELOW ARE REFLECTED IN WEEK 1.</p> <ol style="list-style-type: none"> Student will use the holiday period (if necessary) to finalize lecture and in-class activity related to the Parts of a Research Report. Continue working on survey from week 1 (if necessary). <i>Develop (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)</i> 			
<p><u>ACTION ITEMS:</u> No new assignment due this week.</p>			



Date	Week		Done?
3/2-3/6	3	Lecture: Parts of Research Report	
<ol style="list-style-type: none"> 1. Student will present Parts of a Research Report lecture to P1 students. 2. Student will present instructions for in-class activity: Writing an Effective Introduction and Thesis Statement. 3. 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) 4. Student will develop assessment rubric for in-class activity presented in week 4 of the rotation. 5. Student will develop an example of how P1 students should assess peers' Introduction/Thesis Statement. 6. Student will develop a brief survey to capture P1 students' perceptions of the peer assessment activity. 7. Develop a paper-&-pen <u>post-peer assessment survey</u> to capture P1 students' reactions to their peer-assessed papers. 8. P1 students will use the remaining lab period to complete the in-class activity. NOTE: Student will make sure that papers will have a cover page with student name. Name should not appear on the page with the Introduction and Thesis Statement. 9. 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) 			
<p><u>ACTION ITEMS:</u></p> <ol style="list-style-type: none"> 1. Present Parts of Research Report lecture 2. Introduce in-class activity on Writing an Effective Introduction and Thesis 3. Develop assessment rubric for in-class activity presented in week 4. 4. Develop survey for P1 students to assess understanding of lecture material 5. Develop an example of how to assess an Introduction/Thesis Statement. 6. Develop a survey to capture P1 students' perceptions immediately after completing the peer assessment activity. 7. Develop a post-peer assessment survey to capture students' reactions to their assessed papers. 8. Input online journal entry/teaching portfolio – reflecting on the week's activity 9. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week		Done?
3/9-3/13	4	Peer Assessment of Introduction/Thesis Statement (Trial Run)	
<ol style="list-style-type: none"> 1. Preceptor/Course Coordinator will assign and post P1 students' Seminar topics. Make announcement in class that topics are posted in Blackboard. 2. Student will distribute assessment rubric and an example to P1 students. Student will review the example so that P1 students will use the rubric properly to assess their peers assignment 3. Student will distribute peer's introduction in class. All papers will be identified by a number only. Student names will be removed from the paper. P1 students will have one (1) hour to complete the assessment. 4. Students will provide assistance to P1 students during the peer assessment activity. 5. Student will administer a paper-&-pen survey immediately after completing the peer assessment activity in order to capture P1 students' perceptions of the peer assessment process. 6. Student will re-distribute each P1 student's scored Introduction/thesis. Student and Preceptor will discuss the assessment with P1 students and answer questions (if necessary). 7. Student will administer a <u>post-peer assessment</u> survey to capture students' reactions to the assessment of their papers. 8. Student will collect Research Reports from P1 students. Reports are due on Friday, 3/13. Students will be asked to submit two (2) copies of the paper so that peer and instructor assessment are separated to avoid bias. 9. Numeric labels will be printed and placed on cover sheet of P1 student papers (to-be-removed) and on the first page of the report. Numbers will provide anonymous assessments. 			
<p><u>ACTION ITEMS:</u></p> <ol style="list-style-type: none"> 1. Distribute assessment rubric to P1 students 2. Distribute example to P1 students 3. Assist students during lab 4. Administer a paper & pen survey after activity 5. Re-distribute scored papers for discussion 6. Administer post-peer assessment survey after scored papers returned 7. Collect Research Report on Friday, 3/13 (2 copies) – Remove cover and assign paper a number. 8. Input online journal entry/teaching portfolio – reflecting on the week's activity 9. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week		Done?
3/16-3/20	5	PEER ASSESSMENT ACTIVITY (For Credit)	
<ol style="list-style-type: none"> 1. Student will distribute rubric and a peer's Research Report to each P1 student. P1 students will begin the peer assessment activity. 2. Student will provide instructions on how to conduct the peer assessment. P1 Students will be given two (2) hours to complete the peer assessment activity. 3. Student will begin grading P1 students' Research Reports. 4. Student will collect the peer assessment activity once the exercise is completed. 5. Student will administer a paper-&-pen survey immediately after completing the peer assessment activity in order to capture P1 students' perceptions of the peer assessment process. 6. Student will collect Research Reports from P1 students. Reports are due on Friday, 3/13. Students will be asked to submit two (2) copies of the paper so that peer and instructor assessment are separated to avoid bias. 7. Numeric labels will be printed and placed on cover sheet of P1 student papers (to-be-removed) and on the first page of the report. Numbers will provide anonymous assessments. 8. Student will grade research reports during this week. All rotation students will assist each other in the grading process. Student will have week 5 and week 6 to complete research report assessments. 9. Review Seminar guidelines and information on "Effective Presentations" for the week 6 lecture. NOTE: All content for this lecture will be provided by the preceptor. 			
<p><u>ACTION ITEMS:</u></p> <ol style="list-style-type: none"> 1. Distribute assessment rubric to P1 students 2. Provide instructions to P1 students on how to conduct the peer assessment 3. Rotation student will begin assessing student papers on the 2nd copy. 4. Administer survey 5. Collect research report on Friday, 3/13 (2 copies) – Remove cover and assign paper a number. 6. Grade research reports. 7. Review information provided by preceptor for week 6 lecture (Guidelines for Seminar & Effective Presentations) 8. Input online journal entry/teaching portfolio – reflecting on the week's activity 9. Preceptor/Rotation Student Roundtable Discussion 			



