

# Graduate Assistantship Application

Faculty Name \* Jason Guy

Email \* guyj@findlay.edu

College \* College of Pharmacy

Department \* Pharmacy Practice

Select the status of the position applied for, you may select only one:  
An additional application is needed for EACH position you are requesting.

**Select the category (Teaching Assistant or Research Assistant) of the position you are applying for, you may only select one:**

Teaching Assistant (TA)

Assist faculty with teaching duties. Teaching Assistantships facilitate the education of the student by providing opportunities for the student to gain experience in teaching related activities. These assistantships are to assist supervising faculty with teaching responsibilities to allow for time spent pursuing scholarly activity and high quality professional development.

**Position Description: Please speak to the following duties of the TA position.** Duties may include: drafting replies to inquiries; advanced accounting; and related business process tasks in addition to lab or work group sessions focused on the review or application of course materials; applying a template and grading assignments for accuracy and completeness; assessing performance or progress.

Providing Specific Information: Teaching assistants (TA's) for this position will be focused on helping provide specific Drug Information (DI) content to students in a variety of courses including PHAR 350, 351, 460, 466, 569 and 599. TA's will provide workshops and out-of-class, one-on-one assistance to help students master drug information database and retrieval skills. This type of assistance is not something pharmacy students can get elsewhere on campus. Hands-on activities/simulations and writing assignments are traditionally used to teach DI. Having TA's to help with these activities will benefit the faculty by freeing their time to focus on other scholarship, teaching, and service activities. Past course evaluations have indicated students want additional practice with their drug information skills and timely feedback. Teaching assistants and the benefit they provide allow students to feel more confident and prepared for the drug information and communication assignments.

Drafting Replies to Inquiries: The TA's assist in reviewing the biomedical literature and drafting replies to inquiries

from pharmacists and other health care providers. The TA's provide their feedback and overall assessment on the question and then help Dr. Guy draft a letter in response to the question.

TA's also compose emails on a regular basis to students in various courses. These emails address frequently asked questions and provide helpful tools and resources to complete assignments and enhance clarity of coursework.

**Advanced Accounting:** The TA's will be involved with reviewing basic resources and references. This process requires obtaining costs for the resources involved in the College of Pharmacy curricula. Additionally, TA's will be involved in reviewing the Basic Resource List for Colleges of Pharmacy and helping create a guideline for pharmacy library costs.

**Related Business Process Tasks:** TA's will provide essential services regarding the management of drug information resources. TA's will update drug information resource inventories that are necessary to keep up to date with accreditation standards based on current standards in pharmacy. Maintaining access and subscriptions for multiple databases and resources requires significant record keeping and budgeting.

TA's also help gain approval from the Accreditation Council for Pharmacy Education for continuing education programs.

**Applying a Template and Grading Assignments:**

Drug information resources are regularly and heavily utilized during projects and assignments throughout the professional pharmacy curriculum. Examples include:

PHAR 350/351 - Introduction to Pharmacy Practice - many DI projects: drug monograph, literature evaluation presentations, and drug information calls. TA's help proctor exams that focus on the Top 200 most commonly prescribed medications.

TA's are heavily involved in grading assignments in these areas and also support running logistics of assignments while helping answer student questions during office hours.

**Assessing performance and progress:** TA's are responsible for evaluating multiple projects in the DI curriculum. These evaluations are important to assess student understanding and progress in the course. Additionally, patient case scenarios and simulations provide a unique opportunity to evaluate students on communication skills in the curriculum. The TA's are critical to these evaluations and help students who are struggling to improve their performance.

## ■ Research Assistant (RA)

Assist faculty with research activities. Research Assistantships facilitate the education of the student by providing opportunities for the student to gain experience in research related activities. These assistantships are to assist supervising faculty with scholarly activity and high quality professional development projects.

**Position Description: Please speak to the following duties of the RA position.** Duties may include: performing advanced tasks in support of faculty led scholarly projects, topics, disciplines, and/or research. Additional duties may include providing specific information; drafting replies to inquiries; advanced accounting; and related business process tasks.

