



Nanjing
China

Global Conference on
Pharmacy &
Pharmaceutical Sciences
Education
7-8 November 2016



Educating for Collaborative Working Workshop C

Lucinda Maine, Chair

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Educating for Collaborative Working Workshop C Panelists

Lorraine Osman, South Africa Bruno Sepodes, Portugal

Frans van de Vaart, Netherlands Shigeo Yamamura, Japan



Workshop Outline



- Overview of interprofessional education and collaborative practice
- 4 perspectives from around the world
- Workshop discussion on global development goals
- Summary



IPE/IPP (World Health Organization)



Interprofessional Education:

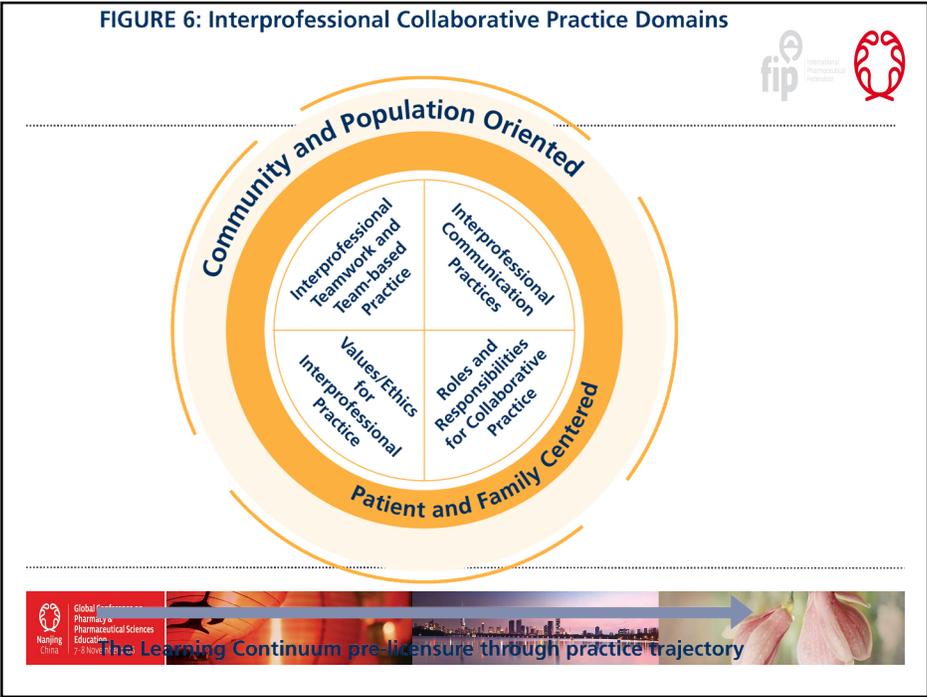
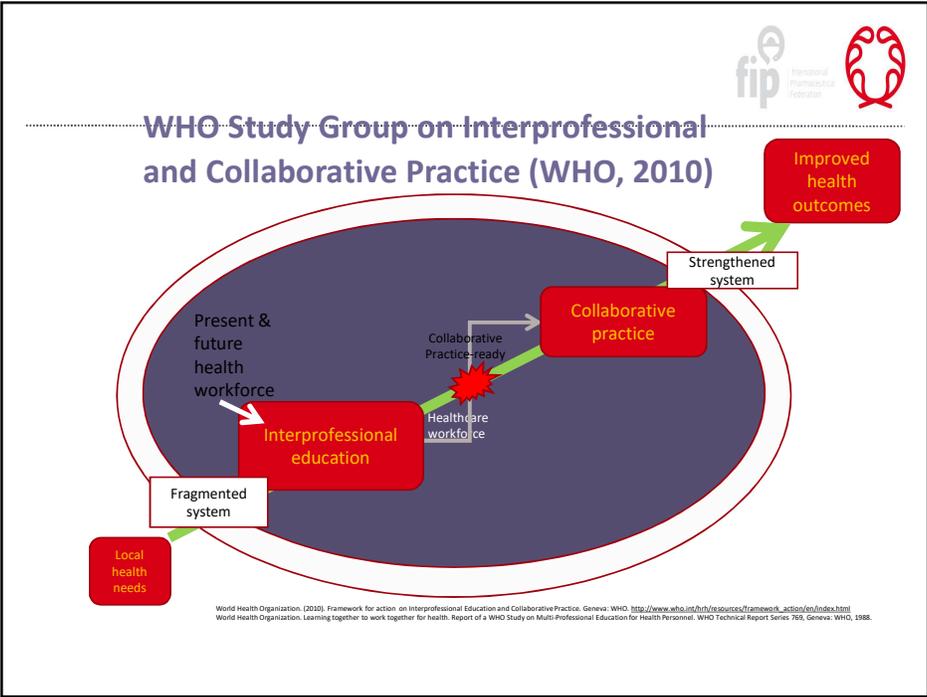
“When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.”

