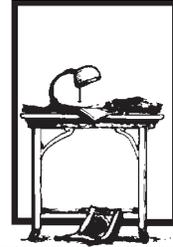


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## *EDITORIAL*



### Message from the Editor

If you spend much time speaking with pharmacy faculty, the topic of conversation will almost inevitably lead to professionalism, namely the attitudes and behaviors displayed by our students. Many faculty members note the sense of entitlement students appear to have as it relates to the rewards of a professional education (e.g., well-compensated jobs, new cars, vacations to exotic locations) well before those rewards have been “earned.” Others note the language, clothing (or lack thereof), and body jewelry displayed by students in the classroom and at their practice sites. Faculty (many of whom are also pharmacists) sense that our students seem to be focused on themselves and not on their patients, nor on organizational or social issues which many feel are the hallmarks of being a “professional.”

Colleges of pharmacy have addressed the development of professional attitudes and behaviors by our students in a number of ways. The University of Georgia College of Pharmacy, as described by Duke and colleagues in this issue, have developed curricular competency statements and student policies regarding professionalism. The intention of these statements and policies is for professional development to occur more consistently as students progress through their program of study, and that

there be consequences associated with chronic or severe episodes of unprofessional behavior. Student professionalism is an international concern in pharmacy education as well. In this issue Lerkiatbundit cross-validates an attitudinal professionalism scale that has been used in US pharmacy students among students at Prince of Songkla University in Thailand.

A common method to inculcate professional attitudes and beliefs among pharmacy students has been to place more patient-related experiences early in the professional curriculum, including service learning. Coffey and colleagues describe the results of a longitudinal study of student attitudes toward professionalism at Mercer University Southern School of Pharmacy. They also discuss the implications these results have on the development of practical skills and professional behaviors.

It is common for pharmacy faculty to use our students as the unit of analysis when studying professionalism. However, researchers should be encouraged to turn the scope of at least some of their studies back onto ourselves. A quick review of the literature finds practically no studies which focus on the professional beliefs, attitudes and behaviors of pharmacy faculty in their classrooms, laboratories and practice sites. While numerous studies point to the role that faculty play in the professional socialization of their students, one gets the impression that these researchers assume that all faculty are inherently professional, and that unprofessional behaviors displayed by our students can't possibly be a function of what they experience from their faculty. On the other hand, we can certainly think of occasions when a colleague (or perhaps even ourselves) has not displayed professional behavior when interacting with students, even for incidents as seemingly benign as not returning a graded assignment when promised. We often see comments on student evaluations of faculty which state "Dr. Pillpusher was not professional," but generally don't dig deeper to determine the specific behaviors displayed by the faculty member that were deemed unprofessional. Given the stage that pharmacy students are in their professional development and the role that pharmacy faculty play as referents in their professional socialization, it behooves us to study faculty members' professional attitudes and behaviors more closely.

Two manuscripts appearing in this issue describe important issues related to the teaching and assessment of pharmacy students. Hill and Talluto describe a visual learning process they have developed to encourage the use of critical thinking in pharmacy students as they prepare to counsel patients about their medications. Burkiewicz and colleagues discuss the development, validation and implementation of a pre- and

post-test ambulatory care knowledge assessment to track student progress over the course of a clinical rotation.

The final two articles are of global interest to many pharmacy faculty members. Lenz examines differences in faculty workload between traditional campus-based and web-based teaching, which is an important issue as universities seek ways to leverage technology to serve ever-growing student and faculty needs. Ryan and colleagues use a national survey of college of pharmacy administrators to examine relationships between board certification and reward structures for pharmacy practice faculty.

This marks the second issue since I was named the editor of the *Journal of Pharmacy Teaching* in November 2004. My ability to effectively produce this journal rests squarely on the contributions of the many colleagues who have written and reviewed papers, sent letters, copyedited manuscripts, or otherwise helped bring this issue into your hands (or onto your computer screen). Near the end of this issue, you will find the names of the colleagues who reviewed manuscripts for Volume 12, to whom I am indebted for their willingness to contribute their time and efforts for no other recognition than to have their name appear on this list. I also wish to thank the Associate Editors (Susan Bruce, Jean Carter, Evan Robinson, Beverly Talluto, Robin Zavod) who have already done much to not only make my job as editor more manageable, but to also provide a sense of direction which will help guide this journal into the future.

*David P. Zgarrick, Ph.D., R.Ph.*