

ACCP Academy Teaching and Learning Newsletter



Volume 2
Number 1
February 15, 2009

Editor: Thomas D. Zlatic, Ph.D.

Spring in Orlando

This spring in Orlando, two required modules will be presented for the ACCP Academy Teaching and Learning Certificate Program (TLCP). “Assessing Student Learning” is the title of the presymposium, which is to be held on Friday, April 24, from 1:00 pm to 5:15 pm. To receive credit for the session, participants must have completed “Basic Training for New Clinical Faculty and Preceptors,” “Planning for Effective Teaching,” and “Implementing Teaching and Learning Strategies.” In addition, all associated portfolio assignments must have been completed.

The second required module is “Planning for Effective Teaching,” which will be held on Monday in two sessions: part 1 will be conducted in the morning from 8:00 am to 9:45 am, and part 2 will be conducted in the afternoon from 2:15 pm to 4:00 pm. To receive credit for the sessions, participants must have completed “Basic Training for New Clinical Faculty and Preceptors,” including the portfolio assignments.

To get an idea in advance of the “homework” portfolio assignments, participants can log on to the electronic portfolio at <http://www.accp.com/academy/teachingAndLearning/portfolio.aspx>.



Interprofessional Education (IPE)

As pharmacists take on new roles in a patient-centered practice, more frequent and more in-depth collaborations with other health care practitioners require adjustments in pharmacy education. For more than 20 years, various organizations across the world have recommended interprofessional education (IPE), which is education focused on:

- Socializing health care providers in working together, in shared problem-solving and decision-making, to enhance the benefit for patients and other recipients of services;
- Developing a mutual understanding of, and respect for, the contributions of various disciplines; and
- Instilling the requisite competencies for collaborative practice.*

ACCP TLCP participants can learn more about IPE while earning elective credit toward their certificates.

In the session titled “Improving Medication Safety Through Interprofessional Education (IPE),” speakers will present a rationale and key concepts regarding IPE, provide examples of successful practice, and discuss opportunities and barriers for using IPE for the enhancement of medication safety. The speakers and topics are: Anne L. Hume, “Interprofessional Education: A Primer”; Moira Kinnear, “Interprofessional Education: The European Union Experience”; and James D. Scott, “Interprofessional Education: The United States Experience.”

Continued on page 2...

Editor's note: The ACCP Teaching and Learning Academy Newsletter is a quarterly electronic publication initiated to publicize ACCP Academy updates, to provide resources and tips that can enhance teaching, and to serve as a means of exchange for those involved in the ACCP Academy Teaching and Learning Certificate Program (TLCP). You are invited to contribute by suggesting ideas for content and by providing short items of interest. Please send your suggestions and comments to Wendi Sirna, ACCP Project Manager, at wsirna@accp.com.

Contents:

Spring in Orlando	1
Interprofessional Education (IPE)	1–2
Dissecting Professional Education	2
Reexamining “Throwaway” Comments	2
ACCP Bookstore Specials	3
ACCP/ESCP International Congress	3

The session will be held on Saturday, April 25, from 2:15 pm to 4:00 pm.

*Canada Interprofessional Education for Collaborative Patient-Centred Practice, <http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/strateg/interprof/index-eng.php>. See, also, in the United Kingdom, the Centre for the Advancement of Interprofessional Education (CAIPE), <http://www.caipe.org.uk/>; in Europe, the European Interprofessional Education Network, <http://www.eipen.org/>; and in the United States, the Center for Health Sciences Interprofessional Education and Research, <http://interprofessional.washington.edu/>.



Dissecting Professional Education

Frequently heard in higher education are calls for the integration of liberal and professional education. Often such proposals cite the value of enhancing professional education through the content and methodologies of the liberal arts. Lee S. Shulman in “Professing the Liberal Arts” suggests the reverse—the ideals and ideas of professional education can help reinvigorate education in the liberal arts: “The key to preserving the liberal arts is to profess the liberal arts,” with “professing” referring to strategies and features from the professions.