Interprofessional Collaborative Practice:

“When multiple health workers from different professional backgrounds work together with patients, families, caregivers, and

to deliver the highest quality of care.”





The Evidence-base for IPE/ICP



- Cochrane Systematic Review (Reeves et al)
 - Few randomized controlled studies
 - Need more mixed methods research
 - Evidence of IPE impact increased between 1999 and 2006 reviews
- National Center for Interprofessional Practice and Education
<https://nexusipe.org/informing/resource-center?keyword=assessment>



Where Does IPE Fit in the Curriculum?



- Orientation activities with other disciplines
- Didactic courses (e.g., pathophysiology, ethics)
- Simulations (e.g., emergency response, standardized patient)
- Community-based experiences (e.g., “adopted families, clinical placements”)
- Experiential learning/rotations

J Manag Care Pharm. 2013
AJHP 2010;67:1624-1634
BMJ Qual Saf doi:10.1136/



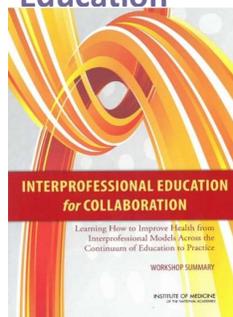
How Does IPE Intersect Accreditation and Quality Assurance?



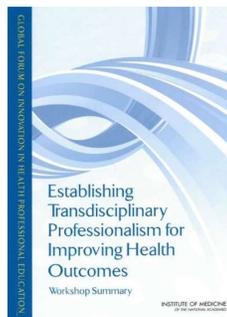
- Interprofessional learning included in American accreditation standards since 2000; effective 2016 it is a requirement
- UK Future Pharmacists standard (2011) includes working with other healthcare professionals
- Emerging as a priority in select educational programs in Africa, Asia and the Middle East



Institute of Medicine's (IOM) Global Forum on Innovation in Health Professional Education



2013 Report



2014 Report



2015 Report





Collaborative Practice



Healthcare Landscape

Evolving Collaborative Practice Model

Exponential increase in the number of therapies and medical technologies
for the last century
Required healthcare profession to elevated requirements and
 sophistication of training
Global healthcare worker shortage



Need to maximize professional contributions in an efficient,
interprofessional approach to optimize patient care



Interprofessional Care

Role of the Pharmacist?



Professional collaborative
ce When healthcare workers from
nt professional backgrounds work
er with patients, families, carers and
unities to deliver the highest quality



ation. Framework for Action on Interprofessional Education & Collaborative Practice.



pharmacists have been incorporated member of the healthcare team.....



