ACCP Academy
Teaching and Learning
Newsletter

ACCP Academy Teaching Prepares to Award First Certificates in Teaching and Learning

The ACCP Academy initiated the Teaching and Learning Certificate Program in San Francisco in the fall of 2005. The first "graduates" of the program will have completed their requirements for the teaching certificate by the ACCP Annual Meeting in Louisville.

Between San Francisco and Louisville, the participants have completed the orientation, "Basic Training for New Clinical Faculty and Preceptors," and the three symposia: "Planning for Effective Teaching," "Implementing Teaching and Learning Strategies," and "Assessing Student Learning." Along the way, at places such as Monterey, St. Louis, Denver, and Phoenix, they also attended 10 hours of elective sessions on programs such as "Motivating Students to Learn," "Case Writing," "Building a Culture of Professionalism," "Exploring Technologies to Teach," and "Scholarship of Teaching." Finally, as an extension of each of the required programs, the participants constructed an online electronic portfolio to document their achievements in teaching and learning.

Congratulations to all who are in the process of finishing their requirements. An awards ceremony is being planned for a future ACCP meeting.

> **The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called "truth."**
> *Dan Rather*

How to be a Successful Faculty Member

Dana Hammer, Ph.D.

Robert Boice, a faculty development expert, has published several books on what "successful" new faculty members do differently from their peers. Although he did not specifically study faculty members with clinical practices in addition to teaching and scholarly responsibilities, most of his findings are extremely applicable. Brent and Felder[1] published a nice summary of Boice's work, as follows.

Common characteristics of typical new faculty members observed by Boice are:

- *They spent far less time on scholarly writing (proposals and papers) than was needed to meet promotion and tenure criteria for their institutions.*
- *They admitted to going to class overprepared (with more material than they could reasonably cover in the allotted time) and rushing to complete everything, often at the expense of active student participation. Many spent nearly 30 hours per week on class preparation.*
- *They taught defensively, doing whatever they could to avoid student complaints. They were primarily concerned that students would complain about content errors.*
- *They received student evaluations that fell well below their expectations and blamed the results on external factors (e.g., invalid rating systems, poor students, unfavorable class times and sizes).*
- *They experienced a sense of loneliness and lack of collegial acceptance, and they had difficulty establishing productive contacts with colleagues who could provide guidance and support.*

Not all new faculty members fit this description. Boice identified 5–9% of new faculty as "quick starters" who, in their first 2–3 years, turned out enough proposals and papers to put

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them in fine shape for promotion and tenure. They also scored in the top quartile of peer and student ratings of teaching and in self-ratings of their enjoyment and comfort levels as teachers. Unlike most of their colleagues, the quick starters:

- *Spent 3 hours or more per week on scholarly writing.*
- *Integrated their research into their undergraduate classes.*
- *Did not spend major amounts of time on course preparation (after their first semester, they averaged 1–1.5 hours of preparation per lecture hour).*
- *Lectured at a pace that allowed active student participation.*
- *Regularly sought advice from colleagues, averaging 4 hours per week on discussions of research and teaching.*

The main differences between typical new faculty and quick starters are the latter group's abilities to balance conflicting demands on their time and to quickly establish productive networking with colleagues. Boice has developed a "balance program" to help new faculty members do these things. Participants in the program commit to these guidelines:

1. *Limit classroom preparation to a maximum of 2 hours per hour of lecture.* This target is extremely difficult for many professors, but those who manage to reach it find that they can still cover what they want to cover, appear more relaxed to their students, and better maintain a pace that encourages active student involvement in class.
2. *Spend 30–60 minutes per day on scholarly writing.* New faculty members often feel they must have long, unbroken stretches of time to write, but the demands of an academic career seldom allow this luxury. Writing for a set time daily leads to steady productivity and fewer feelings of anxiety over failure to meet scholarly productivity expectations.
3. *Spend at least 2 hours a week on discussions with colleagues focused on teaching and research.* (Periodic meetings during lunch are convenient for such networking.) It is difficult for most new faculty members to meet this commitment, but doing so pays big dividends. Good contacts provide ideas and sometimes tangible assistance in getting a research program off the ground and/or improving teaching success.
4. *Keep daily records of work time expenditure.* Recording helps new faculty self-monitor how well they are meeting commitments 1–3.
5. *Integrate research interests into lectures.* Doing so leads to greater enthusiasm for teaching as well as recruitment of students as research assistants.

