

ACCP Academy

Teaching and Learning

Newsletter

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Editor: Thomas D. Zlatic, Ph.D.

Program Completion Celebrated in Hollywood, Florida



On Tuesday, October 23, 2012, ACCP President Larry Cohen will officiate at the ACCP Teaching and Learning Certificate Program's honoring of participants who have completed all the requirements for the teaching certificate. The commencement speaker will be ACCP Past-President John E. Murphy, Pharm.D., FCCP, FASHP, a professor of pharmacy practice and science and an associate dean for academic and professional affairs at the College of Pharmacy, and a professor of clinical, family and community medicine at the College of Medicine, University of Arizona in Tucson. Dr. Murphy has served as president and a member of the Board of Directors of the American Society of Health-System Pharmacists (ASHP) and as president of the Georgia Society of Hospital Pharmacists; he has also been awarded fellow status in three organizations—ACCP, ASHP, and the American College of Clinical Pharmacology.

Since its inception, 57 participants have received the Teaching and Learning Certificate. That number could double at the 2012 ceremony. This ceremony will be held in Atlantic Ballroom I of The Westin Diplomat Resort.

To receive a certificate, participants must have completed the four required modules, five electives, and all portfolio assignments by August 1, 2012. Participants unable to complete the last portfolio assignment before August 1 can still be recognized at the fall meeting ceremony; their certificates will be mailed to them upon completion of their assignment. Contact Zangi Miti for further details (zmiti@accp.com).

TLCP 2012 Fall Programming

The 2012 fall sessions of the ACCP Teaching and Learning Certificate Program will be held at the 2012 Annual Meeting, October 20–24, in Hollywood, Florida.

Two required programs will be offered.

- **Basic Training:** Saturday, October 20, 8:00 a.m.–5:30 p.m., presented by John Burke, Dana Hammer, Sheldon Holstad, Zachary Stacy, and Thomas Zlatic.
- **Implementing Teaching and Learning Strategies:** Monday, October 22, 1:30 p.m.–5:30 p.m., presented by Dana Hammer and J. Chris Lynch. This module requires the previous completion of Basic Training and module 1, Planning for Effective Teaching and Learning.

As usual, two electives will also be offered.



On Monday, October 22, from 9:15 a.m. to 11:15 a.m., Tom Zlatic, Ph.D., will lead a session on **“Reflective Writing as a Teaching Strategy.”** The interactive session will be based on the book *Nourishing the Soul of Pharmacy: Stories of Reflection* (edited by Zlatic and William Zellmer), which is a collection of 78 reflections written by pharmacy faculty, practi-

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.

Contents:

Program Completion Celebrated in Hollywood, FL	1
TLCP 2012 Fall Programming	1
Mr. M... Teaching Amazing Lessons	2
Quote on Integrative Learning	3
Suggestions for Electives	3
ACCP Publications	3

tioners, and students. We will discuss the role of reflective writing in pharmacy for enhancing empathy, developing professional bonds, and professionalizing students. Participants will be provided criteria so they can analyze, discuss, and assess sample reflections. (See the related story below.)



On Tuesday, October 23, from 3:30 p.m. to 5:30 p.m., J. Chris Lynch and Erin Tempe Behnen will conduct a program on **“Crisis in Learning: Helping APPE Students to Be Effective in Difficult Situations.”**



As a good preceptor, you have a plan for the progression of your rotation students. But how do you handle the student who doesn't fit the mold or students who have difficulty illustrating empathy for patients? This timely new elective will explore the best methods to evaluate and enhance empathy in students as well as suggest how to handle an experiential student in crisis. We will evaluate and apply pertinent exercises, evaluations, policies, legislation, case law, and common sense to scenarios involving experiential students facing unique challenges. Participants will apply FERRPA, The Americans with Disabilities Act, and other relevant guidelines to case studies toward enhancing empathy for patients and toward teaching experiential students in crisis.