- Enhance patient clinical outcomes
- Improve medication adherence
- Advance patient safety
- Improved continuity of care
- Decrease costs

J Manag Care Pharm. 2013
AJHP 2010;67:1624-1634
BMJ Qual Saf doi:10.1136/



Hospital Pharmacist



Improve accuracy of Medication History on admission to hospital

Pharmacist charge counseling decrease preventable adverse drug events post-discharge

Decrease medication errors and costs, improve patient safety and clinical outcomes

Kaboli et al. *Arch Intern Med* 2006;166
Eur J Hosp Pharm 2015;22:A49-A50
CMAJ. 2005 Aug 30; 173(5): 510-515
Koshman SL, et al *Arch Intern Med* 2003



Community and Ambulatory Pharmacists



Community pharmacist reviewed patient medications and corroborated findings with physicians

Improved outcomes

Significantly improved quality of medication use by identifying and resolving medication related problems

Improved patient adherence

Reductions in numbers of medications prescribed

Decreased hospitalizations

Jokanovic et al. *Res Social Adm Pharm.* 2016; 12(3):384-400
Dolovich L, Pottie K, et al. *Clin Pharmacol Ther* 2008;83(6)
Koshman SL, Charrois TL, et al. *Arch Intern Med* 2008;168
Bunting BA, Cranor CW. (2006). *J Am Pharm Assoc* (2003)
Bunting BA, Smith BH, et al.. *J Am Pharm Assoc* (2003) 2003



FIP on Collaborative Pharmacy Practice



Reference Paper on Collaborative Practice (2009, Manila)

- FIP Statement of Policy on Collaborative Pharmacy Practice (2010, Lisbon)

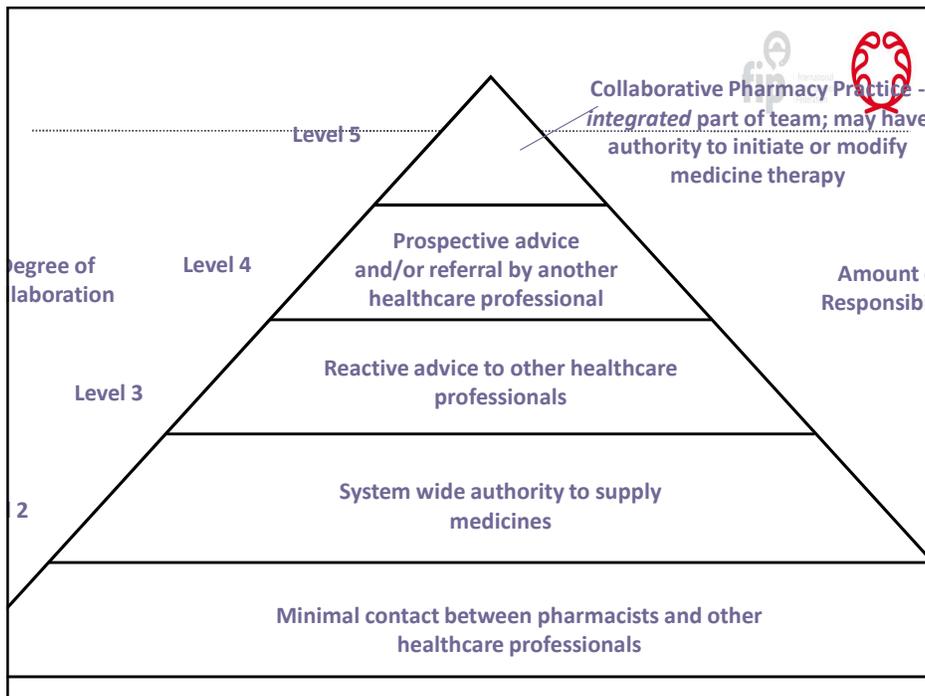
International Pharmaceutical Federation
Fédération Internationale Pharmaceutique
P.O. Box 84200, 2508 AE The Hague, the Netherlands



Approved by the FIP Council in September 2010 Lisbon

**FIP STATEMENT OF POLICY
COLLABORATIVE PHARMACY
PRACTICE**

FIP REFERENCE PAPER
COLLABORATIVE PRACTICE



FIP Statement of Policy on Collaborative Pharmacy Practice



FIP Recommends that...

