

Congratulations...

In San Francisco, ACCP will award 57 certificates to participants who have completed the requirements for one of four ACCP Academies: Teaching and Learning, Leadership and Management, Research and Scholarship, and Career Advancement. The 33 graduates from the Teaching and Learning Certificate Program (TLCP) are:

- Lindsay S. Acree
- Jose Barboza
- Ashton E. Beggs
- Laura Lo Castro Bio
- Jane Bowen
- Rebecca Bragg
- Allison M. Chung
- Jaclyn D. Cole
- Rachel S. Dispennette
- Sarah Jane E. Faro
- Emily Frederick
- Christopher J. Gillard
- Elisa Greene
- Melody L. Hartzler
- Alex N. Isaacs
- Brittany Johnson
- Yardlee S. Kauffman
- Cassandra L. Legari
- Christina M. Madison
- Allison M. Mann
- Michelle Maynard
- Karleen T. Melody
- Melanie Michael
- Leena Myran
- Venita Papillion
- Mara Poulakos
- Sara Richter
- Melissa Ruble
- Jennifer L. Simon
- Ted Simper
- Katherine P. Smith
- Jeremy W. Vandiver
- Gwendolyn Wantuch

A ceremony to honor those completing their certificates will be held on Tuesday, October 20, from 8:00 a.m. to 9:00 a.m. in Continental Ballroom 5. Dr. Curtis Haas, director of pharmacy for the University of Rochester Medical Center (URMC) in Rochester, New York, will be the commencement speaker. ACCP President Judy Jacobi will officiate. Mentors and family are welcome to attend.

To this year's graduates: Thank you for your lively discussion and for sharing your experiences with the group. It was a stimulating environment.

And Welcome!

We look forward to meeting new enrollees in the TLCP. To help prepare for the program, we are asking you to complete two tasks before the sessions.

First, a questionnaire will be e-mailed to you so that we can get a better idea of your background and your goals for the TLCP. We will try to tailor the program to meet your goals. Please return the completed questionnaire to Zangi Miti (zmiti@accp.com) by October 8.

Secondly, for the second required program of the TLCP, Planning for Effective Teaching, we are asking you to view a short video before the session. You may access the video at <http://www.accp.com/gc15>. We will discuss this assignment as an example of a flipped classroom.



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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The two required programs at the San Francisco meeting are:

Teaching and Learning Primer

Saturday, October 17, 1:00 p.m. to 5:00 p.m.

Faculty:

- Krystal K. Haase, Pharm.D., FCCP, BCPS
Associate Professor, Head of the Adult Medicine Division, Department of Pharmacy Practice, Texas Tech University Health Sciences Center School of Pharmacy, Amarillo, Texas
- Daniel S. Longyhore, Pharm.D., BCACP
Associate Professor of Pharmacy Practice, Wilkes University, Wilkes-Barre, Pennsylvania; Ambulatory Care Pharmacist, St. Luke's Hospital & Health Network, Bethlehem, Pennsylvania
- Joseph J. Saseen, Pharm.D., FCCP, FASHP, BCPS, BCACP
Professor and Vice Chair, Clinical Pharmacy; Professor, Family Medicine, University of Colorado Anschutz Medical Campus, Skaggs School of Pharmacy & Pharmaceutical Sciences, Aurora, Colorado
- Thomas D. Zlatic, Ph.D.
Professor, St. Louis College of Pharmacy, St. Louis, Missouri

Planning for Effective Teaching

Monday, October 19, 1:30 p.m. to 5:30 p.m.

Faculty:

- Brenda L. Gleason, Pharm.D.
Associate Dean for Academic Affairs and Professor of Pharmacy Practice; St. Louis College of Pharmacy, St. Louis, Missouri
- Daniel S. Longyhore, Pharm.D., BCACP
Associate Professor of Pharmacy Practice, Wilkes University, Wilkes-Barre, Pennsylvania; Ambulatory Care Pharmacist, St. Luke's Hospital & Health Network, Bethlehem, Pennsylvania
- Joseph J. Saseen, Pharm.D., FCCP, FASHP, BCPS, BCACP
Professor and Vice Chair, Clinical Pharmacy; Professor, Family Medicine, University of Colorado Anschutz Medical Campus, Skaggs School of Pharmacy & Pharmaceutical Sciences, Aurora, Colorado
- Thomas D. Zlatic, Ph.D.
Professor, St. Louis College of Pharmacy, St. Louis, Missouri

In addition, the TLCP requires 8 hours (four workshops) of elective programming. In San Francisco, two electives are offered. To complete the TLCP within 1 year, participants should plan to attend both electives.

