



FIP Pharmacy Education Taskforce

Newsletter
Volume III Issue 6
July 2011

News and Updates

Calling for ideas | 2012 Global Pharmacy Workforce Report

The International Pharmaceutical Federation (FIP) is pleased to announce plans to produce a 2012 Global Pharmacy Workforce Report that will be developed with World Health Organization (WHO) collaboration and to be published provisionally in August 2012. This report will disseminate evidence-based information needed for planning, policies and strategies to strengthen pharmaceutical human resource education, recruitment, retention and performance. This report will build on previous reports published by FIP in 2006 and 2009. This will be an important report that not only provides new evidence but also advocates for the need to address pharmaceutical human resources issues.

A key part of previous reports and the 2012 report will be case studies that give insights into what strategies have been used in different countries to address workforce challenges and what impact these strategies have had. We would like to hear your ideas for key themes/stories for the report case studies.

What pharmaceutical human resource issues are important to you? What challenges, pharmaceutical human resources development stories, and workforce strategies do you think would be important to include a focus on or to learn about? These could be on a particular aspect of pharmacy workforce development (eg – workforce planning, recruitment and retention, continuing education, performance improvement etc) in a particular country or mix of countries, or in an area (eg – HIV, non-communicable diseases, pharmaceutical care, supply chain management etc).

All ideas and suggestions are invited and we look forward to hearing from you soon. Please send your ideas to this group or to Diane Gal (diane@fip.org) by August 10th.

2012 FIP-WHO Pharmacy Workforce Report Working Group:
Ian Bates, Andreia Bruno, and Diane Gal, FIP Education Initiatives
Gilles Forte and Helen Tata, WHO
Tana Wuliji, University Research Co.

This month, we congratulate PET Lead Andrew Brown for his publication in the *'Revista Peruana de Medicina Experimental e Salud Publica'* journal.

Article | MID-LEVEL HEALTH PROVIDERS: A PROMISING RESOURCE

by

Andrew Brown, Giorgio Cometto, Amelia Cumbi, Helen de Pinho, Francis Kamwendo, Uta Lehmann, Willy McCourt, Barbara McPake, George Pariyo, David Sanders; on behalf of the *HRH Exchange* of the Global Health Workforce Alliance

The article refers to Mid-level health providers (MLP) that are health workers trained at a higher education institution for at least a total of 2-3 years, and authorized to work autonomously. Their role has been expanding and receiving acknowledgement. It is stated in the article that evidence, although scarce, shows that, where MLP are adequately trained, supported and integrated coherently in the health system, they have the potential to improve distribution of health workers and enhance equitable access to health services.

To access the full article available in English and Spanish - Rev Peru Med Exp Salud Publica. 2011; 28(2): 308-15

Monash Pharmacy Education Symposium 2011
Prato Centre, Tuscany, Italy | 11th to 13th 14 July

by Ian Bates and Mike Rouse

The theme for the Education Symposium this year was 'Pharmacy curriculum: teaching today for tomorrow's practice'. Against a background of fast-changing professional pharmacy roles, the make up of pharmacy curricula is both contentious and evolving.

Discussions focussed on curriculum planning and implementation. Topics included:

- Is there a 'core' pharmacy curriculum?
- How do we allow for country-to-country differences in professional practice?
- What is the appropriate balance of science and practice?
- Does the science component need to be taught in context with the practice?
- What is an integrated curriculum? How integrated should it be? Should the curriculum be a traditional format or problem-based learning (PBL)?
- Does extemporaneous dispensing still need to be taught? If so, how much?
- How important is therapeutics?
- Do pharmacy students need to be taught physical assessment skills to equip them for new roles?
- How much experiential learning should be included?
- How should interprofessional learning be incorporated into the curriculum?
- Do distance learning courses equip students equally compared to on-campus courses?
- What about postgraduate curricula? How do we advance practice?
- Should pre-registration/intern/resident training be incorporated in the undergraduate curriculum?
- Is pre-registration/intern/resident training simply 'hours worked on the job'?

