



Congratulations, Graduates!

The annual ACCP Academy Graduation Ceremony was held Tuesday, October 25, 2016, during the ACCP Annual Meeting in Hollywood, Florida. The commencement speaker was Gary Yee, Pharm.D., FCCP, BCOP, Professor and Associate Dean at the University of Nebraska Medical Center in Omaha, Nebraska. ACCP President Terry Seaton served as the officiant.

Congratulations to the 13 individuals who completed the Teaching and Learning Certificate Program (TLCP):

- ▶ Nicole E. Cieri
- ▶ Ashley N. Crowl
- ▶ Catherine A. Decker
- ▶ Sarah Embrey
- ▶ Alice Gahbauer
- ▶ Michelle L. Knight
- ▶ Jeffrey A. Langford
- ▶ Georges Mikhael
- ▶ Kimberly Nguyen
- ▶ Monika Nuffer
- ▶ Candace Tan
- ▶ Sara Wiedenfeld
- ▶ Eva Y. Wong



Back Row (L to R) TLCP Faculty: Michael J. De Guia, Pharm.D.; Thomas D. Zlatic, Ph.D.; Krystal K. Haase, Pharm.D., FCCP, BCPS; Daniel S. Longshore, Pharm.D., M.S., BCACP

Front Row (L to R) TLCP Graduates: Ashley N. Crowl, Pharm.D., BCACP; Jeffrey A. Langford, Pharm.D.; Monika Nuffer, Pharm.D.

Global Collaboration in Pharmacy Education



Jacqui McLaughlin, Ph.D., M.S.
Assistant Professor, Educational Innovation and Research; Director, Office of Strategic Planning and Assessment, University of North Carolina Eshelman School of Pharmacy, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Editor's Note: This is the third article in a series about global pharmacy education.

In October 2015, the American College of Clinical Pharmacy (ACCP) hosted the Global Conference on Clinical Pharmacy, offering cutting-edge programming with global perspectives on emerging issues and challenges faced by clinical practitioners. This conference was timely, given that health care systems are rapidly changing (e.g., electronic medical record implementation, health system consolidation), patient and student populations are becoming increasingly diverse, and innovations in technology and pedagogy are permeating educational practice (e.g., flipped classroom, individualized learning).

Conversations about global pharmacy education extend beyond ACCP, as indicated by a global collaboration presentation at the 2015 American Association of Colleges of Pharmacy and Association of Faculties of Pharmacy of Canada Annual Meeting in National Harbor, Maryland. Faculty from Monash University (Melbourne, Australia), University of California – San Francisco, University of Connecticut, and University of North Carolina at Chapel Hill envisioned the role of pharmacy education in transforming practice to meet global challenges, according to five major themes¹:

Contents:

Congratulations, Graduates!	1
Global Collaboration in Pharmacy Education	1
Register Now for 2017 Teaching and Learning Academy Winter Programming	3
Teaching and Learning Winter Programming Electives	3
Reflective Writing as a Learning Strategy	3
Teaching and Learning Webinars Scheduled	3
Team-Based Learning in Pharmacy Education: Tools and Tips for Success	4
Continuous Professional Development for Clinical Pharmacy Faculty and Preceptors Through the ACCP Academy	4
Speaking Abroad	5
Keeping Track	5
Call for Mentors	5

1. Developing a needs-based curriculum for a changing workforce and future practice.
2. Using pedagogy to drive technology and design of spaces for enhanced learning.
3. Teaching and assessment for every stage of the student life cycle.
4. Embedding leadership, mentoring, recognition, and professional development.
5. Developing the capacity for lifelong reflective learning.

Attendees considered the contextual issues affecting these themes, global challenges to meeting these needs, desired outcomes for our profession, and the role of global communities of practice in transforming pharmacy practice for each area. To encourage ongoing dialogue, presenters advocated for the use of PharmAcademy (www.pharmacademy.org) as a platform for online communities of practice interested in engaging with colleagues around the world about these and other global challenges facing pharmacy.

Part 1 of this series (*Developing a Needs-Based Curriculum for a Changing Workforce and Future Practice*) was addressed in the September 2015 edition of the *ACCP TLCP Newsletter*. Part 2 (*Using Pedagogy to Drive Technology and Design of Learning Spaces*) was addressed in the February 2016 edition. The following section provides a reflection on the third theme, Teaching and Assessment for Every Stage of the Student Lifecycle.

