

TLCP Certificate Awarded to 28 Graduates

Congratulations to the 28 participants who were awarded certificates upon their completion of the requirements for the ACCP Teaching and Learning Certificate Program on October 23, 2012, at Atlantic Ballroom I of the Westin Diplomat Resort in Hollywood, Florida.

ACCP President Larry Cohen officiated at the ACCP Academy ceremony in honor of 60 graduates from four ACCP Academies: Teaching and Learning, Leadership and Management, Research and Scholarship, and Career Advancement. ACCP Past-President John E. Murphy, Pharm.D., FCCP, FASHP, addressed the participants, commending them on their motivation and efforts. A reception followed the ceremony.

To earn the certificate, participants completed 28 hours of educational programming and documented their proficiency in planning, implementing, and assessing student learning in an electronic portfolio, which was reviewed by a faculty mentor.

Since the inception of the Academy certificate program in 2006, 86 participants have received the Teaching and Learning Certificate.

We hope that those awarded the certificates will continue their association with the ACCP Academy by serving as mentors for future enrollees. Anyone interested in serving as a mentor should contact Zangi Miti at zmiti@accp.com.



Those receiving the certificate are as follows:

1. Samantha S. Bastow, Pharm.D.
2. Christy Burrows-Grandstaff, Pharm.D., BCPS
3. Hope Campbell, Pharm.D., BCPS
4. Mark J. Chirico, Pharm.D.
5. Ariane O. Conrad, Pharm.D., BCACP
6. Quinn A. Czosnowski, Pharm.D.
7. Lindsay E. Davis, Pharm.D., BCPS
8. Mark A. Della Paolera, Pharm.D., R.Ph., BCPS
9. Amy M. Drew, Pharm.D., BCPS
10. Lori J. Ernsthausen, Pharm.D., BCPS
11. Charlotte Farris, Pharm.D.
12. Leslie A. Hamilton, Pharm.D., BCPS
13. Lisa M. Holle, Pharm.D., BCOP
14. Kristi W. Kelley, Pharm.D., BCPS
15. Joseph M. LaRochelle, Pharm.D.
16. Kelly A. Lempicki, Pharm.D., BCPS
17. Cara L. Leos, Pharm.D., BCPS
18. Delilah J. McCarty, Pharm.D.
19. LaDonna M. Oelschlaeger, Pharm.D.
20. Priti N. Patel, Pharm.D., BCPS
21. Alison M. Reta, Pharm.D.
22. Keturah Reid Robinson, Pharm.D., BCPS, CGP
23. Katie E. Ronald, Pharm.D., BCPS
24. Christie Schumacher, Pharm.D., BCPS, BC-ADM, CDE
25. Dane Shiltz, Pharm.D., BCPS
26. Ashley M. Taylor, Pharm.D.
27. Shandrika Williams, Pharm.D., BCACP
28. Christine Kelly Yocum, Pharm.D.

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.

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ACCP in Reno 2013

Once again, TLCP programming in Reno will be organized so that participants can complete a required symposium and two electives during a 1- or 2-day stay, Sunday – Monday, April 21–22. Two required symposia will be offered.

Planning for Effective Teaching (module 1)

Faculty: Brenda Gleason, Sheldon Holstad,
Daniel Longyhore, Thomas Zlatic
Sunday, April 21, 8:00 a.m.–noon

Assessing Student Learning (module 3)

Faculty: Sheldon Holstad, Sara Lanfear, Zack Stacy, Thomas Zlatic
Monday, April 22, 8:00 a.m.–noon

A participant in “Planning for Effective Teaching” is not eligible to enroll in “Assessing Student Learning” until the ACCP 2013 Annual Meeting in Albuquerque, after all portfolio assignments for “Planning for Effective Teaching” are completed.

In addition, two electives will be offered.

Mentoring Students to Become Standout Pharmacy Residency Candidates

Faculty: Keri A. Sims, Pharm.D., BCPS;
and Zachary A. Stacy, Pharm.D., BCPS
Sunday, April 21, 1:30 p.m.–3:30 p.m.



In Drs. Keri Sims and Zack Stacy’s presentation, “Mentoring Students to Become Standout Pharmacy Residency Candidates,” participants will be guided through identifying the steps that pharmacy students (P1–P4) need to take to be competitive residency candidates. Participants will have the opportunity to self-assess their personal and/or institutional strengths and weaknesses in preparing students to become standout pharmacy residency candidates and to devise a plan to improve their current methods.