**The Competencies stated below are career competencies set forth by the National Association of Colleges & Employers (NACE).**

**Competencies related to the Position Description**

Describe why a competency may or may not apply to the position

**Critical Thinking & Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Examples:

- Describe how will this position allow for original and creative solutions
- Examples on how data is gathered, interpreted, or analyzed logically

↓

Critical Thinking: TAs will be required to use independent judgement, gather information, and analyze facts to make decisions and solve complex problems. TAs will be assigned to grade student work and through this process TAs will have to analyze and interpret student work and must then make a judgement on the work based on a provided rubric. This process will be completed independently using critical thinking skills and then reviewed by the instructor of record to ensure quality. TAs will also need to gather information on new medications to present to the class. This will require critical thinking and evaluation of current information and synthesizing a summary of relevant and crucial information to disseminate to the class.

Problem Solving: During office hours TAs will need to use problem solving skills to answer questions of students and to provide answers in a meaningful way. In addition, the TAs will be developing continuing education resources. Continuing education applications require engagement and critical thinking of audience members. Thus, TAs must be able to analyze information and disseminate it to other health care providers. A part of this process will be the review of the biomedical literature including various journal resources and databases. This review will require TAs to make independent judgements on what is clinically relevant to present to students using the policies, procedures, and objectives of the course/continuing education.

Patient case simulations in the course will deal heavily in problem solving. Logistics will need to be arranged with students to properly coordinate the event. TAs will be responsible for helping setup these events and they will need to use problem solving skills to best align the objectives of the course with each event. The TAs will need to review the facts of the case including dates and times as well as locations and setup instructions. After analyzing this information the TAs will need to take appropriate actions to ensure students sign up for the event.

If – Then Example: If a TA is sent an email from a student regarding a question in the course. Then the TA must independently use their judgement to answer the student's question to the best of their ability (using previous basic skills and experience learned earlier in the curriculum) after analyzing the question and relevant information from the biomedical literature.

**Oral & Written Communication:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

\*

The TA must articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The TA will meet with Dr. Guy on a routine basis and will communicate frequently via email. Emails must be professional, detailed, and accurate to communicate complex ideas related to course information. Dr. Guy will give regular feedback and advice on complex grading issues and therapeutic scenarios. The TA will communicate feedback and advice to Dr. Guy on how to make instructions for assignments clearer from a student perspective to enhance the overall quality of the assignment for students.

TA's must be able to read, interpret, apply, and communicate drug information based on a detailed analysis of the biomedical literature. This requires students to have specific knowledge and skills that are developed through the first 4 years of the pharmacy curriculum. The TA's will also develop materials for review sessions and will be responsible for leading recitations for students. These sessions require public speaking skills as TA's must explain difficult concepts from drug information courses in a classroom setting.

For written drug information assignments TAs will need to understand the biomedical literature that is being reviewed in class and the TA must be able to interpret data including statistical analyses in the article being reviewed. After appropriate interpretation of the information the TAs will need to apply information from their knowledge and the article to grade the assignment.

Additionally, the TA will need to provide feedback and communicate the rationale for the credit given for an assignment. TAs will be responsible for answering questions during in class activities. This will require TAs to interpret information quickly and be able to apply their own knowledge to best communicate a response to a student.

TAs will need to develop keys for assignments throughout the academic year. This will require students to express ideas to faculty members using the keys in a concise format. These complex reports must be clearly articulated so that grading can be completed efficiently.

**Teamwork & Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

The TA will build collaborative relationships with colleagues and students representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. Each TA will need to work with each other as a unit or team to accomplish major projects. The TAs will work in a collaborative fashion when working on projects and objectives throughout the academic year. The TAs will consistently work using collaborative technology like google sheets or google docs to complete tasks. Throughout the year the TAs will also work with various faculty in a collaborative fashion to meet the needs of the PHAR 351 course.

Additionally, TAs will need to work with students in a collaborative fashion. This will require students to negotiate and manage conflict. This is especially important when working on grading assignments that will influence grades in courses. The TA's must work as a team to complete grading in a consistent fashion with strong rationale for grades delivered. This strong team management and collaborative process will help resolve any conflicts and student issues.