The student life cycle reflects students' development as they transition into (e.g., admissions), through (e.g., curriculum), out of (e.g., graduation), and back to (e.g., alumni, continuing education) the institution. Understanding and evaluating student development over this life cycle is a complex undertaking that requires attention to the way in which teaching and assessment opportunities are designed and implemented. This issue is particularly important as the role of pharmacy expands within a rapidly changing health care system, pointing to the need to develop and foster critical interpersonal and interprofessional skills in our student pharmacists. On admission, for example, institutions should consider more reliable and effective practices for assessing the non-cognitive and professional skills considered vital to success as a practitioner so that curricula can better promote the development of these skills over the student life cycle.²

Clinical education plays a critical role in helping students develop the skills and competencies necessary for practice. More specifically, the ways in which we engage student pharmacists in learning and the approaches we use to provide feedback on that learning can significantly affect how students develop their understanding of

pharmacy as a discipline and the role they can play in patient care. The following five senses of success can inform our teaching and assessment so that it purposefully facilitates student pharmacists' development³:

- ▶ **Capability** – Implement teaching and learning strategies that promote growth toward professional mastery and proficiency in knowledge, skills, and attitudes.
- ▶ **Purpose** – Help students understand their purpose and role within the organization, rotation, or program. Engage them in experiences that promote confidence and competence as an aspiring pharmacist, and provide them with feedback that enables them to carry out that purpose more effectively.
- ▶ **Resourcefulness** – Consider approaches that strengthen students' sense of resourcefulness in managing transitions, moving toward autonomy, and building resilience as a future practitioner.
- ▶ **Connection** – Promote opportunities for students to connect with fellow students, staff, and faculty to form and maintain professional relationships and networks.
- ▶ **Identity** – Provide teaching and assessment that promotes a positive sense of self and facilitates student confidence and competence in students' emerging professional identities.

Growing demands for transparency, evidence-based quality improvement, and data-informed decision-making from accreditors, stakeholders, and other constituents highlight the need to rethink approaches to promoting student development and aligning assessment strategies to demonstrate the achievement of desired outcomes. Globally, a growing body of literature emphasizes the importance of preparing students for the evolving challenges of health care. Global workforce skills must be incorporated into our teaching and assessment to ensure that students have the capacity to optimize their scope of work, improve patient outcomes, and provide leadership for change. By strengthening teaching and assessment strategies and leveraging data with transformational potential, pharmacy educators can identify educational gaps, promote student development, individualize teaching and learning approaches, and innovate new educational models that promote the health and well-being of patients across the world.

Dr. McLaughlin would like to thank Dr. Thomas Angelo, Clinical Professor, Director of Educator Development, UNC Eshelman School of Pharmacy, for his input on this article.

References:

1. Costelloe MT, Brock T, Ferrone M, et al. From Prato to Maryland: Transforming Practice Through Global Education Collaboration. Available at www.aacp.org/meetingsandevents/AM/2015/Pages/Programming.aspx. Accessed August 31, 2015.
2. Cox WC, McLaughlin JE, Singer D, et al. Development and assessment of the multiple mini-interview in a school of pharmacy admissions model. *Am J Pharm Educ* 2015;79:Article 53.
3. Lizzio A. Succeeding at Griffith: Next Generation Partnerships Across the Student Lifecycle. 2011. Available at www.griffith.edu.au/learning-teaching/student-success/first-year-experience/student-lifecycle-transition-orientation. Accessed March 10, 2016.

Register Now for 2017 Teaching and Learning Academy Winter Programming

Register now for ACCP Academy 2017, offered in conjunction with ACCP Updates in Therapeutics® 2017, February 17–19, in Jacksonville, Florida. The ACCP Academy will concentrate its programming over a 2-day period to enable participants to minimize both travel expense and time away from their practice.

Here is an abbreviated schedule of the courses offered this winter:

February 18

- ▶ Implementing Teaching and Learning Strategies (Module 2)

February 19

- ▶ Assessing Student Learning (Module 3)
- ▶ Lifelong Learning: Teaching and Modeling Professional Continuing Education and Evidence-Based Medicine for Patient Care (Elective)
- ▶ Reflective Writing as a Learning Strategy (Elective)

To see full details and to register, consult the [ACCP website](#).

Teaching and Learning Winter Programming Features New Electives

The TLCP winter programming will feature two new electives in addition to the required modules:



- ▶ Lifelong Learning: Teaching and Modeling Professional Continuing Education and Evidence-Based Medicine for Patient Care will be presented by E. Kelly Hester, Pharm.D.,

FCCP, BCPS, and Kristi W. Kelley, Pharm.D., FCCP, BCPS, BC-ADM, CDE.

