Speakers Sought for TLCP Elective, Spring 2015

The TLCP is inviting "graduates" and current enrollees to participate in the presentation of a TLCP elective at the 2015 ACCP meeting in Rosemont, Illinois, April 10–12, 2015.

From our TLCP sessions, it is clear that our participants have been involved in innovative educational practices within a wide variety of institutional and practice settings. This elective provides an opportunity for all of us to learn from one another how to be more successful in the classroom and clinic. We are hoping particularly to learn how TLCP participants have enhanced their teaching as a result of the TLCP-required programming, electives, and webinars.

If you have an application of TLCP workshop materials that you would like to present, please send a proposal to Zangi Miti (zmiti@accp.com) by October 31, 2014. Include in your proposal (1) a summary of your presentation, (2) materials related to the teaching concept/strategy, (3) a curriculum vitae, and (4) a letter of support from your mentor or someone familiar with your teaching and presentation skills. Contact Tom Zlatic (tzlatic@stlcop.edu) for further information.

> *It is the supreme art of the teacher to awaken joy in creative expression and knowledge.*
>
> –Albert Einstein

Follow Up on Experiential Education: Practical Tools for Enhancing the Clinical Experience

Andrew J. Crannage, Pharm.D., BCPS, and Matthew K. Pitlick, Pharm.D., BCPS

It is often too easy to just get stuck in the same way of doing something time and time again. Experiential education and training are no exceptions. Students come and go every 4–6 weeks like clockwork. Sometimes, we take for granted that these students are coming to learn and develop the knowledge and skills necessary for a fulfilling career. We preceptors must develop innovative but practical techniques to enhance student learning and not become routine in our teaching methods—for the sake of both student and preceptor. The ACCP Teaching and Learning Certificate elective, "Experiential Education: Practical Tools for Enhancing the Clinical Experience," was developed to advocate for new and exciting technologies, games, and organizational skills for precepting students in the experiential setting.

One challenge facing preceptors is learning how to effectively interact with and educate this "millennial" generation. This group possesses favorable qualities, including high motivation and the ability to work well in groups,[1] but they can create difficulties because they often require immediate feedback and tend not to do well with downtime.[1] However,

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now is an excellent time to begin using new methods of experiential teaching and new technology.

The Accreditation Council for Pharmacy Education (ACPE) released new draft standards in February 2014.[2] Included in these standards are sections addressing direct patient care. The standards state that students should be engaging in activities designed to further advance evidence-based therapeutic decision-making, collaborative and interprofessional team-based care, clinical services entrepreneurship, and systems management.

Traditional learning strategies that have been used in the past to accomplish this goal have included patient interviews, drug information papers or clinical inquiries, management of specific patients, chart reviews, clinical consults, patient care rounds, journal club presentations, patient case presentations, topic discussions, SOAP notes, and therapeutic debates, among many others. Newer aspects such as technology, organizational tips/strategies, document sharing tools, and rotation quiz assessments are all practical tools that can be incorporated to enhance the traditional methods while optimizing the overall experience for the student. Some examples of specific tools discussed during this TLCP elective session include:

- Google Drive®
- Dropbox®
- Prezi®
- Outlook® Calendars
- Google Calendars®
- Course Management Systems
- How-to Videos
- Electronic Assessments
- YouTube®

If you are able to implement any of these or other strategies for enhancing learning in the clinical setting, we would like to hear about them. Pharmacists and preceptors rarely get to show their creative side. With the new technologies available and a new generation of students needing different teaching methods, now is the time to dream big and be imaginative in how preceptors approach experiential education. As a wise person once said, "There is no time like the present."

1. Roberts DH, Newman LR, Schwartzstein RM. *Twelve tips for facilitating Millennials' learning*. Med Teach 2012;34:274-8.

2. Accreditation Council for Pharmacy Education (ACPE). Draft Standards 2016: Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Chicago: ACPE, February 2014. Available at https://www.acpe-accredit.org/deans/StandardsRevision.asp. Accessed July 18, 2014.

> *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

Computers in Class: Know When and How to Use Them

In the TLCP sessions, we have tried to demonstrate the immense potential of electronic technologies for education. For instance, Dr. Renato Cataldo has provided convincing evidence for the advantages of the "flipped classroom" for enhancing student learning. However, it is also important to be aware not only of the best ways to employ technology but also of technology's potential negative effects.

One recent research study, titled "The Pen Is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking" in the journal Psychological Science, found that "students who took notes on laptops performed worse on conceptual questions than students who took notes longhand" (http://pss.sagepub.com/content/25/6/1159).

Even more intriguing are the findings of a study titled "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers" in the journal Computers & Education (Comput Educ 2013;62:24-31): "Multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content" (http://bama.ua.edu/~sprentic/695%20Sana%20et%20al.%202013-laptops.pdf).