- “Collaborative pharmacy practice is promoted throughout the world”
- “Each country uses the most appropriate model to implement collaborative pharmacy practice in the most appropriate way
- “Each country take steps to prepare their pharmacists and healthcare systems for collaborative pharmacy practice ...”



International Collaborative Practice (ICP)

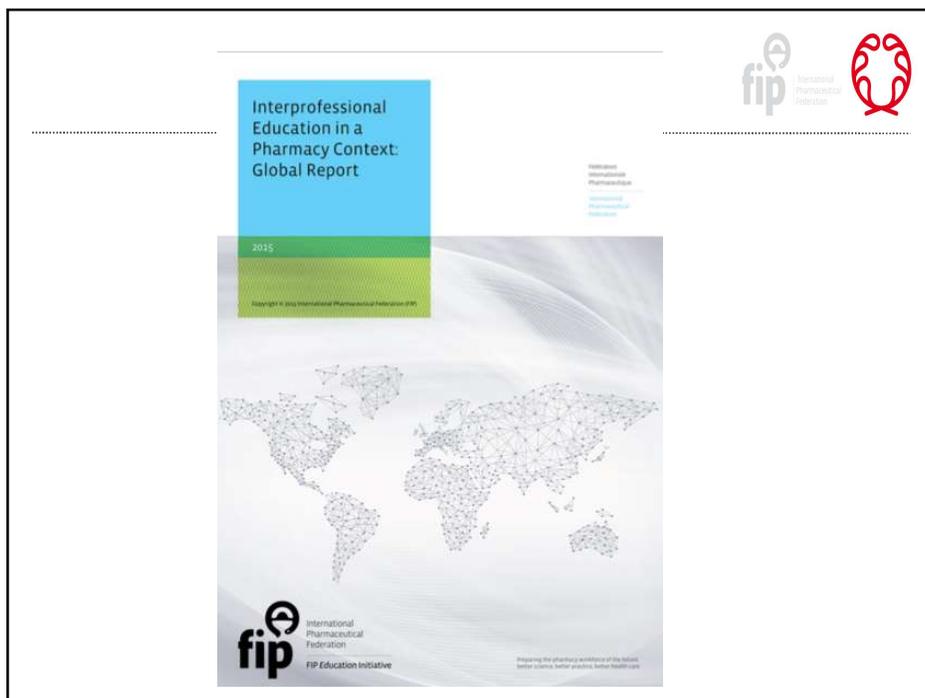
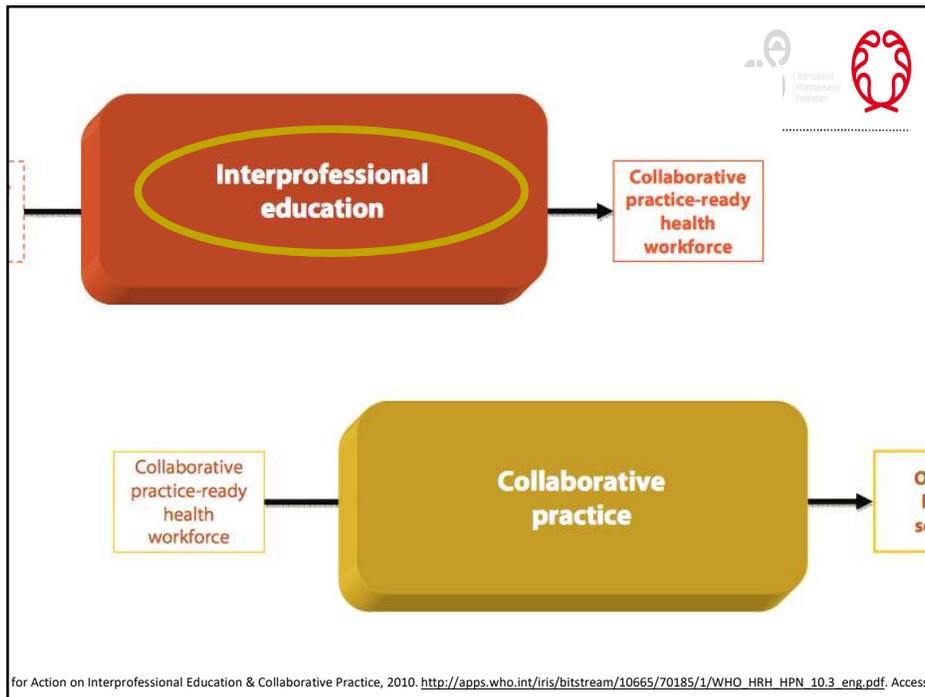