This innovative module is designed to stimulate appreciation for lifelong learning in faculty and students. Learning objectives for the module are to:

1. Identify opportunities to incorporate self-directed learning activities into coursework that reflect the importance of lifelong learning for patient care.
2. Discuss potential strategies to model lifelong learning with students in didactic or experiential coursework.
3. Describe planning and implementation of an example APPE self-directed learning activity to teach lifelong learning.
4. Develop a personal plan for implementing a learning activity for didactic or experiential education that models lifelong learning for students.

The module is scheduled for Sunday, February 19, 3:45 p.m. – 5:45 p.m.



- ▶ Reflective Writing as a Learning Strategy will be presented by Thomas D. Zlatic, Ph.D.

Patient-centered care requires more than intellectual understanding. It must draw from the imagination, heart, and sensory experience as well. This elective provides a structured process for helping students develop understanding and empathy through reflective writing. Participants will be asked to practice the steps of reflective writing, assess reflective writing, and provide feedback to reflective writers. The workshop will be based on the collection of reflective essays, *Nourishing the Soul of Pharmacy: Stories of Reflection* (ACCP).

The session is scheduled for Sunday, February 19, 3:45 p.m. – 5:45 p.m.

Teaching and Learning Webinars Scheduled

Plan to attend two upcoming Teaching and Learning Academy webinars, part of the required curriculum for the TLCP. These webinars are intended to provide additional in-depth pedagogical strategy or theory to supplement that provided during the live modules.



Case-Based Learning and Effective Implementation

Presented by Jo Ellen Rodgers, Pharm.D., FCCP, BCPS, Clinical Associate Professor, Division of Pharmacotherapy and Experimental Therapeutics, School of Pharmacy, University of North Carolina at Chapel Hill, North Carolina, this webinar will:

- ▶ Differentiate problem-based learning and case-based learning (CBL).
- ▶ Describe common elements and benefits of CBL.
- ▶ Identify various formats and types of cases and the attributes of a well-constructed case.
- ▶ Describe the effective implementation of CBL.

[Click here](#) to see full details and to register. The webinar is scheduled for Thursday, February 2, 2017, 7:00 p.m. – 8:00 p.m. (EST).



Team-Based Learning in Pharmacy Education: Tools and Tips for Success

Presented by Andrea S. Franks, Pharm.D., BCPS, Associate Professor, Department of Clinical Pharmacy, University of Tennessee Health Science Center College of Pharmacy, Knoxville, Tennessee, this webinar will:

- ▶ Describe key components of team-based learning (TBL).
- ▶ Describe the “4 S’s” that characterize an effective team application exercise.
- ▶ Recognize TBL benefits for both learners and faculty.
- ▶ Identify potential barriers and solutions for successful TBL implementation.

[Click here](#) to see full details and to register. The webinar is scheduled for Tuesday, March 7, 2017, 7:00 p.m. – 8:00 p.m. (EST).

The final two webinars will be presented in March and/or April. Details will be announced as they become available.

Continuous Professional Development for Clinical Pharmacy Faculty and Preceptors Through the ACCP Academy



Elias B. Chahine, Pharm.D., BCPS-AQ ID
Associate Professor of Pharmacy Practice, Lloyd L. Gregory School of Pharmacy, Palm Beach Atlantic University, West Palm Beach, Florida

According to the 2016 Accreditation Council for Pharmacy Education (ACPE) standards, schools and colleges of pharmacy seeking accreditation should have enough faculty members to effectively address teaching, professional development, research and other scholarly activities, faculty mentoring, and service.¹ These institutions should also “provide opportunities for career and professional development of their faculty and staff, individually

and collectively, to enhance their role-related skills, scholarly productivity, and leadership.”¹ ACPE defines continuous professional development (CPD) as a “self-directed, ongoing, systematic and outcomes-focused approach to lifelong learning that is applied into practice.”² Faculty and preceptors who adopt the CPD approach participate in continuing education activities, complete academic coursework, attend professional meetings and retreats, conduct research, present and publish scholarly activities, serve on professional committees, participate in mentoring programs, peer review each other’s work, develop didactic and experiential materials, complete activities with students and trainees, and/or conduct performance reviews.²