TA's will be a part of Dr. Guy's team and will work directly with him to accomplish tasks. This is a two way process in which Dr. Guy will provide feedback to the TA's and the TA's will provide feedback to Dr. Guy to make improvements in the course. This collaboration will lead to improvements in PHAR courses and the overall student experience.

**Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

TA's must leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. A variety of tools will be used throughout the academic year to complete tasks including google sheets, google docs, and powerpoint to complete projects. TA's will also need to use Canvas to create content for the PHAR 350/351 courses. Canvas will be utilized to create module content as well as quizzes and example problems for students especially in the drug information and calculations portion of the PHAR 351 course. TAs will utilize ExamSoft software to complete grading using rubrics.

TA's must demonstrate effective adaptability to new and emerging technologies. Throughout the academic year the TA's will help Dr. Guy create activities and gaming exercises to use in courses. This requires the use of new software and technology on a regular basis.

Technology will be used throughout the academic year to complete tasks and accomplish goals. Almost all projects

are completed through electronic means and TAs must be comfortable using iPads and computers to complete their work and accomplish goals. Examples of projects and tasks that are completed using digital technology include: developing keys for assignments, grading in Canvas, auditing drug information resources and references, etc.

**Professionalism and a Strong Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

\*

The TA must be professional in all interactions with other students and instructors. Since the TA will be involved in grading assignments, they will be required to keep information confidential to avoid potential harm to students. The TA will also be regularly proctoring quizzes and holding office hours. This will require respect, courtesy, and professionalism when interacting with students. The TA must be able to clearly articulate their thoughts to enhance the understanding of students. Additionally, the TA must be cooperative and willing to meet with students on a one on one basis.

TA's must demonstrate personal accountability and effective work habits. TA's must be able to manage their workload to effectively complete projects while maintaining their own coursework. TA's must show integrity in all situations with students and faculty/staff. Additionally, TA's must take into consideration how their actions and communications will reflect on themselves and the community at large. TA's will have the ability to grade other students work and therefore must understand the consequences of their actions and must have evidence to support their work.

Dr. Guy will regularly meet with the TA's to provide feedback and help TAs grow and develop as health care professionals. TA's must exhibit a strong work ethic and a willingness to learn from mistakes to improve their skillset.

**Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

\*

TA's will provide written evaluations to Dr. Guy reviewing their progress throughout the academic year. During this review the TA and Dr. Guy will review strengths, skills, and knowledge that the TA has. Additionally, Dr. Guy and the TA will discuss career areas of interest and what must be done to obtain positions in various fields. In the past, Dr. Guy has served as a reference for his TA's to help establish them in their various areas of interest. The review and proceeding discussions will help solidify a plan for the TA to accomplish goals and objectives related to their career.

Dr. Guy also works with his TA's to help them self-advocate for opportunities. At the start of each semester Dr. Guy requests what the TA's would be interested in and helps match opportunities that the TA can take advantage of to enhance their skillset. Dr. Guy also offers multiple sessions throughout the year focused on career development and skill development in academia.

**Global & Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

\*

TA's must demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. TA's will work with a variety of faculty/staff and students of diverse backgrounds. It will be critical to be respectful to individuals to accomplish goals and objectives of the position and to improve outcomes of projects.

**Leadership:** Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others supervised; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Please speak to the following:

- What leadership qualities or characteristics do you want the TA/RA to possess?
- Describe how this position enables the student to develop as a leader
- Describe how supervision is given and received by this position

As applicable, speak to the following

- Describe the supervision the TA/RA provides to others
- How interpersonal skills are used to coach and develop others

The TA must possess leadership qualities to succeed in the position. TA's must be able to communicate well with others and must be able to work collaboratively. Additionally, TA's must be able to listen effectively and understand concerns from students.

This position allows for development as a leader through various activities. Dr. Guy provides sessions throughout the year to help students advance in their various skillsets. TA's will work directly on their communication skills throughout the year as they provide written feedback on assignments and verbal feedback through office hours and recitation sessions.

The TA will meet with the Dr. Guy on a routine basis and will communicate frequently via email. Dr. Guy will give regular feedback and advice on complex grading issues and therapeutic scenarios. The TA will provide advice to Dr. Guy on how to make instructions for assignments clearer from a student perspective to enhance the overall quality of the assignment for students.