WHO, WHPA (World Health Professions Alliance) and other professional bodies have endorsed statements promoting...



- Importance of collaborative practice in healthcare provision and the importance of advancing this effort
- Imperative of preparing the workforce





Resources for Interprofessional Education and Collaborative Practice



- UK Centre for the Advancement of Interprofessional Education - <https://www.caipe.org/>
- AAMC MedEdPortal – www.mededportal.org
- IPEC – www.ipecollaborative.org
- USA National Center for IP&E - <http://nexusipe.org/>
- Canadian Interprofessional Health Collaborative
<http://www.cihc.ca/>



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Lorraine Osman, South Africa



for Collaborative Working
Lorraine Osman
graduate pharmacy education
Pharmaceutical Society of South Africa

Challenges
Labour intensive to manage
Access to collaboration varies

Interdisciplinary teams are a high priority in South Africa's approach to universal access

Experiences
Collaboration between students at clinics
Joint case studies
Ward rounds

Professional
Mentorship
Pharmacy technician students?



Bruno Sepodes, Portugal



Bruno Sepodes, Portugal



for collaborative working
des
Professional Association / Regulator



Challenge: *From dialogue to the courage to make a change*

Level/association priority: *Development of a collaborative platform between Universities and professional associations, reinforcing the competences of pharmacists in key areas, namely Pharmacotherapy and Clinical Pharmacy*

Goal and ambition: *Transformative pharmacy teaching with a clear focus on pharmacotherapy, pharmaceutical components; Close interaction with professionals in the frontiers of the competences of pharmacists in part of the learning and teaching process.*

Reinforcement of the pharmacists identity, competences and skills.



for Collaborative Working
van de Vaart PhD
Professional Association for the advancement of Pharmacy
in the Netherlands



**Collaborative practice and interprofessional
education in the Netherlands**



for Collaborative Working
pective



orative practice in NL: reality!

ation surveillance

acotherapy consultation

ation review

acist in the family doctor's practice



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on surveillance
(complemented)

rug interactions
indications
medication



major interventions every day in every pharmacy
prescriber is "saved" once a week



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pective



otherapy consultation (100% implemented)

red meetings at regular time intervals
armacists with 5-12 doctors
al prescribing

ual prescription data
for optimisation
bring and feedback



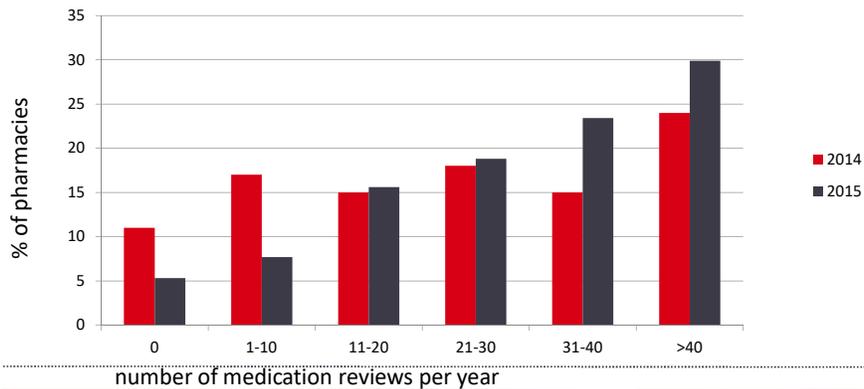
tion of new medicines



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pective



on review (implementation on-going)