Leading Others to Learn

Faculty: Robert E. Smith, Pharm.D.
Sunday, April 21, 3:45 p.m.–5:45 p.m.



Dr. Smith, director of the ACCP Academy on Leadership, will present the elective “Leading Others to Learn.”

One of the most important elements in the teaching and learning process—if not the most important—is, “who is the teacher.” What you teach, why you teach it, and how you teach it are all important and necessary, but even when taken together,

they are insufficient to describe the various factors involved in maximizing learning. This 2-hour interactive workshop will examine the personal characteristics necessary to make “who is the teacher” more effective in leading others to learn. Participants should come prepared to discuss their favorite teachers as well as relate how they achieve effectiveness in the learning process.

Editor’s Note

At the ACCP fall meeting in Hollywood, Florida, last October, Chris Lynch and Erin Timpe Behnen presented a thought-provoking TLCP elective on “Crisis in Learning: Helping APPE Students to Be Effective in Difficult Situations.” The essay that follows extends the content of their presentation.

Helping APPE Students Cope with a Patient Death



Erin Timpe Behnen, Pharm.D., BCPS;
and J. Christopher Lynch, Pharm.D., BCACP

Many pharmacy students cite as one of their motivations for entering the profession of pharmacy their desire to care for and help people. It therefore makes sense that most of the curriculum in pharmacy school focuses on teaching students to care for patients in a way that will promote for them long and healthy lives. However, many pharmacy programs don’t actively train students for what happens when those strategies fail or how to adjust those strategies when a patient has a terminal illness.¹ We may talk about critical care therapies and how to adjust ventilator settings, but we forget to talk about and prepare the student for the sometimes shocking physical appearance of the critically ill patient. Likewise, we focus a great deal on therapeutic strategies to decrease elevated LDL cholesterol levels to improve patients’ cardiovascular morbidity and mortality to a point that it may be difficult for students to recognize that this is not a priority when a patient is at the end of life—or even that the most advanced preventive medicine therapies at some point fail. So when a student is on rotation and sees a patient at the end of life for the first time, it can be a shock. Whether the patient is in the ICU or an

*The only person who is educated is the one
who has learned how to learn and change.*

—Carl Rogers

ambulatory or home care setting, his or her death can be difficult for the student, especially if the student has developed a relationship with the patient or the patient's loved ones.

The ACPE (Accreditation Council for Pharmacy Education) Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree² suggests that "principles of end-of-life care" be incorporated in the curriculum; however, a survey of schools of pharmacy found that 18% of responding schools did not formally offer training in death, dying, and bereavement. Eighty-two percent of the 61 responses stated that a lecture or series of lectures is taught related to the subject.¹ Therefore, students may not be exposed to a patient at the end of life or a patient death until they are on experiential rotations.

On experiential rotations when students may be likely to encounter a patient death (e.g., hospice or critical care rotations), time may be spent preparing students for what they may likely encounter during an orientation session, including how treatment priorities may be different. On rotations when an unexpected patient death has occurred, a debriefing session with the student may be beneficial. The degree of the student's response to a patient's death will likely vary between students on the basis of their own feelings about and exposure to death and may depend on the intensity of the relationship between the student and the patient. In the same way that we feel good when we help a sick patient, it may be normal to feel sad when a patient dies. It may be helpful to let students know that it is okay to feel sad about a patient's death and to recognize that they may be grieving. Provide resources to help recognize symptoms of grief as well as beneficial coping mechanisms to help the student avoid negative coping mechanisms such as binge drinking or emotional isolation.

It is important to realize that each student is an individual and may respond to a patient's death differently. Even though a patient death may not have strongly affected you as a preceptor, remember that this may have been the student's first exposure to a patient death and appreciate that he or she may have a stronger emotional response.

References:

1. Dickinson GE. End-of-life and palliative care education in US pharmacy schools. *Am J Hosp Palliat Care* 2012 Aug 9. [Epub ahead of print]
2. ACPE Accreditation Standards and Guidelines. Accreditation Council for Pharmacy Education. Available at <https://www.acpe-accredit-it.org/pdf/FinalS2007Guidelines2.0.pdf>. Accessed March 9, 2013.

If you think your teacher is tough, wait until you get a boss. He doesn't have tenure.