Boice found that faculty going through this program initially resisted its requirements, particularly the requirement limiting lecture preparation time, but after 5 weeks, they began to look and feel more like quick starters. Regular meetings with a facilitator or mentor were instrumental in helping them stay with the program. Once they attained the standards set out in the plan, they reported greater efficiency and a higher level of comfort in their teaching.

Some other words of advice to heed come from Lon Larson, a longtime pharmacy faculty member at Drake University and University of Arizona. In his essay "Succeeding in Academe – Self-Management and Passion,"[2] he provides nine tips as closing comments:

1. Work hard. As my mother used to say, "You get out of it what you put into it." This is certainly the case in academic work.
2. Your resources are your time and energy. Use them wisely.
   a. Stay focused. Have a work plan, and monitor yourself often.
   b. Be flexible. Seize opportunities when they arise, but remember that saying "yes" comes with an opportunity cost.
3. Think in terms of academic net worth (documented outcomes) in your curriculum vitae and teaching portfolio. This is the currency in which your value in academe is measured.
4. Contribute to your learning community (university and college). Improve the quality of learning that occurs there.
5. Balance 4 and 5. They are both essential, but they are not necessarily compatible.
6. Your influence as a teacher can be profound, so work hard at it.
7. Remember your purpose. It's much like bricklayers: one may focus on bricks and mud, whereas another imagines the cathedral that is being built. The second finds more fulfillment.
8. Be passionate about what you do. Enjoy it. Have fun.

Be sure to share this article with your mentor because he/she is a key to your success!

References:
1. Brent R, Felder R. The new faculty member. Chem Eng Educ 1998;32:46–7. Available at www4.ncsu. edu/unity/lockers/users/f/felder/public/Columns/Boice.html. Accessed October 7, 2008.

2. Larson LN. Succeeding in academe – self-management and passion. In: Desselle SP, Hammer DP, eds. Handbook for Pharmacy Educators: Getting Adjusted as a New Pharmacy Faculty Member. Binghamton, NY: Pharmaceutical Products Press, 2002:73–83. Co-published in J Pharm Teach 2002;9:1–7.

Other References:
Boice R. Advice for New Faculty Members: Nihil Nimus. Needham Heights, MA: Allyn & Bacon, 2000.

Boice R. The New Faculty Member: Supporting and Fostering Professional Development. San Francisco, CA: Jossey-Bass, 1992.

> **A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.**
> *Horace Mann*

> **A master can tell you what he expects of you. A teacher, though, awakens your own expectations.**
> *Patricia Neal*

TLCP Electives in Louisville

To earn an ACCP Academy teaching and learning certificate, participants must complete 10 hours of electives. Two 2-hour elective programs are being offered in Louisville.

If You Build It, They Will Come: Designing an Elective Course for Pharmacy Students

Tuesday, October 21, 2008, 1:15 p.m. – 3:15 p.m.
Mary Roth and Dee Melnyk

Many schools and colleges of pharmacy seek new and innovative elective course offerings for their students. It is the responsibility of faculty to develop such courses. At the October ACCP Annual Meeting, Mary Roth and Dee Melnyk are offering an ACCP Academy elective that will help in this process. The purpose of this program is to assist primarily junior faculty in developing didactic elective course offerings for pharmacy students, though more experienced faculty can benefit from the workshop as well.