On Tuesday, October 20, from 10:15 a.m. to 12:15 p.m., Brenda Gleason, Pharm.D., will present Integration of CAPE 2013 with Ability-Based Education. Dr. Gleason was a member of the committee that produced the CAPE 13 Educational Outcomes, which have been incorporated into the standards set by the Accreditation Council for Pharmacy Education. She is currently



Gleason

associate dean for academic affairs and professor of pharmacy practice at St. Louis College of Pharmacy.

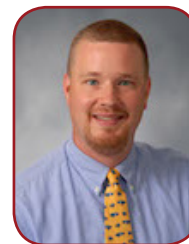
The second elective, provided by ACCP's Education and Training PRN is Maximizing Learner Assessment: Focus on Developing Metacognitive Skills; it is moderated by Eliza A. Dy-Boorman, assistant professor of the Department of Clinical Sciences at Drake University College of Pharmacy and Health Sciences, and clinical pharmacist at Penn Avenue Internal Medicine, Iowa Lutheran Hospital, in West Des Moines, Iowa.

Stephen F. Eckel, Pharm.D., BCPS, a clinical associate professor at UNC Eshelman School of Pharmacy and associate director of the Department of Pharmacy at the University of North Carolina Hospitals in Chapel Hill, North Carolina, will examine the difference between a "growth" mindset and a "fixed" mindset and will discuss ways to develop methods to encourage a growth mindset at your respective institution and generate a plan to stimulate a growth mindset within your workplace.



Eckel

The second speaker, David W. Stewart, Pharm.D., BCPS, an associate professor and vice chair of pharmacy practice at East Tennessee State University Bill Gatton College of Pharmacy in Johnson City, Tennessee, will illustrate methods to develop a growth mindset among pharmacy students and residents and formulate techniques to identify metacognitive skills in pharmacy students or residents during coursework and/or clinical rotations. Dr. Stewart will also focus on developing methods to improve metacognitive skills in pharmacy students during didactic coursework and on employing techniques to improve metacognitive skills in pharmacy students or residents during clinical rotations.



Stewart

Teaching-related Sessions Offered at the Global Conference

Several other teaching-related sessions may be of interest to enrollees. These include:

- **Global Development of Clinical Pharmacy Education**
Sunday, October 18; 3:15 p.m. to 4:45 p.m.
Location: Continental Ballroom 6
- **Best Practices/Dilemmas in Pharmacy Education**
Tuesday, October 20; 10:15 a.m. to 11:45 a.m. (PDT)
Location: Continental Ballroom 5
- **Global Health PRN and Health Outcomes PRN Focus Session—Challenges of Global Health: Fostering Education and Innovative Research to Advance and Sustain Global Health Initiatives**

Tuesday, October 20; 3:15 p.m. to 4:45 p.m. (PDT)

Location: Continental Ballrooms 1–3

- **Innovations in Pharmacy Education**

Wednesday, October 21; 9:45 a.m. to 11:15 a.m. (PDT)

Location: Continental Ballroom 5

Please visit <http://www.accp.com/meetings/gc15/schedule.aspx> for details on each session.

Global Collaboration in Pharmacy Education

Jacqueline McLaughlin, Ph.D.

[Editor's Note: This is the first of a five-part series about global pharmacy education.]

In October 2015, the American College of Clinical Pharmacy (ACCP) will host its Global Conference on Clinical Pharmacy, offering cutting-edge programming with global perspectives on emerging issues and challenges faced by clinical practitioners. This conference is timely, for interconnectedness and interdependency across and between countries has expanded significantly in recent years.

