

and sell products defined as drugs to the public must first have met the professional qualifications set by the College, and be registered as pharmacists.

If you are interested in OCP accreditation, please visit this link:
[www.ocpinfo.com/Client/ocp/OCPHome.nsf/object/CE+Accreditation+Form/\\$file/CE+Accreditation+Form.pdf](http://www.ocpinfo.com/Client/ocp/OCPHome.nsf/object/CE+Accreditation+Form/$file/CE+Accreditation+Form.pdf).

Canadian Addiction Counselling Certification Federation

The Canadian Addiction Counselling Certification Federation (CACCF) strives to continuously offer the most effective and credible certifications to all addiction-specific counsellors in Canada.

If you are interested in CACCF accreditation, please visit this link:
www.caccf.ca/images/pdf/Approval_Continuing_Ed.pdf.

Other disciplines

The following professional organizations ask members to self-monitor their continuing education by developing an individualized learning plan or portfolio. Members of these colleges may add the completion of the MI workshop as a way to meet a specific learning goal that they have identified.

- College of Dental Hygienists of Ontario (CDHO, www.cdho.org/)
- College of Nurses of Ontario (CNO, www.cno.org/)
- College of Occupational Therapists of Ontario (COTO, www.coto.org/about/)
- College of Respiratory Therapists of Ontario (CRTO, www.crto.on.ca/)
- Ontario College of Social Workers and Social Service Workers (OCSWSSW, www.ocswssw.org/)

Additional reading

PRESENTATION, FACILITATION AND TEACHING

Atkinson, C. (2008). *Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations That Inform, Motivate and Inspire*. Redmond, WA: Microsoft Press.

Bender, P.U. (1991). *Secrets of Power Presentations*. Toronto: The Achievement Group.

Bienvenu, S. (2000). *The Presentation Skills Workshop: Helping People Create and Deliver Great Presentations*. New York: Amacom.

Duarte, N. (2008). *Slide:ology: The Art and Science of Creating Great Presentations*. Sebastopol, CA: O'Reilly.

Guilfoyle, D. (2002). *The Charisma Effect: How to Captivate an Audience and Deliver a Winning Message*. Toronto: McGraw-Hill.

Motivational Interviewing in Respiratory Health Care

Hall, R. (2007). *Brilliant Presentations: What the Best Presenters Know, Say and Do*. New York: Pearson Prentice Hall Business.

Henderson, J. & Henderson, R. (2007) *There's No Such Thing As Public Speaking: Make Any Presentation or Speech As Persuasive As a One-on-One Conversation*. New York: Prentice Hall. (See also www.theresnosuchthingaspublicspeaking.com/)

Hindle, T. (1998). *Making Presentations*. Bolton, ON: Fenn Publishing.

Jackson, P.Z. (2001). *The Inspirational Trainer*. London, U.K.: Kogan Page.

Jolles, R.L. (1993). *How to Run Seminars and Workshops: Presentation Skills for Consultants, Trainers and Teachers*. New York: John Wiley and Sons.

Klatt, B. (1998). *The Ultimate Training Workshop Handbook: A Comprehensive Guide to Leading Successful Workshops and Training Programs*. New York: McGraw-Hill.

McKeachie, W.J. (Ed.). (1999). *Teaching Tips: Strategies, Research and Theory for College and University Teachers* (10th Ed). Boston, MA: Houghton Mifflin.

Renner, P. (1999). *The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator*. Vancouver, BC: Training Associates.

Reynolds, G. (2008) *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. Berkeley, CA: New Riders.

CONSTRUCTIVIST LEARNING

What is constructivist learning?

In a constructivist model, learning is an active process of constructing knowledge, while instruction is a process of supporting that construction. Constructivism seeks to be "REAL" by providing a Real Environment for Active Learning. For more on constructive approaches to adult education, you may find the following resources fruitful.

Dean, R.G. (1993). Constructivism: An approach to clinical practice. *Smith College Studies in Social Work*, 63(2), 126–146.

Duffy, T.M. & Cunningham, D.J. (1997). Constructivism: Implications for the design and delivery of instruction. In D.H. Jonassen (Ed.), *Handbook of Research for Educational Communications and Technology*, pp. 170–198. New York: Simon & Shuster Macmillan.

- Fenwick, T. and Parsons, J. (1998). Boldly solving the world: A critical analysis of problem-based learning as a method of professional education. *Studies in the Education of Adults*, 30(1), 53–66.
- Herie, M. (2005). Theoretical Perspective in Online Pedagogy. In R.J. MacFadden et al. (Ed.), *Web-Based Education in the Human Services: Models, Methods and Best Practices*, pp. 29–52. New York: Haworth Press.
- Hsu, P.W. (2008). In search of a constructivist paradigm to guide the practice of adult information technology education. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 68(10-A), 4166.
- Huang, H-M. (2002). Toward constructivism for adult learners in online learning environments. *British Journal of Education Technology*, 33(1), 27–37.
- Illeris, K. (2003). Towards a contemporary and comprehensive theory of learning. *International Journal of Lifelong Education*, 22(4), 396–406.
- Rossiter, A.B. (1993). Teaching from a critical perspective: Towards empowerment in social work education. *Canadian Social Work Review*, 10(1), 76–89.
- Stojnov, D. (2004). Teachers as Personal (Construct) Transformers. *PsycCRITIQUES*, 49(1).
- Van Petegem, P., Donche, V., & Vanhoof, J. (2005). Relating pre-service teachers' approaches to learning and preferences for constructivist learning environments. *Learning Environments Research*, 8(3), 309–332.

Webliography: Leadership development and presentation tips

Facilitation is a critical skill in leading groups and presenting ideas to others. To build this expertise, consider exploring the following websites, which offer resources to build skills in group facilitation, interactive exercises and presentations.

- The **International Association of Facilitators (IAF)**—Dedicated to providing managers, team leaders and facilitators with online and face-to-face tools for creating, leading and following up group meetings. It includes hundreds of methods that can be used in facilitating group processes. Some methods are suitable for use by group members; others require the help of a group facilitator. Both members and facilitators can make use of the database and its associated newsletter to download resources, learn about methods or to prepare for a specific group meeting. You can join this association for free instantly and log on as a member to gain