The goal is twofold: (1) to stimulate interest among preceptors, adjunct and/or full-time faculty, and clinical instructors in developing didactic elective course offerings and (2) to assist these individuals in designing a course for incorporation in their curricula. Specifically, the program will (a) review with participants key questions that will need to be addressed before designing and delivering an elective course; (b) provide an opportunity, through small group discussion, for participants to develop topic ideas and outcomes for an elective; (c) share with participants didactic electives we have offered throughout the years and innovative ways to design and deliver them; and (d) provide an opportunity for participants to begin developing a syllabus for their elective course offering.

Dr. Melnyk is a Clinical Assistant Professor at the UNC Eshelman School of Pharmacy who has been teaching students in both experiential and didactic settings for several years. Dr. Melnyk designed and offered a didactic elective in Ambulatory Care to students at UNC. Dr. Roth is an Assistant Professor at the UNC Eshelman School of Pharmacy with experience in designing and delivering didactic elective courses to students in the areas of Ambulatory Care and Geriatrics. Drs. Melnyk and Roth have designed traditional didactic electives as well as offered elective opportunities through an Independent Study model. They have used various learning strategies to engage students and stimulate active learning.

Student Peer Assessment: Making the Process Work in Your Classes

Monday, October 20, 2008; 9:15 a.m. – 11:15 a.m.
Eric H. Hobson, Ph.D., Belmont University

Students can bring a lot of useful perspective to help their peers improve the performance of important professional skills. Often, however, that usefulness is not realized; teachers either underappreciate how to use peers as evaluators or they ask students to engage in peer-review/assessment activities without providing needed structure and support. This session helps pharmacy educators appreciate the full potential of student peer assessment as a key teaching and learning strategy in didactic and experiential settings and provides information on how to construct and manage student peer assessment to reduce problems and increase effectiveness.

Dr. Hobson, Associate Dean for Academic Affairs at Belmont University, is nationally renowned for his work in teaching and learning within pharmacy education.

TLCP Modifies Guidelines and Schedule

To allow students to accelerate their progress in the certificate program and to tighten the continuity between modules, the TLCP has published new guidelines and a schedule of program offerings.

For participants entering the ACCP Academy TLCP in the fall of 2008, the following guidelines apply:

- Basic Training is a prerequisite for the three required modules (Planning, Implementing, and Assessing). However, participants can receive credit for elective programs taken before completion of Basic Training.

- The three required modules should be taken in this sequence: Planning, Implementing, and Assessing.

- Each of the four required programs involves completion of portfolio assignments. These portfolio assignments must be completed within 6 months and before participation in the next required module. An exception pertains to those who will be awarded certificates at the next ACCP meeting. Fall meeting graduates must complete their portfolios by August 1; spring meeting graduates must complete their portfolios by February 1.

The following schedule of TLCP offerings demonstrates that participants can now complete their coursework for the certificate within 2 years at four ACCP meetings.

> **Nine tenths of education is encouragement.**
> *Anatole France*

2008/09

Fall
Louisville, Kentucky
October 19–22

Prerequisite: "Basic Training" (6 hrs)

Module 2: "Implementing for Effective Teaching and Learning" (4 hrs)

Elective: "If You Build It, They Will Come: Designing An Elective Course for Pharmacy Students" (2 hrs)

Elective: "Student Peer Assessment: Making the Process Work in Your Classes"

Spring
Orlando, Florida
April 24–28

Module 1: "Planning for Effective Teaching" (4 hrs)

Module 3: "Assessing Student Learning" (4 hrs)

Elective: "Improving Medication Safety Through Inter-Professional Education" (2 hrs)

2009/10

Fall
Anaheim, California
October 18–21

Prerequisite: "Basic Training" (6 hrs)

Module 2: "Implementing for Effective Teaching and Learning" (4 hrs)

Elective (2 hrs) TBA
Elective (2 hrs) TBA

Spring
Charlotte, North Carolina
April 23–27

Module 1: "Planning for Effective Teaching" (4 hrs)

