

# ACCP Academy Teaching and Learning Newsletter

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## TLCP Participants Honored for Certificate Completion

The highlight of the Teaching and Learning Certificate Program (TLCP) during the 2010 ACCP Annual Meeting in Austin, Texas, was the ceremony marking the completion of the certificate program by 15 participants:

Lauren Czosnowski	Heather A. Nyman
Emily K. Flores	Sharon Wilson-Oliver
Julie R. Hudgens	Lindsay B. Palkovic
Tali M. Johnson	Rupal Patel
Allison R. King	Monica L. Skomo
Kathy E. Komperda	Cathy H. Turner
Amber McLendon	Casey S. Washington
Sarah A. Nisly	

During this ceremony, 15 additional participants who completed the requirements of the Research and Scholarship or Leadership and Management program were also recognized.

Outgoing ACCP President Jim Tisdale lauded program participants, each of whom completed 30 hours of workshops and maintained a teaching portfolio that included a teaching philosophy, several planning documents for teaching, descriptions and assessments of teaching strategies, and assessment plans to gauge student learning.

Congratulations to all of our new “graduates.” We hope you will continue your association with the Academy’s Teaching and Learning program, perhaps as a mentor for those entering the program.

## Join Us in Columbus in April

Beginning in April 2011, ACCP will unveil its new spring meeting format. The meeting will include specialty certification preparatory courses in Pharmacotherapy and Ambulatory Care, as well as required and elective ACCP



Academy courses in all four Academy tracks.

The meeting schedule is designed to help Academy registrants maximize their participation in Academy programming while minimizing travel costs. In addition, attendees participating only in Academy programming can register at a special, discounted rate (visit <http://www.accp.com/meetings/ut11/index.aspx> to review the spring meeting programming options and to register online). Each Academy track will concentrate its programming over a 2-day period to help participants save on travel time and expense. Respective Academy coursework will be presented on the following dates:

Research and Scholarship:	April 8–9, 2011
Leadership and Management:	April 8–9, 2011
Teaching and Learning:	April 10–11, 2011
Clinical Practice Advancement:	April 10–11, 2011

The 2 days devoted to Teaching and Learning curricula will include two required courses and two electives.

### Required Courses

April 10 (8:00 a.m.–Noon)	Planning for Effective Teaching
April 11 (8:00 a.m.–Noon)	Assessing Student Learning

### Elective Courses

April 10 (1:30 p.m.–3:30 p.m.)	Learner-Centered Teaching: What Is It and How Do We Do It? (Presented by the Education and Training PRN)
April 10 (3:45 p.m.–5:45 p.m.)	Case Writing

This schedule is also designed to afford more networking time for participants and faculty. To assist in planning for future course offerings, the Academy curricular schedule through 2013 is available at [www.accp.com/academy](http://www.accp.com/academy).

*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 Thomas Zlatic, Newsletter Editor, at [tom.zlatic@stlcp.edu](mailto:tom.zlatic@stlcp.edu).*

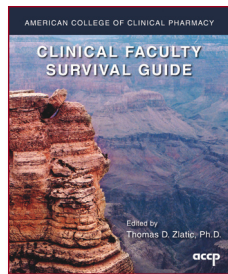
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## New Book Recommended for Teaching and Learning Academy Participants

ACCP's recently published [\*Clinical Faculty Survival Guide\*](#) is now recommended as a supplementary text for the TLCP. The book offers an overview of various practice roles for academic pharmacy practitioners, including six chapters on teaching and learning written by ACCP Academy faculty. Dana Hammer discusses classroom teaching, Eric Hobson and Jenny Van Amburgh give tips on active learning, and Tom Zlatich offers two chapters on defining and inculcating professionalism. In addition, Jean Nappi provides an overview of precepting, Stuart Haines and Seena Haines survey electronic technology applications in education, and Robert Smith details the qualities and responsibilities of a mentor.

The [\*Clinical Faculty Survival Guide\*](#), whose 21 chapters include discussions of clinical practice development, research, leadership, and lifelong learning, is also being recommended or required in other ACCP Academies. The TLCP will continue to use [\*Re-visioning Professional Education: An Orientation to Teaching\*](#) as a required text.



*Education is learning what you didn't even know you didn't know.*

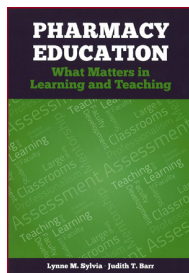
—Daniel J. Boorstin

## Video-Capturing Technology for Educational Use

Do you want to find out more about using technology to capture lectures, enhance student performance, and allow more time in the classroom for active learning? Check out “Tomorrow’s Professor” at <http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/posting.php?ID=1042>.

## Book Note

A new book of interest for TLCP participants is *Pharmacy Education: What Matters in Learning and Teaching*, Lynne M. Sylvia and Judith T. Barr, eds. (Sudbury, MA: Jones & Bartlett Learning, 2011). This helpful book consists of 14 chapters that provide an overview of planning, student-centered education, systems approaches to teaching and learning, assessment, teaching in large classes, educational technology, small-group teaching, laboratory teaching, experiential education, professionalism, advising and mentoring, faculty development, service, and the scholarship of teaching and learning. To purchase this title through the ACCP bookstore, please visit [http://www.accp.com/bookstore/tl\\_01pe.aspx](http://www.accp.com/bookstore/tl_01pe.aspx).



