
EDITOR'S NOTE



Teaching—and Learning—Pharmacy Ethics

With this issue, the *Journal of Pharmacy Teaching* begins its sixth volume of publication and continues its practice of publishing the proceedings of selected conferences related to pharmacy teaching.

"Teaching and Learning Strategies in Pharmacy Ethics" was the second in a series of ethics seminars for pharmacy faculty developed and coordinated by the School of Pharmacy and Allied Health Professions at Creighton University, April 19-21, 1991, in Omaha, Nebraska, under the capable direction of Dr. Amy Marie Haddad, Professor and Assistant Dean for Administration, and supported by an educational grant from The Upjohn Company of Kalamazoo, Michigan.

The seminar sought to provide assistance to pharmacy educators in developing concrete teaching methods and course design. Its specific goals were to provide an opportunity for formal and informal discussion of

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ethics teaching strategies that have proven to be effective in pharmacy programs and provide models for course content in a variety of formats.

Three hundred copies of the first edition of *Teaching and Learning Strategies in Pharmacy Ethics* were printed and distributed through the pharmacy liaison representatives of The Upjohn Company. The 300 original copies quickly disappeared, but requests for copies of "The Pink Book," as it is affectionately called by instructors of pharmacy ethics, have continued. The second edition of *Teaching and Learning Strategies in Pharmacy Ethics*, has been completely updated since the first printing in 1992 to reflect changes in pedagogy and ethical issues in pharmacy practice, however, the purpose of the book fundamentally remains the same: to emphasize teaching methods that will assist the novice or expert in the instruction of ethics in the pharmacy curriculum.

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