Module 3: "Assessing Student Learning" (4 hrs)

Elective (2 hrs) TBA
Elective (2 hrs) TBA

2010/11

Fall
Austin, Texas
October 17–20

Prerequisite: "Basic Training" (6 hrs)

Module 2: "Implementing for Effective Teaching and Learning" (4 hrs)

Elective (2 hrs) TBA
Elective (2 hrs) TBA

Spring
Columbus, Ohio
April 08–12

Module 1: "Planning for Effective Teaching" (4 hrs)

Module 3: "Assessing Student Learning" (4 hrs)

Elective (2 hrs) TBA
Elective (2 hrs) TBA

CATs for Classroom and Clinical Teaching

Eric H. Hobson, Ph.D., Belmont University

Classroom Assessment Techniques (CATs) offer pharmacy teachers a variety of field-tested, evidence-based instructional options to help determine how teaching and learning are taking place. Set within (or close to) the instructional event, these tools provide "real-time" information about where students are compared with where the instructor assumes/hopes they are.

The range of CATs in the literature can be daunting. The good news for pharmacy educators, however, is the versatility of CATs: many work as well in the experiential setting as in the traditional classroom environment from which they originated. This article chooses two CATs from different points on the complexity spectrum and recommends them for use in didactic and experiential-based pharmacy education: the *brain dump* and *documented problem solving*.

Brain Dump

The *brain dump* active learning strategy is elegant in its simplicity. Better yet, it presents students little in the way of risk to participate while offering instructors a unique perspective from which to view students' understanding (and confidence) of what they know.

- What it is: A time-limited (5–7 minutes) assignment during which students write down everything they know/think they know about a specific, focused topic. (Example: histamine response)
- What it offers: A real-time window into student confidence/accuracy about what students have learned related to a specific, limited issue.
- What to expect: Most material generated will be skeletal, at best; however, there will be enough material for patterns to emerge about misconceptions and/or obvious gaps in knowledge or linkages. Focus on these areas as a discussion point for further probing to create a fuller impression of the student's knowledge and needs.
- Support/planning needed: Plan to play an overt encouraging role because most students will never have been asked to engage in such an activity before. They won't know what to do: be specific. They won't know "what you want": remind them you want to see "what you know." They will want to stop early: keep them writing to the buzzer because writing tends to generate new knowledge and connections.

Documented Problem Solving

The *documented problem solving* active learning strategy is more complex than the brain dump strategy because it attempts to get at deeper issues related to student learning and content/process mastery. Instead of trying to show what students know, this CAT asks students to move beyond this first step and show how they arrive at knowledge/decisions.

- What it is: A time-limited (30–45 minutes) assignment during which students write down:
  The answer to a specific problem (example: therapeutic recommendation for a specific patient case/issue) and then
  An explanation of every step of the decision-making process, how they arrived at an answer, and how they determined that the answer was a quality/accurate resolution.
- What it offers: A real-time window into student problem-solving processes/algorithms to show if/how students can work with "real-world" problems that require more than memorization to arrive at valid solutions.
- What to expect: Student frustration and/or noncritical responses, such as, "That's what my teacher/book said." Students have few experiences with having to explain how they arrived at an answer, let alone having to explain why their solutions are of a quality to warrant implementation.
- Support/planning needed: Provide students focused, uninterrupted time to grapple with this task. Be supportive. Ask leading questions to help prime the students' critical thinking and self-reflection skills. As with the brain dump CAT, be prepared to help students to engage in an unknown, but important, activity.

The next installment of this column will focus on CATs and active learning strategies that are particularly well-suited for use in clinical/experiential education settings. In the interim, however, to learn more about the CATs presented here, consult the following resources:

- Angelo TA, Cross KP. Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed. San Francisco, CA: Jossey-Bass, 1993:222–5.
- *www.pharmacypreceptor.com*

> **One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.**
> *Carl Jung*