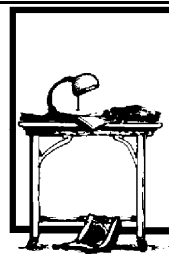


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## EDITOR'S NOTE

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## Transitions

The *Journal of Pharmacy Teaching* continues to present our readers with a wide range of articles on an equally wide range of topics of interest to teachers within our expanding professional and scientific disciplines. In this issue, authors examine the incorporating personal interests into pharmaceutical education, the relevance of spirituality in patient care, active learning through an integrated curricular approach in a pharmacy care laboratory setting, the use of a computerized database approach to enhance critical thinking, using ethical dilemma case studies to develop pharmacy students' moral reasoning, and the implications of various professional students' personality styles to our educational enterprise.

Our editorial board continues to look for authors to contribute a series of articles to be published in thematic issues of the *Journal*. Past special issues have included *Multicultural Pharmaceutical Education*, edited by Barry Bleidt; *Teaching and Learning Strategies in Pharmacy Ethics*, edited by Amy Haddad; and *Ethical Dimensions of Pharmaceutical Care*, edited by Dr. Haddad and myself. Several other special

thematic issues are in various stages of development, including a *Handbook for Pharmacy Educators: Contemporary Teaching Principles and Strategies*, edited by Noel E. Wilkin, which will constitute a double issue of the *Journal* and complete the current volume. I would like to take this opportunity to extend an invitation to our readers to suggest their own ideas for a special issue. You may wish to use a conference at your school or college of pharmacy, a special poster session or symposium at the American Association of Colleges of Pharmacy or one of your other professional association meetings or special interest groups as the springboard for your creative thinking. Special thematic issues not only provide an excellent opportunity to share your work and ideas with your colleagues, but may be bound and indexed separately as a book of special readings for your students. Our relatively small circulation allows the *Journal of Pharmacy Teaching* to customize its content to meet the needs of our readership.

I would also like to thank two of our associate editors, Jack E. Fincham of the University of Kansas, and Joseph W. Kosh of the University of South Carolina, who are stepping down from their editorial duties with the *Journal*, effective with this issue; Jack and Joe, you both will be sorely missed! After five years, I am stepping aside as Editor and turning over the reins to Noel E. Wilkin, Ph.D., R.Ph., who serves as Assistant Professor of Pharmacy Administration and Research Assistant Professor at the Research Institute of Pharmaceutical Sciences at the University of Mississippi, where the *Journal of Pharmacy Teaching* was conceived in 1990 under the nurturing guidance of Founding Editor Mickey C. Smith; in a sense, the *Journal* is "going home." I have appreciated the opportunity to help the authors of the *Journal* share their ideas, experiments, and projects, all designed to focus attention upon both the craft and science associated with pharmacy education. I will continue to serve the *Journal* in the capacity of Consulting Editor. I know you will give Noel the support and cooperation I have enjoyed these past five years. Thank you for your continued support of the *Journal of Pharmacy Teaching*.

Robert A. Buerki  
Editor