Date	Week		Done?
3/23-3/27	6	Lecture: Review Final Seminar Guidelines & Development of Presentation Skills	
<p>1. Student will review Seminar Guidelines & Effective Presentations information the morning of lecture on same topic.</p> <p>2. Student will review final seminar requirements with P1 students.</p> <p>3. Student will provide students with presentation tips to develop their presenting skills.</p> <p>4. Student will demonstrate how to use Microsoft PowerPoint (if necessary) to create slide requirements.</p> <p>4. 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)</p> <p>1. <u>2nd ROTATION ENDS!</u> Student will complete the following:</p> <ul 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><u>ACTION ITEMS:</u></p> <p>1. Present Seminar Guidelines to preceptor the morning of lecture on same topic</p> <p>2. Present final seminar requirements</p> <p>3. Present tips on how to presents</p> <p>4. Demonstrate how to use Microsoft PowerPoint</p> <p>5. Administer survey</p>			



ACADEMIC ROTATION CYCLE 2
OBJECTIVES
PARTS OF A RESEARCH REPORT LECTURE

<p>About the Lecture:</p>	<p>This lecture should provide P1 students with a review of the essential components of an academic paper. Guidelines will be provided on effectively writing an introduction, thesis statement, body and conclusion.</p> <p>The research report assignment represents a basic level of academic writing, which requires a thoughtful level of inquiry and a critical hand. P1 students will be asked to select a topic from the Healthy People 2010 and based on that selection incorporate cultural competency and one (1) current research study related to the topic. Students are also required to include their personal insights on the research and/or literature included in the paper and in the conclusion</p> <p>Guidelines on the paper's content, structure and formatting will be provided in the lecture. A key writing online resource will be referenced and students will be encouraged to visit the Purdue Online Writing Lab (OWL) website. http://owl.english.purdue.edu/ - This website is comprehensive and highly recommended by Xavier's writing center as a credible resource on writing.</p>
<p>Objectives of the Lecture:</p>	<p>Objectives for the Parts of a (mini) Research Report:</p> <ul style="list-style-type: none">• To understand the basic parts of a paper<ul style="list-style-type: none">○ Introduction, Thesis, Body, Conclusion• To locate resources that will assist in effectively addressing the parts of a paper.• To understand the importance of planning and research in the writing process• To acknowledge and understand the serious consequence of plagiarism• To effectively summarize research within the paper.• To write effectively and efficiently within specified page limits.
<p>Things to consider when developing an in-class activity based on the Parts of a Research Report Lecture</p>	<p>Rotation students will develop an in-class writing activity that requires P1 students to research and develop an Introduction and Thesis Statement for their Research Report. Students will have the entire lab to work on the assignment. Papers will be submitted at the end of class and used the following week in the peer assessment trial run.</p>



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	



RESOURCES



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