UNIVERSITY OF THE
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Report on Visiting Professorship at Kobe Gakuin University

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To: International Office, Kobe Gakuin University

I am pleased to share this report on my visiting professorship at Kobe Gakuin University, held from October 1 to October 31, 2026. The month was a success in every way. I taught a full course and a guest lecture, exchanged ideas with faculty about teaching and research, and experienced a level of hospitality I will remember for the rest of my career.

Teaching Activities

Comprehensive Care of Diabetes. I taught this course to 68 pharmacy students over eight lectures of 1.5 hours each, and all eight ran as planned. The course moved from the foundations of diabetes and its complications to the medications used in practice. Because pharmacy practice in Japan centers on dispensing, I built the later lectures around the Japan Diabetes Society (JDS) guidance and the knowledge a dispensing pharmacist uses every day, rather than U.S. prescribing recommendations.

Many students were still building their English, so I designed every session to be easy to follow. Students received printed materials for each lecture, which let them keep pace with me, take notes in their own words, and use Google Translate when they needed it. I spoke at a steady pace and checked in often to ask for questions. For the diabetes medications, I taught from a structured drug table instead of slides, pausing between sections for short active learning breaks so students could apply what they had just learned.

Active learning ran through the whole course. Students worked through patient cases, practiced applying new content right after it was taught, and completed a knowledge assessment at the end of each lecture day. They performed very well on these assessments, which showed strong understanding of the material.

Vital Signs. I also gave a guest lecture on vital signs to about 150 first-year pharmacy students. To keep a large group engaged, I used an interactive lecture format that broke the content into short segments. Students measured their own heart rate, evaluated patient data, and completed retrieval exercises to strengthen recall. These activities turned an introductory topic into a hands-on session and gave students an early look at how pharmacists use vital signs in patient care.

Student and Faculty Feedback

Student feedback was very positive. Students said I spoke clearly and at a good pace, which made the content easy to understand. They appreciated that I regularly stopped to check whether they had questions, and they singled out the tables, charts, and in-class activities as especially helpful.

Faculty members who attended the lectures shared that they learned a great deal. Their comments covered the clinical management of diabetes and also the teaching approach itself, specifically how to bring active learning into their own classrooms. This was very meaningful to me, since teaching and learning is the focus of my scholarship.

Academic Interactions

Outside the classroom, I met with several faculty members to talk about teaching and research. We compared approaches to pharmacy education and shared ideas about engaging students and measuring learning. These conversations were productive, and I hope they lead to continued collaboration between our schools. The same faculty were generous in teaching me about Japanese culture and history, which gave me a richer understanding of the students I was teaching.

I also visited several faculty research laboratories, which gave me a clear picture of the research taking place in the School of Pharmacy. In addition, I visited community pharmacies to see pharmacy practice in Japan firsthand. Seeing how pharmacists work in these settings confirmed the value of focusing my course on dispensing-relevant content, and it will inform how I teach outpatient care to my own students in the United States.

Hospitality and Cultural Experiences

The hospitality I received began the moment I landed. My hosts helped me get settled, took me to the grocery store, and made sure I had everything I needed to feel at home. At the welcome ceremony, students performed a song for me. It was a moving start to the month, and it set the warm tone for everything that followed.

Throughout my stay, I was invited to lunches with faculty, including a homemade lunch with faculty and research assistants. These relaxed gatherings were some of my favorite moments, because they built real connections beyond the classroom. The month closed with a wonderful farewell ceremony, and I was deeply touched that my husband and son were welcomed to join.

My husband, son, and I also traveled around Japan together and experienced the beauty of the country. Sharing this time with my family made the appointment even more meaningful and gave my son memories he will carry with him.

Conclusion

My month at Kobe Gakuin University was rewarding both professionally and personally. The students were engaged and performed well, the faculty were open and curious, and the hospitality was extraordinary. I am grateful to the International Office, the School of Pharmacy faculty and staff, and the students for making this appointment possible. I hope this visit strengthens the relationship between Kobe Gakuin University and the University of the Pacific, and I would welcome the chance to return.

Sincerely,



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