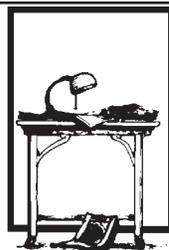


---

## *MESSAGE FROM THE EDITOR*



The authors of manuscripts in this issue address a variety of issues facing pharmacy educators and the educational enterprise. In an effort to move pedagogy in pharmacy education forward, faculty must be familiar with the teaching and learning principles necessary to be effective. Lynch and Maize begin this issue by providing a primer for the application of cognitive learning principles to the teaching and learning activities which occur in our classrooms.

The need for health literacy is essential not only for patients, but for pharmacy students and educators as well. Soller describes an initiative undertaken by the University of California–San Francisco School of Pharmacy to raise awareness of health literacy among students and faculty, and to bring about curricular change. Initiatives of this type are certain to be valuable as pharmacy educators prepare to implement the new Accreditation Council for Pharmacy Education Accreditation Standards and Guidelines which go into effect in 2007.<sup>1</sup>

The next two articles describe teaching innovations by clinical pharmacy faculty. Lenz and colleagues describe the use of two-way interactive video conferencing (TWIV) to offer a continuing education program to rural pharmacists in the Midwest. Cook and colleagues describe and evaluate a critical care elective course which they developed for students at the University of Kentucky College of Pharmacy. In a study addressing

the promotion and tenure concerns of clinical pharmacy faculty, Parish and colleagues evaluate clinical pharmacists' attitudes toward the value of peer-reviewed clinical case reports.

Occasionally, teaching materials developed by pharmacy faculty don't have the impact on student learning that they had planned. However, it is vitally important that we not only share our successes with colleagues, but that we also share our experiences that don't have the intended outcomes. In this issue Shields reports that algorithms that were intended to facilitate appropriate drug information resource selection by pharmacy students did not significantly impact student ability to find or use this information.

Finally, have you ever wanted to experience what it is like to become a pharmacy educator in another country? Lal describes her recent experience as a Fulbright Scholar in India. The information provided in this article should inspire others to follow her path.

The *Journal of Pharmacy Teaching* (JPT) continues to seek input and manuscripts, especially those describing innovations in pharmacy teaching. Susan Bruce, Pharm.D., an associate professor of Pharmacy Practice at Albany College of Pharmacy, recently joined JPT as an associate editor. Dr. Bruce has already proven her value to JPT, especially in her outreach to clinical pharmacy faculty. I look forward to your continued comments and submissions. Please feel free to contact me at dzgarr@midwestern.edu.

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

#### NOTE

1. Accreditation for Pharmacy Education. Accreditation standards and guidelines for the professional program in pharmacy leading to the Doctor of Pharmacy degree (ACPE: Chicago), 2006.