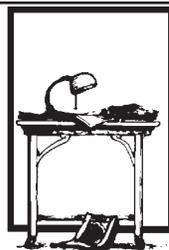

MESSAGE FROM THE EDITOR



Having been Editor of the *Journal of Pharmacy Teaching* for two years, now is a good time to reflect on the progress we have made toward the goals I set in my first issue as Editor (12:1). Four issues later, I think that it would be fair to say that the articles that appear in this issue reflect our efforts to provide authors with a forum to describe their teaching innovations as well as to continue to publish traditional educational research in pharmacy. While three articles in this issue illustrate innovations in experiential education, all the five describe efforts that educators are making to constantly improve what our students learn and take into practice.

Anyone who has read or designed a patient case study for use in a health sciences course recognizes that cases commonly stress objective patient information. While it is important to convey this information to students, these cases often miss out on the more subtle nuances of the patient-clinician interaction. In the first article, Goodman-Snitkoff describes her use of enriched case studies, which provide information to students in a manner more similar to how it is gathered in practice. The authors feel that use of enriched case studies may have the added benefit of enhancing patient empathy among students.

An important aspect of pharmacy education is the practical experience that students obtain outside of the classroom. The new Accreditation

Council for Pharmacy Education (ACPE) accreditation standards (Standards 2007) require that these experiences be integrated into the early portions of the pharmacy curriculum (Introductory Pharmacy Practice Experiences) as well as after didactic coursework has been completed (Advanced Pharmacy Practice Experiences). Three articles in this issue describe both types of these experiences. Koritnick and Darbishire describe an introductory experience that Purdue University has established for students at pharmacies in the United Kingdom. Marrone and colleagues describe advanced practice experiences they have developed with medical liaisons in the pharmaceutical industry. Padiyara and colleagues investigate the impact that students on advanced practice experiences have on patient satisfaction in the ambulatory care setting. All three articles should be useful to Directors of Experiential Education and other college leaders who are challenged to increase both the number and the quality of introductory and advanced pharmacy practice experiences for their students.

Educators occasionally utilize new pedagogical techniques when teaching their courses. Many educators desire to move away from relying only on lectures to teach material that often needs to be applied before it can truly be appreciated by students. Ho and colleagues describe the use of problem-based learning (PBL) in teaching a pharmacy management course. This article describes what happened in the first year they taught the course in the manner, as well as changes they have made based on what they learned from students and their own observations.

The last issue of a volume is always a good place to recognize the efforts of the many people who make this journal possible. I would like to start by recognizing my colleagues at Midwestern University, who not only provide an environment that makes this kind of journal possible, but also frequently lend an ear to listen to my ideas. I'd also like to thank all my colleagues across the academy who served as peer reviewers for submissions for this issue. They are listed starting on page 79. I'd like to recognize JPT's Associate Editors and the past and present members of its Editorial Board. Since the last issue, we have changed the composition of our Editorial Board. A number of distinguished educators who have made important contributions to JPT have moved on to other opportunities. They have been replaced by new members who have already brought their energy and enthusiasm for teaching and pharmacy education to help advance the journal. I'd like to thank everyone at the Haworth Press, and in particular, our managing editor (Shrikrishna Singh, PhD) for staying on top of all matters related to JPT. Finally, I'd

like to thank all of the authors who submitted manuscripts, and of course, you the reader, without whom this journal would not be possible. I look forward to your continued comments and submissions. Please feel free to contact me at jpt@midwestern.edu.

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