Registration forms for the ACCP Annual Meeting and pre-symposia, which include Teaching and Learning programming, can be found at www.accp.com/am.

Mr. M...Teaching Amazing Lessons in Life and Beyond

Erica Estus, Pharm.D., CGP



Editor's Note: For the collection of essays titled Nourishing the Soul of Pharmacy, Dr. Estus wrote a reflection on an older patient volunteer who taught valuable life lessons, not only for her students

but for herself as well. To commemorate the recent passing of the patient, she has provided the following update.

When initially reading the submission call for ACCP's *Nourishing the Soul of Pharmacy: Stories of Reflection*, I never questioned that Mr. M was my most memorable experience. At that time, he was thriving and full of zest, capturing every positive aspect of aging, and it was he as a person who inspired me to write his story. But I didn't do it right away. One day, I started writing, unsure of my direction, but unlike any other writing project, the words just flowed.

I wrote about Mr. M as a man who initially interacted with my

students as a patient volunteer at a senior living community, but he became so much more. At the time, he was 88 and took only two medications. We wondered if we would have enough to discuss with him about his health care on that first visit. But it quickly became clear that he would be the one doing the educating. He taught life lessons that went well beyond his prescriptions: healthy aging, exercise, dabbling in the stock market, friendship, and remaining positive when faced with sadness. He beamed from ear to ear with happiness when he was with the students, and they felt the same about him. He visited the URI campus and was a regular participant in my geriatric pharmacotherapy elective; we joked that he should earn an honorary degree. But his favorite line, and ultimately the title of my essay, was the true inspiration: "It took me 88 years, but I finally got to college."



In retrospect, I am grateful that I wrote this reflection piece, working through my uncertainty of what to say, worried that it wasn't "pharmacy enough," because now, Mr. M's story

is preserved within the publication to share with others. From his perspective, he never could understand why I wanted to write about him; he just didn't see what was so special or why anyone would be interested in reading about him. He laughed out loud when I asked his permission to use him as a "subject" for my essay. And his inability to understand the gifts that he could share is what made him so special. Even after the essay was published and I gave him a copy, he could not understand the fuss. He joked about the fact that he never went to college but that he was able to "hang out" with the college students in my course. He told me he admired my work as an educator who connected generations through my programs and activities, but the respect that I had for him far surpassed his admiration for me. Then, after reading my essay, he knew that.

And thereafter, the man who seemed invincible began to weaken. It was a series of events, during the course of a year, but I began to tell myself that my friend, who seemed just like me in mind and spirit, really was not like me in body. And over time, he slowly began to go down that path that, for all of his 92 years, he had talked about wanting to avoid. And one day, there I was, staring at a man who resembled my friend physically but who was unrecognizable in every other sense. I remember being very shaken by what I saw and not knowing

I am indebted to my father for living, but to my teacher for living well.

—Alexander the Great

what to do, despite talking about the dying process and “experiencing” it with other patients, even family members. This was different, and I can’t explain why. I spoke softly to him and got right in front of him when his eyes popped open. And he knew. And I knew, too. Because friends always know. And although that was our last day together, I knew he’d always be part of me as a teacher, pharmacist, person, and friend.

He had a small, simple, distinguished, full military funeral service, just the way he had wanted it. Because if nothing else, every choice Mr. M made was his: this was a recurring and underlying theme within all the life lessons. But I learned later exactly how many people he was connected to through his family, military service, volunteer work, occupation, and personal life—and I was a little sad that so many of them did not have the chance to say goodbye. But then I told myself that he’d be okay with that because those who maintained that friendship with him were there. After all, it was about what he wanted, his choice.



After Mr. M’s passing, I shared the essay with his family and close friends. Like me, they could still visualize his expressions, recall the way he pointed his finger when he gave financial advice, hear his quirky laugh—the same traits I reflected on when writing the initial piece. The essay has also been shared within the corporate management of the senior living community where he resided, and the people who read it did not know him. I suspect their reaction was one of admiration, respect, and genuine appreciation that Mr. M had made such an impact. Those who didn’t know him will likely ask how they can replicate that relationship. They can try, but there will never be another Mr. M. And quite honestly, I do not want to meet another one because he was one of a kind.

