

Teach the Trainer: The Formula for Pharmacy Technician Trainers

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We know children.

Objectives

1. Discuss 'what is education in a pharmacy environment?'
2. Demonstrate and discuss advantages and challenges of various teaching/training modalities
3. Define the strengths and areas for improvement of the individual trainer

Teaching Demo

- ~~Two victims...~~two volunteers please?
- Teach your partner how to construct this model
- Do not turning around / continue to face forward
- Do not give your partner the model

Debriefing Time

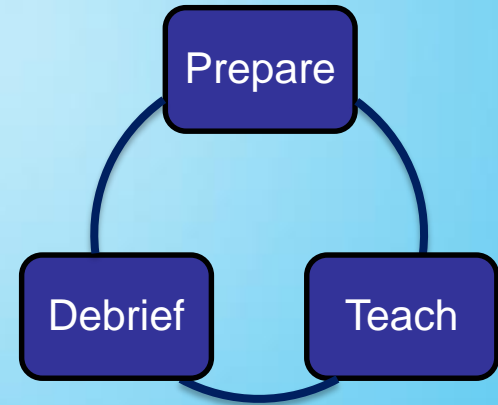
- Done well?
- Could have done better?
- Sufficient resources to complete the task?
- Will we improve next time?

- Thank everyone for participating

Debriefing can be 30 seconds or an entire day +

Pharmacy Education and Teachings

- What is teaching in a pharmacy environment?
- At what level do we teach?
- Evaluate before, during, or after?
- How do you qualify to teach?
- Does the “World’s Best Pharmacy Technician” always make an excellent trainer?



Methods for Teaching

Method	Advantage	Challenges
Didactic		
Small Group Case Study		
Journal Clubs		
Demonstration Hands On		
Computer Based Training		

Methods for Teaching

Method	Advantage	Challenges
Didactic	Mass transfer of info	<i>Boring!!!</i>
Small Group Case Study	Realistic, interactive	<i>Need to maintain structure</i>
Journal Clubs	Typically updated info	<i>Getting everyone together</i>
Demonstration Hands On	Usually aligns with task	<i>Sometimes complex and difficult to prep</i>
Computer Based Training	Self-paced; asynchronous	<i>Unregulated and usually coupled with other tasks</i>

Methods for Teaching



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Method	Advantage	Challenges
Online / Distant Learning		
Team Teaching		
Self-Study Flipped Class		
Blended Methods		
Informal		

Methods for Teaching



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Method	Advantage	Challenges
Online / Distant Learning	Potential worldwide learning	<i>Difficult for instructor—available 24/7</i>
Team Teaching	Variety for learner	<i>Coordination of teachers</i>
Self-Study Flipped Class	Concentrate on critical learning	<i>If student not prepared—falls back on instructor!!!</i>
Blended Methods	Variety for learner	<i>Not everyone can multi-teach or multi-learn</i>
Informal	Spontaneous	<i>Lack of prep and debrief</i>

Other Concepts to Consider

1. See one, do one, teach one
2. Be engaged
3. Develop learning objectives
4. Bloom's taxonomy

KNOWING or REMEMBERING	COMPREHENDING or UNDERSTANDING	APPLYING	ANALYZING	SYNTHESIZING or EVALUATING	CREATING
Cite Define Draw Enumerate Find Label List Locate Match Memorize Name Recall Recite Record Recognize Select State Tabulate	Arrange Associate Classify Convert Describe Discuss Explain Exemplify Identify Interpret Locate Match Paraphrase Report Research Sort Summarize Translate	Adapt Apply Compute Coordinate Demonstrate Develop Dramatize Employ Establish Examine Extrapolate Illustrate Implement Instruct Interview Manipulate Modify Operate Order Practice Predict Prepare Produce Utilize	Analyze Appraise Detail Determine Calculate Categorize Classify Compare Contrast Correlate Critique Defend Detect Dissect Distinguish Examine Inspect Inventory Research Solve Summarize Test	Assess Assemble Build Choose Compare Construct Debate Estimate Formulate Generate Hypothesize Integrate Judge Justify Manage Organize Predict Prescribe Prepare Prioritize Produce Propose Recommend Structure Synthesize	Adapt Anticipate Collaborate Combine Communicate Compose Construct Create Design Facilitate Forecast Generate Initiate Model Negotiate Organize Perform Plan Produce Propose Reconcile Revise Resolve Structure Substitute
Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies	Teaching Strategies
Lecture Video Illustrations Examples Visuals	Questions Discussion Review Test Reports Exercises	Practice Demonstrations Presentations Projects Role play Micro-teach	Problem solving Case Studies Critical Incidents Discussion Questioning Test	Projects Problem solving Case studies Plan development Constructing Simulation	Simulations Critiques Complex case study Design and development Product generation Producing
lower order thinking			higher order thinking		

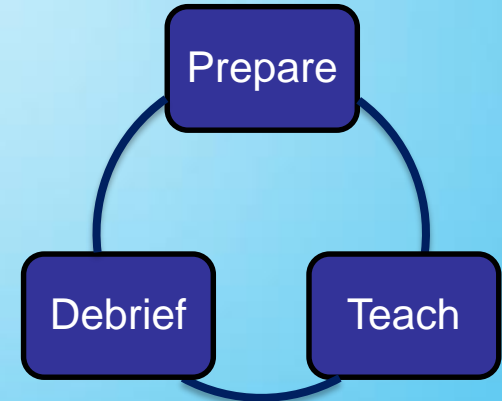
You as the Learner or Trainer

1. What are your VARK scores?
2. What are your strengths?
3. What are your areas for improvement?
4. What can you do to maximize strengths and minimize areas for improvement?

My VARK scores:

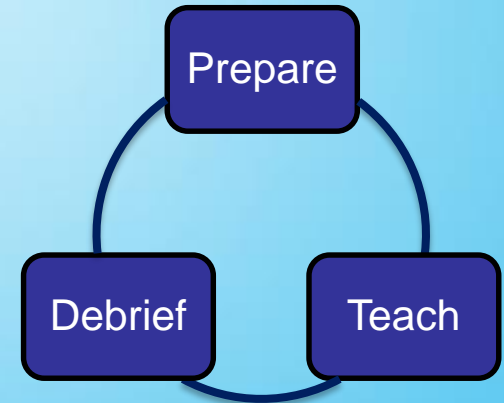
Visual = 15, Aural = 14,

Read/Write = 1, Kinesthetic = 14



Recap

1. Use your strengths
2. Use the strengths of others
3. Preparing to teach or debriefing can take longer than the teaching itself
4. Teaching is not easy
5. Every method has its advantages and challenges



Questions???

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