Globally, health care systems are rapidly changing (e.g., new models of care, electronic medical record implementation, health-system consolidation), and patient populations are becoming increasingly diverse. Concurrently, innovations in technology and pedagogy are permeating educational practice (e.g., flipped classroom, individualized learning),¹ but challenges within health professions and education highlight ongoing concerns about the ability of current educational practices to meet the evolving health care needs of our increasingly global society. Calls for reform within the changing landscape of health care delivery and pharmacy education point to the need to consider the role of global engagement in preparing our students for 21st-century health care.

Pharmacy educators have a growing number of opportunities to engage in collaborative work that positively affects education and improves health care worldwide.^{2,3} At the 2015 American Association of Colleges of Pharmacy (AACP) and Association of Faculties of Pharmacy in Canada (AFPC) Annual Meeting in National Harbor, Maryland, faculty from Monash University (Melbourne, Australia), University of California – San Francisco, University of Connecticut, and University of North Carolina at Chapel Hill provided an opportunity for attendees to reflect on global collaboration in pharmacy education and work toward envisioning the future of global pharmacy education in a continuing professional education program titled “From Prato to Maryland: Transforming Practice Through Global Education Collaboration.”⁴



McLaughlin

During the session, more than 80 workshop attendees envisioned the role of pharmacy education in transforming practice to meet global challenges, according to five major themes:

1. Developing a needs-based curriculum for a changing workforce and future practice;
2. Using pedagogy to drive technology and design of spaces for enhanced learning;
3. Teaching and assessment for every stage of the student life cycle;
4. Embedding leadership, mentoring, recognition, and professional development; and
5. Developing capacity for lifelong reflective learning.

Attendees considered the contextual issues affecting these themes, global challenges to meeting these needs, desired outcomes for our profession, and the role of global communities of practice in transforming pharmacy practice for each of these areas. To encourage ongoing dialogue, presenters advocated for the use of PharmAcademy (www.pharmacademy.org) as a platform for online communities of practice interested in engaging with colleagues around the world about these and other global challenges facing pharmacy.

Part 1: Needs-based curriculum: Pharmacists' roles are changing amid rapidly evolving societal and workforce needs. Increasing global demands for non-cognitive, meta-cognitive, and advanced practice skills (e.g., adaptability, inquisitiveness, empathy) point to the need to rethink what and how we educate student pharmacists. Needs-based education highlights the importance of skills necessary to meet workplace and societal needs—skills that expand beyond rote memorization of knowledge to include practice-based competencies such as empathy, adaptability, and resilience. This strategy requires an understanding of current and emerging health care demands, a focus on effective pedagogical practice, and a commitment to integrating contemporary pharmacy practice with our educational systems to support competency development in our students. In other words, a needs-based approach to teaching and learning emphasizes the alignment between what we teach students and what is actually happening in pharmacy practice.

Clinical faculty are uniquely positioned to influence how and what students learn. As our Academy grows increasingly diverse and expands globally, we must give careful consideration to how we prepare learners for contemporary and emerging pharmacy practice and what this means in the context of global health care. Designing and implementing a needs-based approach to education in the context

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

of globalization requires ongoing consultation and cooperative partnerships.⁵ Building and expanding our own skill sets (e.g., communication, adaptability) and relationships will enable us to better educate future pharmacists and influence practice moving forward. As part of the AACP/AFPC workshop, participants specifically discussed the importance of strategic thinking that aligns learning with practice and the possibility of moving from an emphasis on grades in our curricula to an emphasis on the competencies requisite for success.

Developing a needs-based curriculum for a changing workforce and future practice is a critical piece to ensure the ongoing success of our Academy. Future articles in subsequent newsletters will explore the remaining four themes of global pharmacy education. For now, it may be worth noting that pharmacy educators are increasingly provided opportunities for global collaboration that is not only of importance to themselves, but also of increasing importance and interest to larger audiences within the health professions.^{2,3} As our world becomes more connected, pharmacy educators should consider opportunities to engage in work that influences student preparedness to engage in global health care amid rapidly evolving practice and health care needs.