In the process of marshaling evidence for this claim, Shulman provides a rich understanding of what constitutes and motivates professional education. Those interested in reflective teaching within pharmacy education would benefit from reading Shulman’s essay, which is readily available online at <http://www.ntlf.com/html/lib/carnegie/84shul.htm>.

“Treat people as if they were what they ought to be and you help them to become what they are capable of being.”

Johann Wolfgang von Goethe

“Remember the Time When...?”: Reexamining “Throwaway” Comments

It has happened more than once. Someone I have not seen for years, often a student, asks if I “remember the time when . . .” and then recites something I said, something that he or she remembers after all these years, often something that had made an impact on his or her life. It may have been something simple, such as “you really have a talent for organization,” or it may have been a comment on an essay: “You show insight here; have you ever thought about graduate school?”

Almost invariably, I don’t remember (and, in fact, sometimes do not even remember the student), but because I sense that it had been an important moment for that person, I try to equivocate when asked if I remember, as he or she explains how that comment has altered his or her life plans.

These throwaway comments can have a disproportionate influence on people’s lives. I have been that student and can remember seemingly insignificant comments from teachers that have had lasting impressions. Like the visitor to my sixth grade class who talked about the importance of going to college and about how a master’s degree is even better to have, but if you want to get the “best” education, you go for a Ph.D. I still wonder what impact on my career choice that statement had. At age 12 I had never thought about college before, and I never had a member of my family attend college. I cannot remember the visitor’s name or the classroom teacher’s name or, truly, anything else about that entire school year, but that one comment has remained with me for decades.

“Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts.”

Henry Adams

Unfortunately, throwaway comments work the other way as well. Unthinking feedback or “friendly” but miscalculated attempts at jokes can also demotivate and alienate students, though that was not our intention. Students have sometimes approached me with “remember when” not fondly, but with recrimination and even a bitterness not entirely hidden by a mature

Continued on page 3...

laugh, showing clearly that my seemingly off-the-cuff remark has been gnawing at them for years.

Most students, of course, are unaffected by anything I say, and they remember only vaguely even taking my course. However, in general, what they do remember is not the content I so carefully prepared but the toss-away comments that built up or diminished their self-image.

In these times when children from an early age, in an effort to increase self-esteem, have had praise heaped on them for trivial “accomplishments” such as blowing their noses, it would seem that the power of praise might be diminished. Perhaps. But experience suggests we should become more conscious of the power of words, even the words that escape our mouths without much thought and that quickly escape our memories. As we plan our syllabi and our lectures, we might also plan to be alert for opportunities in the classroom, clinic, and hallways to make positive lasting impressions on our students.

ACCP Bookstore Offers Free Shipping, On-site Specials in Orlando

Browse over 30 publications on teaching and learning!

Plan to shop on-site at the ACCP Bookstore during the International Congress. Browse sample copies of ACCP publications, place your order, and let ACCP ship the order for you. Orders are shipped free within the continental United States; orders to other addresses are shipped at a reduced rate. The free shipping offer does not apply to the purchase of the PSAP-VI full series. All full-meeting registrants (including non-members) receive the member price on the purchase of publications at the on-site bookstore.

“A master can tell you what he expects of you. A teacher, though, awakens your own expectations.”

Patricia Neal

“The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.”

Edward Bulwer-Lytton

ACCP/ESCP International Congress on Clinical Pharmacy April 24-28, 2009 Orlando, Florida



**Early Registration Deadline:
March 6, 2009**

Fall in Anaheim

At the ACCP Annual Meeting in Anaheim on October 17–21, the required programs will be “Basic Training for New Clinical Faculty and Preceptors” and “Implementing Teaching and Learning Strategies.” To receive Academy credit for the “Implementing” program, participants must have completed “Basic Training,” “Planning for Effective Teaching,” and corresponding portfolio assignments. Two electives also will be offered.

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

