

Program Dates
Synchronous, live CPE via Teams
Wednesdays, 5:30-7:30pm

September 3, 2025
September 17, 2025
October 15, 2025
November 12, 2025
December 17, 2025
January 14, 2026
February 11, 2026
March 18, 2026
April 15, 2026
May 13, 2026

Minimum System Requirements

Processor: 1 GHz
Hard Drive: 32 GB
Memory (RAM): 1 GB
Sound card w/speakers
Internet Access: 10 Mbps dwnld

Supported Browsers

Latest Chrome Version
Latest Firefox Version
Latest Edge Version
Latest Safari Version
Internet Explorer 11

Registration Fees

STJ Affiliated Pharmacy Resident w/CE: \$100
Non STJ Affiliated Pharmacy Residents w/CE \$200
STJ Adjunct Faculty or Preceptor w/CE: \$125
Non STJ affiliated pharmacist w/CE: \$250
STJ FT Faculty/Fellow: \$0
STJ Affiliated Adjunct/Preceptor w/o CE: \$0

Target Audience

Pharmacy residents, fellows,
preceptors who are interested in
enhancing their skills in teaching and learning.

ACPE Continuing Education Credit
18 Live CPE

Type of Activity
Certificate Program

Faculty

Sharon See, Pharm.D., FCCP, BCPS, BCGP
Clinical Professor
Associate Dean for Professional Development

Emily Ambizas, Pharm.D.
Associate Clinical Professor

Sarah Dezelic, Pharm.D., BCPPS
Associate Clinical Professor
Assistant Dean of Experiential Programs

*All speakers have no financial disclosures

Program Coordinator

Sharon See, Pharm.D., FCCP, BCPS,
BCGP
pharmacyce@stjohns.edu



Registration QR Code

Space is Limited

Deadline AUGUST 15, 2025

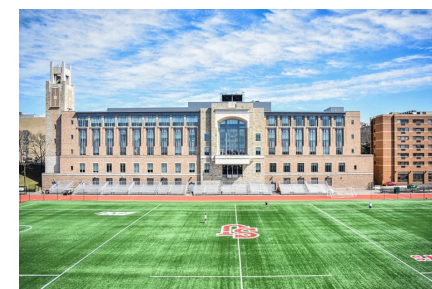


ST. JOHN'S
UNIVERSITY

College of Pharmacy
and Health Sciences

**Teaching and
Learning
Certificate
Program for
Pharmacists**

2025-2026



Program Learning Objectives

Prepare educators to design, deliver, and assess learner-centered, evidence-based instruction in both didactic and experiential settings.

Session 1: 9/17/25

How to Create Effective Presentations

UAN 0043-0000-25-014-L99-P

- Identify key elements of an effective presentation.
- Introduce Bloom's and Fink's taxonomy frameworks for developing learning objectives.
- Utilize best practices to develop and design a quality presentation
- Demonstrate methods of incorporating technology to engage learners

Session 2: 10/15/25

Scholar Activity: Research and Publications

UAN 0043-0000-25-016-L99-P

- Describe the components of research articles, review articles, case reports, and posters.
- Develop a plan to transform a scholarly idea into a publishable work.
- Identify suitable journals and conferences to present scholarly work.
- Recognize the role and responsibilities of peer reviewers.

Session 3: 11/12/25

Foundations of Teaching: Engaging the Adult Learner and Defining Your Teaching Identity

UAN 0043-0000-25-017-L99-P

- Explain the principles of adult learning theory (andragogy).
- Draft a teaching philosophy statement that aligns with educational goals.
- Apply adult learning principles to design an interactive, learner-centered activity for a teaching session you are scheduled to facilitate this year.

Session 4: 12/17/25

From Content to Competence: Empowering Pharmacist Preceptors to Teach in a CBE Model

UAN 0043-0000-25-019-L99-P

- Define the principles and structure of competency-based education (CBE) and distinguish it from traditional time-based models.
- Identify the benefits and challenges of implementing CBE.
- Design or adapt learning activities that promote progression toward defined competencies and milestones.
- Describe the role of Entrustable Professional Activities (EPAs) in CBE.

Session 5: 1/14/26

Empowering Preceptors: Experiential Education and EPAs for Effective Pharmacy Training

UAN 0043-0000-25-024-L99-P

- Define experiential education and the principles of experiential education.
- Explain the concept and structure of the experiential education learning cycle, the instructor's role, and the learner's role.
- Demonstrate strategies for integrating experiential learning into daily practice for education and evaluation of learning.
- Apply EPAs to assess pharmacy students and residents effectively.
- Reflect on personal precepting style (preceptor roles) and identify areas for growth.

Session 6: 2/11/26

Fostering a Professional Learning Environment

UAN 0043-0000-25-020-L99-P

- Describe strategies for promoting professionalism and maintaining academic integrity in pharmacy education.
- Develop approaches for managing challenging student behaviors, including conflict resolution techniques.
- Create a respectful and inclusive learning environment that fosters engagement and accountability.

Session 7: 3/18/26

Intentional Course Design: Aligning Objectives, Instruction, and Assessment

UAN 0043-0000-25-021-L99-P

- Develop clear, measurable learning objectives using established educational frameworks such as Bloom's and Fink's Taxonomy.
- Design a course syllabus that demonstrates alignment between learning objectives, instructional materials, and assessments.
- Create or adapt instructional materials that support learner engagement and achievement of course outcomes.

All sessions are 2 Live CPE each



St. John's University College of Pharmacy and Health Sciences is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Session 8: 4/15/26

Assessing to Advance: Practical Strategies for Evaluating Pharmacy Learners in Didactic and Experiential Settings

UAN 0043-0000-25-025-L99-P

- Describe key assessment types used in didactic and experiential pharmacy education.
- Explain the role of curricular alignment in designing effective assessments.
- Identify and apply terminology related to assessment, including formative, summative, criterion-referenced, and norm-referenced assessments.
- Utilize Entrustable Professional Activities (EPAs) to assess learner readiness in experiential settings.
- Design an assessment strategy that aligns with learning objectives and supports learner development.

Session 9: 5/13/26

Developing Quality Exam Questions

UAN 0043-0000-25-023-L99-P

- Apply best practices to construct and critique high-quality multiple-choice questions.
- Analyze common pitfalls in multiple-choice question design and explain how to avoid them.
- Align multiple-choice questions with specific learning objectives and competencies.



Requirements to Obtain Certificate:

- Identify an on site mentor
- Attend all 9 live, synchronous sessions
- Complete all post tests and evaluations
- Create a biosketch
- Create a teaching philosophy
- Create a teaching portfolio
- 2 formal teaching experiences

ALL COMPONENTS MUST BE
SUBMITTED BY **JUNE 1, 2026**