References

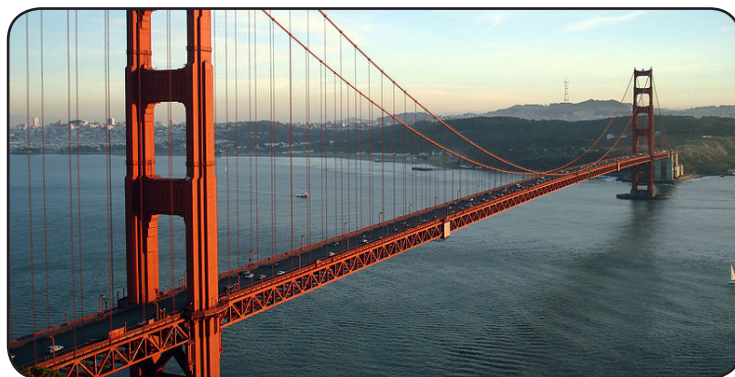
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A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.

—Horace Mann

Looking Forward to San Francisco



This year's annual meeting, the ACCP Global Conference on Clinical Pharmacy, will be held October 17–21, 2015, in the “City by the Bay,” San Francisco, California. Global Conference attendees will have the opportunity to experience the unique charm, cultural diversity, exotic cuisine, and dramatic coastal panorama offered by this captivating destination. Stretched out over a series of hills, San Francisco features sweeping views of the city's many landmarks, including the Golden Gate Bridge, Alcatraz, and Coit Tower. Meeting attendees can spend their evenings indulging in the city's wide choice of dining options, exploring eclectic neighborhoods like the Castro District or Chinatown, or experiencing its world-renowned contemporary and modern art museums, theaters, and popular tourist attractions, including the San Francisco Museum of Art, Fisherman's Wharf, Alcatraz Island, and Golden Gate Park.

Global conference attendees can also look forward to the stylish guestrooms and state-of-the-art meeting facilities offered at the Hilton San Francisco Union Square, ACCP's headquarters hotel. Located in the heart of downtown San Francisco, the Hilton San Francisco Union Square is one of the largest and tallest hotels on the West Coast, featuring three towers with guest rooms and suites offering exquisite views of the city and easy access to Nob Hill, Chinatown, and fantastic shopping, dining, and entertainment opportunities at Union Square. To learn more about what San Francisco and the Hilton San Francisco Union Square have to offer, visit www.aacp.com/gc.

ACCP Publications for Academy Participants

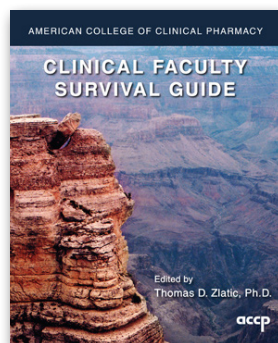
The [ACCP Bookstore](#) is your best source for meaningful books to add to your must-read list. Listed below are three titles of particular interest to Academy participants working toward their Teaching and Learning certificate:

Clinical Faculty Survival Guide

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.

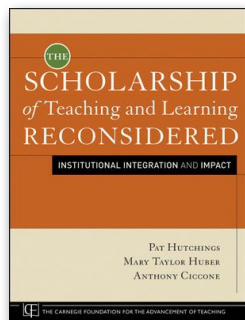
Comprehensive references and links to useful resources are provided throughout.



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, [The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact](#) 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.

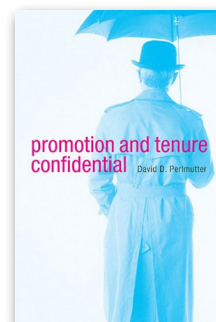
Important topics covered include: Why the Scholarship of Teaching and Learning Matters Today; The Scholarship of Teaching and Learning, Professional Growth, and Faculty Development; The Scholarship of Teaching and Learning Meets Assessment; Valuing—and Evaluating—Teaching; and Getting There: Leadership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



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 Publications continue to be your best source for ensuring lifelong learning in the areas of therapeutics, research, teaching, pharmacy practice, and leadership. Visit our Web site often to find your best deal on the best resources for your professional development.



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.

Progress Reports

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

*Education is what survives when what has
been learned has been forgotten.*

—B. F. Skinner

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