TAs will provide supervision for students during recitations and through office hours. During these times they will supervise students.

TA's will be responsible for helping mentor other students. This will be done through office hours, written and verbal communication, and working with students directly through content especially focused on calculations and drug information.

Supervision:

Received: The TAs are supervised by Dr. Guy. Dr. Guy meets regularly with the TAs to come up with an overall plan for the coming weeks in each course. Additionally, Dr. Guy performs general checks of student work including grading, drug information reviews, logistics review, therapeutic decision making, etc. to ensure quality. These checks are completed as needed and each time the TA submits their work to the supervisor.

The TA and instructor have formal meetings throughout the year to evaluate the TA position. During these meetings, the instructor provides feedback on the TA's work and the TA provides feedback on how to improve the TA position based on what opportunities are available. In the past, suggestions have been made that have led to TAs being more involved in class activities. TAs have also redesigned the drug information resources to enhance their usefulness and clarity. Dr. Guy welcomes feedback from the TAs to improve their course and overall pharmacy program.

Given: The TAs supervise P3 and P4 students in various courses throughout the curriculum. During patient simulations the TAs supervise P3 students to ensure that they are completing activities correctly. The TAs also help extensively with supervising course related activities. Often TAs help proctor quizzes or exams during the PHAR 350 and PHAR 351 courses. During review sessions and office hours TAs are also responsible for helping to supervise

and educate other students in the P3 and P4 cohort.

**Benefit to the Student** – Describe how the position description identified above will benefit the student

\*

It is envisioned that the successful teaching assistant will have an interest in an academic pharmacy career. Under the supervision of Dr. Guy, teaching assistants will develop new drug information and literature evaluation skills, while augmenting existing skills in the area of pharmacy practice and academia. Dr. Guy will work with the teaching assistants to help them develop new pedagogical skills and instructional techniques. In addition, the teaching assistant would gain the acquisition of an advanced skill set, refine presentation skills, and gain experience in patient simulations and in pharmacy consulting opportunities. Opportunities to view experiences and information from an evaluators perspective will also help to increase the teaching assistant's knowledge of medications and communication. They would also leave with an overall greater understanding of the integral role drug information plays in the life of a competent pharmacist.

For example, TAs will be required to help evaluate drug information projects like monographs. These monographs are detailed reports on the current information about a medication. In most fields of pharmacy evaluating monographs is a job expectation of pharmacists to some extent to help manage costs. Thus, by practicing the evaluation of monographs the TAs will get a deeper understanding of what makes a strong monograph and can then apply that knowledge to their career when making decisions about a medication after graduation.

**Please describe the benefit to each of the following (connect to the Strategic goals)**

**1. Invite students into a welcoming campus where they find their place and their calling and help others do the same.**

**2. Engage students in discovering and preparing to fulfill their calling(s) alongside others of diverse perspectives and identities.**

**3. Inspire students to reach their full promise in serving and leading others.**

Faculty (Connect to the Strategic Goals)

\*

TA resources help to provide Dr. Guy with more time to make changes to courses based on student feedback. Having TAs available to help with PHAR 350 and PHAR 351 allows Dr. Guy to be productive in other pursuits in the academic setting like service and scholarship which are needed for tenure & promotion.

TA advice is also valuable to Dr. Guy. Suggestions provided by the TAs are routinely incorporated into the course to try to improve the overall course to best meet the learning objectives. TAs are in a unique position to provide a student perspective to the instructor while also understanding the major objectives from an overall course standpoint. This engagement helps the faculty to develop as educators. This feedback also meets strategic goal #2 of the university. TA's consistently share diverse perspectives through their feedback, which can help enlighten faculty and improve the course. Additionally, students work collaboratively with other students and faculty in the College of Pharmacy. This exposes the TA's to various opinions and thoughts on medication and teaching related issues. Throughout the year Dr. Guy reviews different professional techniques and viewpoints to help provide perspective for the TA's in the area of pharmacy and academia.

In the past the TA's have helped offer review sessions for various courses. These review sessions and innovative methods of delivering these review sessions have helped advance scholarship output for Dr. Guy. Additionally, feedback on gamification practices has led to refinement of teaching methods that have been presented at conferences regionally and nationally.