—Bill Gates

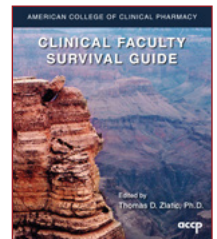
Food for Thought

Dr. Tom Zlatic's elective at last fall's ACCP meeting, "Reflective Writing as a Learning Strategy," provoked thoughtful responses from participants regarding the use of reflection for students' development of empathy and professionalism within patient care. It was suggested that faculty can also use reflections to enhance their own professional performance and formation of professional bonds. Participants were encouraged to initiate, at their own institutions, discussions with faculty and students regarding reflections on their own patient encounters and the reflections of others, as found in collections such as *Nourishing the Soul of Pharmacy* and elsewhere.

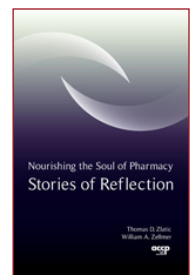
From the ACCP Bookstore ...

The [2013/2014 ACCP Publications Catalog](#) is now available. This four-color catalog contains new and favorite titles in Teaching and Learning and other valuable categories. [Request your complimentary copy](#) and begin exploring publications like the following:

[ACCP's Clinical Faculty Survival Guide](#) is full of practical information, advice, and encouragement to aid in realizing success in your role of practitioner, teacher, researcher, or scholar. The book offers meaningful advice on planning your personal and professional development, guidance on opportunities for you to provide meaningful service to your institution and community, and tips on preparing yourself to assume a leadership role in your current or future position. If you are a new faculty member, you will find this book helpful and easy to read. If you are a resident, fellow, or graduate student preparing to pursue an academic position, this text will give you a head start on a long and successful career. And if you are a more seasoned faculty member serving as a mentor to younger colleagues, you will find the book's content useful and advantageous for imparting career advice.

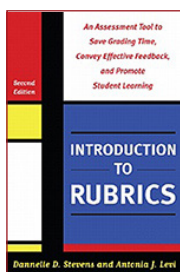


[Nourishing the Soul of Pharmacy: Stories of Reflection](#) is a collection of reflective essays developed to share stories of patient encounters—encounters that led to critical insight into patient care skills and ways in which they can be improved. The stories were submitted by contributors at all stages of education and practice—faculty,



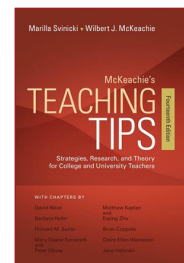
pharmacy directors, clinicians, preceptors, residents, students, and pharmacists from all practice settings. The book is intended for several audiences: practitioners, educators, and students as well as patients, caregivers, and other health care professionals who seek a better understanding of pharmacists and the varied roles they perform. Regardless of your present career level, critical reflection on the situations you encounter as a pharmacist can lead to greater clinician empathy for the patient and thus improved patient care.

The new (2012) second edition of *Introduction to Rubrics* has been expanded to cover the use of rubrics for grading, online courses, self-assessment of teaching, program assessment, and service learning, among other applications. This edition retains the appeal, clarity, and practicality that made the first so successful, and it continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a many different courses and in all forms of assignment.

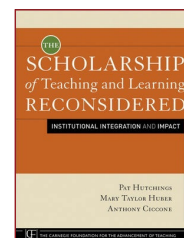


The 14th edition of *McKeachie's Teaching Tips* is now available. A classic in professional teaching methods, this book was originally written to help new college teachers feel at ease and start teaching effectively in their classrooms. The book still serves this purpose, whether you are already teaching or preparing to

do so. At the same time, many experienced instructors say they keep the book handy as an ongoing resource. This indispensable handbook provides helpful strategies for dealing with the everyday challenges of university teaching and those that arise in your efforts to maximize learning for every student. The suggested strategies are supported by research and are adaptable to specific classroom situations. Rather than suggest a “set of recipes” to be followed mechanically, the book provides instructors the tools needed to deal with the ever-changing dynamics of teaching and learning. Each chapter has been updated to include new developments in technologies and instructional strategies.



New to the bookstore, *The Scholarship of Teaching and Learning Reconsidered* examines four critical areas in which engagement with the scholarship of teaching and learning can have a significant effect. This book is intended for a broad audience of campus leaders, faculty, and people in foundations and other education associations with an interest in supporting new directions in teaching and learning.



The [ACCP Bookstore](#) strives to provide the most up-to-date and useful professional resources. Visit the bookstore often to take advantage of this ACCP benefit.

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

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