He will always be part of my teaching, who I am, and who I will become. His attitude and positivity is what I think about when planning programs between students and older adults. He touched so many people with his sense of humor and words of wisdom. And now, in his death, his memory will continue to be shared: a simple story with a simple lesson from a man who took only two medications but was far from simple.

I like a teacher who gives you something to take home to think about besides homework.

—Lily Tomlin

Quote on Integrative Learning

Evidence-based problem solving represents an integrative approach to the application of scientific principles across the natural, behavioral, and social sciences. As opposed to the traditional reductionist approach that examines the impact of one factor at a time, evidence-based problem solving examines interactions between factors and brings together a range of disciplines. In addition, it goes beyond explanation to implementation and evaluation. Evidence-based problem solving can be an especially effective method for achieving the Fourth LEAP Essential Learning Outcome: integrative and applied learning.

—Richard Riegelman

Evidence-Based Problem Solving:

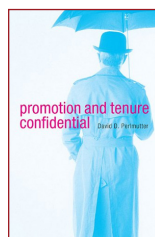
Liberal Education and Preparation for the Health Professions
Spring 2012, 98.2

Suggestions for Electives

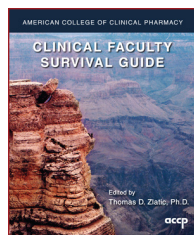
The TLCP faculty are considering topics for electives at upcoming ACCP meetings. If you would like to provide suggestions, please contact Tom Zlatic at tom.zlatic@stlcop.edu.

ACCP Publications for Academy Participants

The [ACCP Bookstore](#) is your best source for meaningful books to add to your must-read list. Listed below are three titles of particular interest to Academy participants working toward their Teaching and Learning certificate:



Promotion and Tenure Confidential. It is never too early to begin thinking about that all important venture of working toward tenure. How do you begin? *Promotion and Tenure Confidential* is an astute and practical book which shows that P&T is not just about research, teaching, and service but also about human relations and political good sense. Drawing on research and extensive interviews with junior and senior faculty across many institutions, the book provides you with clear-sighted guidance on planning and managing an academic career, from graduate school to tenure and beyond.

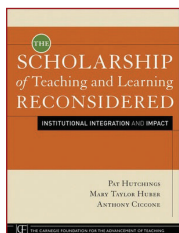


ACCP’s ***Clinical Faculty Survival Guide*** provides practical information, advice, and encouragement to ensure your success as a clinical faculty member in the varied roles of practitioner, teacher, researcher, and scholar. As a new faculty member, you will find this book helpful and easy to read as you obtain a head start on a long and successful career. And

if you are a more seasoned faculty member who serves as a mentor to younger colleagues, you will find the book's content useful and advantageous for imparting career advice.

Step-by-step suggestions and advice provide the knowledge and skill you need in the important subjects of Clinical Practice; Leadership; Teaching, Precepting, and Mentoring; Research and Scholarship; and Lifelong Learning.

Comprehensive references and links to useful resources are provided throughout.



The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact. Drawing on experiences with the individuals, campuses, and professional associations associated with the Carnegie Academy for the Scholarship of Teaching and Learning and the Institutional

Leadership Program, this resource examines four critical areas where engagement with the scholarship of teaching and learning can have a significant effect. This book is intended for a broad audience of campus leaders and faculty with an interest in supporting new directions in teaching and learning.

Important topics covered include: Why the Scholarship of Teaching and Learning Matters Today; The Scholarship of Teaching and Learning, Professional Growth, and Faculty Development; The Scholarship of Teaching and Learning Meets Assessment; Valuing—and Evaluating—Teaching; and Getting There: Leadership for the Future.

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I have never in my life learned anything from any man who agreed with me.

—Dudley Field Malone



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