ACCP believes that the essential components of a quality clinical faculty development program are a comprehensive orientation program, mentoring, a sustained faculty development program, teaching abilities development, research and scholarship abilities development, practice abilities and site development, and professional abilities development.³ Although many institutions and organizations offer a variety of programs for pharmacists, the ACCP Academy, in my opinion, not only meets but exceeds the expectations for CPD and clinical faculty development. The ACCP Academy currently offers three programs leading to certificates in Teaching and Learning, Research and Scholarship, and Leadership and Management.⁴ The Teaching and Learning program is designed to prepare pharmacy professors and preceptors for the role of clinical educators; the Research and Scholarship program is designed to develop basic clinical pharmacy research and scholarship; and the Leadership and Management program is designed to strengthen the leadership skills for those who are pursuing, or aspire to pursue, leadership positions in the future.⁴ I personally completed all three programs, starting with Teaching and Learning, followed by Research and Scholarship, followed by Leadership and Management. I can definitely attest to their high quality and relevance to the daily responsibilities of clinical pharmacy faculty and preceptors. Each program consists of unique required and elective interactive presentations delivered during ACCP meetings by experts in their fields. All three programs include access to electronic portfolios where applicants complete a series of activities and mentors provide feedback. Applicants may finish a certificate program in 1 year if they attend both the ACCP Annual Meeting in the fall and ACCP Updates in Therapeutics® in February and complete all the required activities.⁴ For more information about the ACCP Academy or to apply to an Academy program, please visit www.accp.com/academy.

References:

1. Accreditation Council for Pharmacy Education (ACPE). Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, Standards 2016. Available at www.acpe-accredit.org. Accessed July 2, 2016.
2. Accreditation Council for Pharmacy Education (ACPE). Guidance on Continuing Professional Development for Professional Degree Programs, 2015. Available at www.acpe-accredit.org/pdf/CPD-GuidanceProfessionalDegreeProgramsJan2015.pdf. Accessed July 2, 2016.
3. Boyce EG, Burkiewicz JS, Haase MR, et al. Clinical faculty development. *Pharmacotherapy* 2009;29:124-6.
4. American College of Clinical Pharmacy (ACCP). ACCP Academy. Available at www.accp.com/academy. Accessed July 2, 2016.

Speaking Abroad

Thomas D. Zlatic, Ph.D., Teaching and Learning Academy Director, was invited to speak at two international venues this summer: "Educating for New Roles in Pharmacy: There's an APP for That," the opening keynote address at the Life Long Learning in Pharmacy conference in Split, Croatia, July 1–4, 2016; and "Humanizing Technology in Pharmacy Education and Practice," for the International Pharmaceutical Federation (FIP) in Buenos Aires, Argentina, August 30, 2016.

Keeping Track

Portfolio Assignments

The online portfolio system is available at www.accp.com/academy. If you haven't already done so, please visit the site today to begin assignments for the courses you've completed. Online portfolio assignments must be completed within 6 months of participating in a module.

Progress Reports

Progress reports are available at any time in your online portfolio. Progress reports will be updated within 14 days after the end of each ACCP meeting. To view your updated progress report, visit www.accp.com/academy.

[Click here](#) to view the TLCP syllabus.

Serve the Profession and Yourself as a Mentor

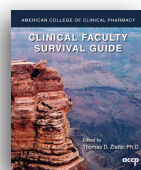
If you have completed the TLCP, you are in an ideal position to serve as a mentor to those beginning the program. Your familiarity with the principles, content, and strategies of the TLCP will enable you to provide

very helpful feedback. And, of course, because the best way to learn anything is to "teach" it, serving as a mentor will enhance your personal growth. If you are interested, please contact Matt Merrigan, ACCP staff liaison, at mmerrigan@accp.com.

TLCP Required and Recommended Readings

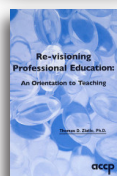
The TLCP curriculum provides a series of required and recommended readings to accompany the live modules and portfolio assignments.

Required Readings



[Clinical Faculty Survival Guide](#)

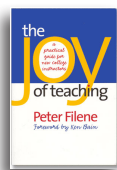
Thomas D. Zlatic



[Re-visioning Professional Education: An Orientation to Teaching](#)

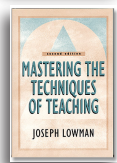
Thomas D. Zlatic

Recommended Readings



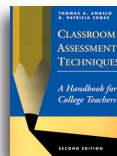
[The Joy of Teaching: A Practical Guide for New College Instructors](#)

Peter G. Filene



[Mastering the Techniques of Teaching, Second Edition](#)

Joseph Lowman



[Classroom Assessment Techniques: A Handbook for College Teachers, Second Edition](#)

Thomas A. Angelo and K. Patricia Cross

American College of Clinical Pharmacy
13000 W. 87th Street Parkway, Suite 100
Lenexa, Kansas 66215
(913) 492-3311