In the latter study, students were asked to take notes during a lecture but were also told to perform other unrelated tasks when they had time—that is, they were asked to multitask in order to simulate how many students actually used computers during lecture: checking Facebook, e-mail, surfing, and so forth. In a second experiment, students were asked to take notes with pencil and paper, but they were surrounded by other students who were multitasking on computers; the hypothesis was that the students using pencils and paper could be distracted by those using computers.

Students were then given comprehension tests. The researchers found that students who sat near to students multitasking in class had significantly lower grades, even though they themselves were not using computers. Specifically, they found that "being in view of multitasking peers lowered test performance by 17%."

This does not prove, of course, that computers in the classroom are counterproductive, but it does provide evidence that instructors and students must use computers for task-related purposes if they are to benefit from electronic technology.

Resource for Teaching and Learning

"Tomorrow's Professor©" is an electronic newsletter that periodically provides short articles on teaching and learning. Past posts have included articles such as "How Students Learn, How Teachers Teach, and What Goes Wrong with the Process"; "The Information Glut; a New (or Is It Old?) Perspective"; "Respecting Our Students"; "Other Uses of Teaching Evaluations"; "The 'Next-Stage' Approach to Preparing for an Academic Career"; and "On Linking Research Grants to Teaching Evaluations." (See http://web.stanford.edu/dept/CTL/Tomprof/index.shtml articles are also archived.)

Keeping Track

Portfolio Assignments

The online portfolio system is available at www.accp.com/academy. If you have not already done so, please visit the site today to begin assignments for the courses you've completed. Online portfolio assignments must be completed within 6 months of participating in a module.

> *I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.*
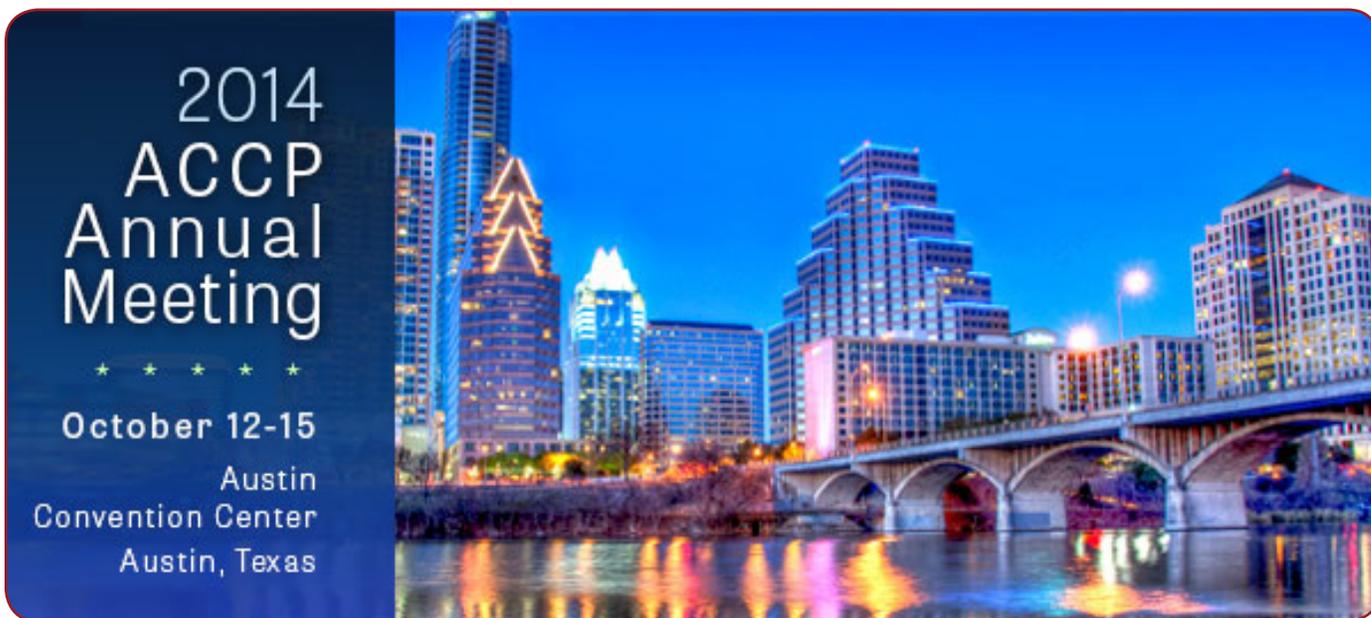>
> – John Steinbeck

Progress Reports

Progress reports are available at any time in your online portfolio. Progress reports will be updated within 14 days after the conclusion of each ACCP meeting. To view your updated progress report, visit www.accp.com/academy.

Register for the 2014 ACCP Annual Meeting

Continue your live course participation by registering for the 2014 ACCP Annual Meeting, to be held October 12–15, 2014, in Austin, Texas. Register by September 5, 2014, to take advantage of discounted early registration rates. To register and review the full programming schedule, please visit www.accp.com/am.

2014 ACCP Annual Meeting
October 12-15
Austin Convention Center
Austin, Texas