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pective



ist in the family doctor's practice

ist responsible for
g, monitoring and evaluation
g use, together with the
t records



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rofessional education in NL: future!

duate (6 years)
iversities

lisation and registration as
munity pharmacist (2 years)
ital pharmacy (4 years)

periodic renewal of registration (every 5 years)



for Collaborative Working
pective



oration goals in Competency Framework (graduate)

an effective collaboration with prescribers and other health professionals in order to
contribute to optimal patient treatment

an effective contribution to interprofessional teams in the areas of patient care, medi-
cine research and education

an effective contribution to the quality of the organization in which they work and en-
courage consultation within the organization

When doing so, consider and respect the views and interests of others.



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pective



Interdisciplinary education (pregraduate)

to
community pharmacy (incl. medication review)
"high risk" patients in hospital
to make good clinical judgment and practice

to
community pharmacy (incl. medication review, medication plan)
to manage "complex" complicated IC patients
to provide services in pharmacotherapy



to
Master based on the current model for medical education: internships from day 1 in community
pharmacies



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pective



Transition to Community Pharmacist[®] and Hospital Pharmacist[®]

Case based learning to acquire CanMeds competencies

Personal education plan and portfolio

Assessment of Entrustable Professional Activities

Collaboration with other professionals on a daily basis

No real interdisciplinary education!



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pective



Periodic renewal of registration

Choice of personal education plan / activities

Opportunities for education together with doctors or other health care professionals

Several examples of interprofessional education aimed to achieve synergy and better patient outcomes through collaborative practice.



TRAININGEN | INCOMPANY | MD-TRAJECTEN | E-LEARNING | COACHING | GAMING | OVER ONS | CONTACT

zoek in opleidingen

game long life lab voor betere copd-zorg

Serious Game Long Life Lab voor betere COPD-zorg

g rondom COPD kan beter ingericht worden. Een serious game geeft zorgverleners inzicht.

DO 10-12-2015

Om de zorg rondom COPD te verbeteren, sloegen GlaxoSmithKline (GSK), Frisse Blikken en CQT Zorg & Gezondheid de handen ineen en ontwikkelden de Serious Game Long Life Lab. Zorgverleners krijgen door het spelen van de game inzicht in elkaars handelen en motieven, met als resultaat beter georganiseerde zorg.

Long Life Lab, een serious game; wat is dat?

Long Life Lab is een serious game op het gebied van transmurale samenwerking op longzorg. Verschillende belanghebbenden die in de dagelijkse praktijk met elkaar samenwerken, of dat van plan zijn, spelen samen het spel. Op deze manier krijgt u inzicht in de belangen en drijfveren van de ander, en het is de verwachting dat dit het begrip voor elkaars belangen vergroot. Daarnaast draagt het bij aan prettiger communicatie met uw mede-zorgverleners!

Serious Game voor betere zorg

De Volkskrant schreef onlangs een artikel over Long Life Lab. Dr. Karin Velthove van GSK en longarts drs. Jasmijn van Campen geven hierin een toelichting over de game. Links kunt u het artikel downloaden.

