



Congratulations, Graduates!

Congratulations to the 19 individuals who were awarded their Teaching and Learning Academy certificates at the annual ACCP Academy graduation ceremony held on Tuesday, October 10, during the ACCP Annual Meeting in Phoenix, Arizona. The graduates are:

- | | |
|------------------------|----------------------|
| ▶ Jennifer DiBridge | ▶ Sarah Petite |
| ▶ Holly Gurgle | ▶ John A. Scolaro |
| ▶ Allison Helmer | ▶ Nicole Slater |
| ▶ Olga Hilas | ▶ Amelia K. Sofjan |
| ▶ Margaret L. Hitzeman | ▶ Andrew Straw |
| ▶ Raven Jackson | ▶ Marina Suzuki |
| ▶ Karrie Juengel | ▶ Jennifer E. Thomas |
| ▶ Michaela E. Leffler | ▶ Emmeline M. Tran |
| ▶ Alvin B. Oung | ▶ Jason Zupec |
| ▶ Nicholas Owens | |

The commencement speaker was Past President Larry J. Cohen, Pharm.D., FCCP, FASHP, FCP, BCPP, and the officiant was ACCP President Marcia L. Buck, Pharm.D., FCCP, BCPPS.

Also receiving certificates issued by the ACCP Academy were 20 people from the Leadership and Management Academy and six people from the Research and Scholarship Academy. With the addition of the 2017 class, over 200 individuals now have earned the Teaching and Learning certificate. The Teaching and Learning Academy was initiated in 2006.



Pictured are graduates in attendance at the Teaching and Learning Academy Graduation Ceremony.

Back Row (L to R): Daniel S. Longyhore, Pharm.D., M.S., BCACP (faculty member); Nicholas W. Owens, Pharm.D., BCPS; Olga Hilas, Pharm.D., BCPS, CGP; Raven S. Jackson, Pharm.D.; Thomas D. Zlatic, Ph.D. (Teaching and Learning Academy director).

Front Row (L to R): Holly E. Gurgle, Pharm.D., BCACP, CDE; Marina Suzuki, Pharm.D., Ph.D., BCPS, BCACP; Allison Helmer, Pharm.D., BCACP; Sarah E. Petite, Pharm.D., BCPS.

Adventures with Educational Software



McFalls

At the 2017 ACCP Annual Meeting, Marsha McFalls, Pharm.D., Duquesne University Mylan School of Pharmacy, presented an engaging workshop on the use of audience-response educational software, particularly Nearpod. The workshop included creating applications for Nearpod for the faculty's teaching. If you have developed any educational experiences using this (or related) software or if you have a strategy or tip unrelated to educational software and are willing to share your idea/application in a future newsletter, please feel free to forward it to Thomas D. Zlatic, Ph.D., Teaching and Learning Academy director, at tzlatic@stlcop.edu.

Upcoming Teaching and Learning Academy Programming

Register now for the 2018 Teaching and Learning Academy programming, February 17–18, at the Hyatt Regency Jacksonville Riverfront in Jacksonville, Florida. The following sessions will be offered:

Saturday, February 17

- ▶ Lifelong Learning: Teaching and Modeling Professional Education and Evidence-Based Medicine for Patient Care (Elective)
- ▶ The What, Why, and How of Interprofessional Education (Elective)

Sunday, February 18

- ▶ Implementing Teaching and Learning Strategies (Module 2)
- ▶ Assessing Student Learning (Module 3)

To view detailed meeting information and register, please [click here](#).

Teaching and Learning Academy Electives

The Teaching and Learning Certificate Program will present two electives at the February meeting in Jacksonville, Florida:

Lifelong Learning: Teaching and Modeling Professional Education and Evidence-Based Medicine for Patient Care

February 17, 2018; 1:00 p.m. – 3:00 p.m.



Hester



Kelly

Faculty: E. Kelly Hester, Pharm.D., FCCP, BCPS; and Kristi W. Kelley, Pharm.D., FCCP, BCPS, BC-ADM, CDE

This session is designed to stimulate appreciation for the im-

portance of lifelong learning in the pharmacy profession in student teaching and precepting. Educationally, professional students are to grow in self-directed lifelong learning and continuous professional development. Session activities will include ideas for developing a culture for lifelong learning in a professional program. Examples will be shared for incorporating across the didactic curriculum and enhancing skills in individual courses. Published examples will be included regarding experiential activities that model lifelong learning and assess application of evidence-based medicine in the current literature to patient care. This elective will review the steps for creating such activities with performance criteria, feedback activities, outcomes assessment, and practice opportunities.

The What, Why, and How of Interprofessional Education

February 17, 2018; 3:15 p.m. – 5:15 p.m.



Murphy



Thurston

Faculty: John E. Murphy, Pharm.D., FCCP, FASHP; and Maria M. Thurston, Pharm.D., BCPS

The environment of pharmacy practice today demands inter-

professional collaborative practice (ICP) to provide optimal patient-centered care. Thus, it is imperative that student pharmacists be exposed to experiences and opportunities that allow for interdisciplinary interactions and

development of key abilities. Interprofessional education (IPE) is now an important aspect of the ACPE (Accreditation Council for Pharmacy Education) accreditation standards. Examples of and opportunities for IPE and ICP may occur in a variety of settings through formal, informal, and serendipitous interactions. Furthermore, the Interprofessional Education Collaborative (IPEC) describes four core competencies for interprofessional collaboration that should be used in developing IPE and ICP activities and programming. In this interactive elective workshop that allows for active participant engagement, we will explore the “what, why, and how of interprofessional education.” Participants will engage in a simulated interprofessional interaction and collaborate with other program participants to design and assess an IPE activity. No previous experience or proficiency in collaborative practice or curricular design is required. Some materials for the session will be derived from the Core Competencies for Interprofessional Collaborative Practice (IPEC 2016 Update).

See One, Do One, Teach One

Most of us probably agree that the best way to learn something is to teach it. As a “graduate” of the TLCP program, you have an opportunity to extend your teaching knowledge and skills by becoming a mentor for someone enrolling in the TLCP for next year. Having been through the program, you have unique potential for providing criteria-referenced, evidence-based, learner-specific feedback. In the process, you will no doubt develop new insights and understandings of your own. If you wish to find out more about mentoring, contact Matt Merrigan, ACCP staff liaison, at mmerrigan@accp.com.

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 modules you've completed. Online portfolio assignments must be completed within 6 months of completing a module.

Progress Reports

Progress reports are available any time in your online portfolio and are updated within 1 week after the end of an ACCP meeting. To view your progress report, visit www.accp.com/academy.

[Click here](#) to view the Teaching and Learning Academy syllabus.