Department (Connect to the Strategic Goals)

\*

The TA's help provide services for the Pharmacy Practice departments. Beyond work with Dr. Guy, the TA's also help other faculty members who teach calculations content, communications content, and health literacy content. TA's are regularly involved with students regarding calculations through office hours and additional help sessions as well as through grading homeworks. The work provided by the TA's helps ensure various members of the department have the capacity to develop course content for students in the P3 cohort. The TA's are helpful for at least 3 other members of the department through regular help during the academic year. This meets strategic goal #2 of the university by allowing TA's to receive training from a variety of faculty of different perspectives and identities. Through various training and assignments TA's are able to sharpen their skills to prepare for their careers and calling in their life.

#### College (Connect to the Strategic Goals)

\*

#### College of Pharmacy

The use of TAs to evaluate drug information assignments and provide students with useful feedback enhances our pharmacy program and the depth at which we are able to cover these skills within our courses. Our program has always done well in preparing students to utilize and evaluate drug information. We consistently rank high compared to local and national cohorts in terms of providing this type of education. It would not be possible without the help of teaching assistants that we have utilized since the inception of our program.

Since these teaching assistants are also involved with patient simulation events, they allow us to provide a unique experience to students in the PHAR350/351 course. Without their help, we would not be able to provide students with this type of a "hands-on" experience, or as much individual attention and feedback.

TA's also help manage drug information resources which are used by all faculty and students in the College of Pharmacy. This service done by the TA's is impactful for the entire College at both a student and faculty/staff level.

The TA's also help provide office hours and mentoring services for other cohorts of students in the College of Pharmacy. This mentorship helps meet strategic goals #1 and #3 of the university. The TA's are able to provide a welcoming office hours experience where students can meet with other students (often less intimidating than meeting with a faculty) to help learn material and prepare for their career. Additionally, the mentorship provided helps the TA's develop their leadership skills and can inspire them into a career of service of others.

#### University (Connect to the Strategic Goals)

\*

Drug information is an essential skill for pharmacists. Our students always perform well compared to national cohorts on exams, and upon graduation in this area. This is likely attributed to the emphasis of drug information in the curriculum and the use of teaching assistants to facilitate them. Students are able to use their drug information skills and the experience they gain from the patient simulation programs to provide excellent patient care and have productive careers as pharmacists. These simulations help prepare students for their calling and encourage thinking about other diverse perspectives from a variety of patient populations (strategic goal #2).

The nature of the learning experiences provided through the curriculum allow for more individual attention and feedback for the course. Teaching assistants also offer tutoring and recitation services for many students to allow for more individual attention.

Overall, the services offered by the TAs help students find their calling (strategic goal #1) and helps improve the reputation of the university and College of Pharmacy throughout the region through individualized attention for each student.

#### **Evaluation- Please attach documents used for evaluation of this position**

In addition to the attached document(s) describe the evaluation method(s) that will assess the activities defined for this position



\*

Evaluation of the teaching assistants will be conducted. To ensure that the teaching assistant's impact on students is positive and effective, he/she will be evaluated twice a year via written self-reflection and a reflective interview with Dr. Guy. Both the TA and the supervising faculty member will complete the attached evaluation rubrics and reflect upon them. TAs will also be allowed to provide feedback to Dr. Guy during the evaluation regarding course issues, goal setting, teaching success, skill development, career planning, and areas for improvement. Informal feedback will be provided throughout the year to guide the teaching assistants and offer areas of improvement.

Informal feedback may include:

1. Instructional observations
2. Classroom evaluations
3. Lecture/discussion skill review
4. Quality assurance of assigned projects
5. Student surveys/evaluations

Describe the consequences if the student does not meet the parameters set for this position

\*

If Dr. Guy feels that any of the evaluation parameters are not being met, he will sit down with the teaching assistant to revise his or her approach and set goals for improvement. This process will be repeated until it is determined that the teaching assistant is progressing satisfactorily.

Attach the evaluation/rubric the faculty member will use to evaluate the student performance in meeting the parameters set for this position :

[TA Evaluation form.pdf](#)

Close