Meer weten over Serious gaming en wat Q-Academy hierin kan betekenen? [Hier vindt u meer informatie.](#)




fip International Pharmaceutical Federation

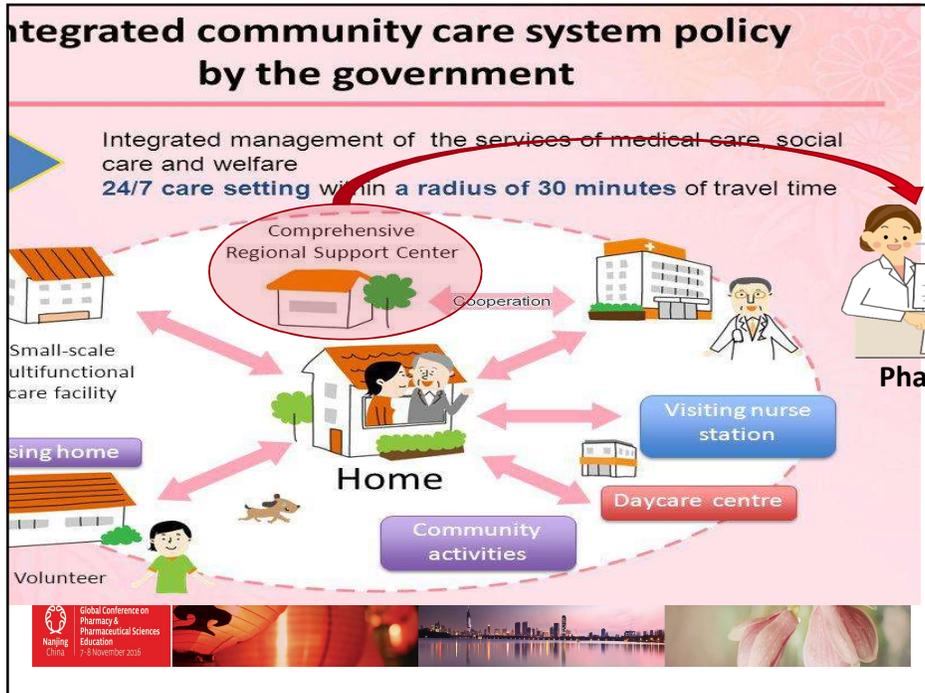
Shigeo Yamamura, Japan




B: Educating for collaborative working
Tamura, PhD
Professional Education
International Pharmaceutical Association



Interprofessional Collaborative Practice in Health Support Pharmacy in Japan



Health Support Pharmacy and Family Pharmacy (Pharmacist)



Future model



Education for Family Pharmacists in Health Support Pharmacy



	Contents
Acquisition	<ul style="list-style-type: none"> - Health promotion in community - Pharmacist's Intervention Required Medicines - Health foods and other foods - Smoking Cessation - Dementia / Infectious diseases - Communication and others
Position	<ul style="list-style-type: none"> - Basic concept of health support pharmacy - Gathering information and correspondence to patients - Collaboration of other professional in integr community care system



WORKSHOP



Workshop Development Goals

Workshop development

Plans and programmes in place that develop professional leadership skills (including clinical and executive leadership) for all staff, including career development, including pharmaceutical sciences education and training.

Working with others in the health care team

Identifiable elements of collaborative working and professional education and training which should be a feature of workforce development programmes and policies.



Workshop Questions



:05

Real achievability of WDGs

:20

What type, or form, of targets would be appropriate for implementing WDGs? What methods of monitoring/measuring progression of WDGs (at country level)

:40

Methods of disseminating WDG implementation, or contribution, at country level

**different perspectives may have different views*



Workshop Instructions



Each table will focus on EITHER WDG 6 or 8 – as assigned by a facilitator and recorder at each table

Questions answered in 20 min blocks

5 minutes – individually write comments on post-it notes collected and placed on wall

5 minute group discussion – recorder to document discussion

Group highlights during last 20 minutes of session (11:40-12:00PM)



Workshop Questions



05

Real achievability of WDGs

20

Type, or form, of targets would be appropriate for implementing WDGs
of monitoring/measuring progression of WDGs (at country level)

40

of disseminating WDG implementation, or contribution, at country level

40

ports



Different perspectives may have different



SUMMARY