## Reflections on Becoming a Pharmacy Educator

The *Academy Newsletter* invites TLCP participants to contribute short articles related to teaching and learning. These contributions can consist of items such as descriptions of teaching strategies, reviews of books, lists of resources, reflections, and reports on teaching experiences. Inspirational anecdotes regarding personal interactions with students or with teachers are also welcome.

In this issue, Melissa Badowski from the University of Maryland School of Pharmacy and Sekhar Mamidi from the Ohio Northern University Raabe College of Pharmacy reflect on their decision to enter academic pharmacy.



### Why I Chose to Teach

*Melissa Badowski, Pharm.D.*

I chose to practice in academia because of the variability each day has to offer. I enjoy working with students at each level of their career, whether lecturing to a first-year class, bonding with students during their experiential rotations, or providing career guidance and recommendations. I feel it a privilege to be offered the opportunity to practice in an academic setting. When you experience the light bulb effect on the face of a student, you feel a real connection and sense of accomplishment. I feel that an environment of mutual dignity and respect creates a more conducive atmosphere for learning. The most important point I have learned is how to actively engage students in the material they are learning in the classroom and where to apply it in the clinical setting..

I am passionate about educating students and residents on how to become confident and competent practitioners. On a daily basis, while asking my students and residents questions, I receive answers in the form of questions, yet they know that this type of answer will not suffice or hold up in practice. I often find that students and residents lack confidence within their practice and recommendations. I attempt to hold them to a higher standard and make them responsible for the knowledge and recommendations they impart to their colleagues and those requesting their expertise. I challenge them by saying, “If I answered your question with a question, wouldn’t you be hesitant about taking my recommendation?” I believe one of the best traits I can bestow on my students and residents within the experiential classroom is confidence and a reinforcement of it.

*Continued on page 3...*

*I am learning all the time. The tombstone will be my diploma.*

—Eartha Kitt

## Why I Wanted to Become a Pharmacy Educator

Sekhar Mamidi, Pharm.D.

So, the question is, why did I want to become a pharmacy educator? The simple answer is, I chose to be a pharmacy educator because it was my choice. As a pharmacist, I have many opportunities for making more money; however, money is not always the reason for choosing a career. For me, quality of life and job satisfaction were two main reasons I chose academia. I want to be an inspiration for my students and to provide them with the necessary tools to be successful pharmacists in their future careers. I know that as a pharmacy educator, the possibilities are endless to have a positive impact on my students, my patients, and others.

My inspiration to become a pharmacy educator goes back to when I was a student pharmacist at West Virginia University School of Pharmacy. While going to school there, I had two teachers I consider my mentors who provided me with words of encouragement to succeed, whether it was to talk about topics such as my future career, listen to my problems outside school, or provide me with the incentive to do better. I want to be the person students can rely on to help them be successful in their future careers, as my own mentors helped me. Having a positive impact and helping students enjoy what they do provide a great deal of fulfillment and satisfaction in my own career.

I want to be able to look back at my career someday and say, "Yes, I did make a difference in people's lives." Nothing is more rewarding than being able to know that I made a positive impression on a person, whether a student, a patient, those I help during a health screening, or my colleagues. People must have a passion for what they do in their careers, and for me, that passion is to be a good pharmacy educator and to have a positive impact on the future generation of pharmacists.

*The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.*

—Alvin Toffler

## Happy Holidays from ACCP

As the holiday season approaches, are you seeking the perfect gift for your faculty, residents, or students? ACCP would like to recommend two meaningful books that are sure to please anyone interested in the field of clinical pharmacy.

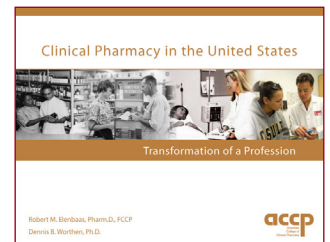
The [\*Clinical Faculty Survival Guide\*](#) is rich with practical information, advice, and encouragement for faculty members developing their academic careers. New faculty will find this guide helpful and accessible. Residents, fellows, and graduate students will gain a head start on a long and successful career. And more seasoned faculty members serving as mentors to younger colleagues will find the book's content useful and advantageous for imparting career advice.

As editor, Dr. Thomas Zlatic gathered a team of seasoned authors and reviewers to provide insight and guidance for jump-starting a successful faculty career. By sharing their thoughts and experiences, these leaders in turn created a valuable resource, which will be a welcome gift this season.

[\*Clinical Pharmacy in the United States\*](#) chronicles the evolution of clinical pharmacy from its inception. Beginning with an overview of the profession's history and evolution, the book proceeds to decade-specific chapters that trace the clinical pharmacy movement from its origin to the present day within the context of concurrent events in U.S. culture, politics, economics, technology, and health. A fascinating, illustrated timeline of events flows across the bottom of the pages, offering a visual perspective of the advances in clinical pharmacy as they fit within American history.

Of particular interest and value are the personal accounts that appear throughout—reflective essays from many of the clinical pharmacists who played an instrumental role in the birth and development of our profession.

Beautifully illustrated and abounding in important stories, this book, assembled by Drs. Robert Elenbaas and Dennis Worthen, is a must-have addition to the libraries of pharmacy students, residents, fellows, and senior faculty.



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