Members of the FIP Pharmacy Education Taskforce were able to participate at the symposium and had the opportunity to share the experiences and global views gained from implementing the PET Action plan and the newly instigated UNITWIN Global Pharmacy Education Network – of which more information will be in the next Newsletter.

Resources

Tools to assess Pharmaceutical Human Resources situation in countries

The WHO Medicines Strategy 2008-2013 recognize the importance of pharmaceutical human resource development and the need to enhance workforce capacity for sound medicines policies, the WHO Department of Essential Medicines and Pharmaceutical Policies in collaboration with the department of Human Resources for Health has developed a set of tools to assess countries' pharmaceutical workforce availability, distribution, development, attrition trends etc. and job satisfaction.

Information collected using the tools is analysed and the results form the basis of a consultation on a framework for pharmaceutical human resources development. This framework will form the basis for the development of pharmaceutical human resources plan that should be integrated into national human resources plan for health. The tools have been successfully used in Ghana, Nigeria, Sudan and Tanzania. WHO has now the tools published at the WHO/EMP website and can be accessed through the following link:

http://www.who.int/medicines/areas/coordination/hrp_tool.pdf

For more information, please contact Gilles Forte (forteg@who.int) and Helen Tata (tatah@who.int) at WHO/EMP/MPC.

AuthorAID | Supporting Developing Country Researchers in Publishing Their Work |

<http://www.authoraid.info/>

AuthorAID is a free global research community that provides networking, mentoring, resources and training for researchers in developing countries. A pioneering program based at the International Network for the Availability of Scientific Publications (INASP). It is supported by the Swedish International Development Cooperation Agency (SIDA), The Norwegian Agency for Development Co-operation (NORAD), and the UK Department for International Development (DFID).

AuthorAID **helps researchers in developing countries** to publish and otherwise communicate their work. It also serves as a wider global forum to discuss and disseminate research.

Upcoming Events

[The FIP ACADEMIC INSTITUTIONAL MEMBERSHIP \(AIM\) Global Deans Forum 2011](#) 3-4 September 2011, Hyderabad, India

FIP is very pleased to announce the second AIM Deans Forum will take place at the FIP Congress in Hyderabad. An outstanding programme has been developed by a programme committee of your global peers and colleagues. The Deans Forum gives leaders in pharmacy education the chance to informally connect and offers an atmosphere of knowledge transfer and networking that will prove invaluable to Faculties of Pharmacy.

Deans Forum Programme

This year's programme highlights relevant issues in faculty and pharmacy education development presented by renowned speakers from all over the globe. The Forum will begin by highlighting recent and new schools of pharmacy and programmes, followed by a revisit of Faculty strategic planning. Discussions will focus on solutions with cost-restraints, curricula that are fit-for-purpose and introducing social accountability into pharmacy school planning and for pharmacy teaching. Specific examples of expanding industry partnerships and integrating practice, science and interdisciplinary education will also be addressed. For a full programme please visit - <http://aim.fip.org/deansforum>

FIP Academic Institutional Membership

The FIP AIM helps Faculties and Schools of Pharmacy to become inter-connected on a global platform of discussion, leadership and shared challenges, knowledge and successes.

Registration

All Faculties of Pharmacy and Pharmaceutical Sciences are invited to become a member of AIM and register their leader (Dean or Associate) for the 2011 AIM Global Deans Forum. For more information please send an email to aim@fip.org.



[71st International Congress of FIP](#)

3-8 September 2011, Hyderabad, India

The chance to **meet colleagues** from every corner of the **globe** is yours at the **FIP World Congress of Pharmacy and Pharmaceutical Sciences**. The FIP Congress is the leading **international event** offering diverse **learning opportunities** for those active within **all areas of pharmacy**.

The latest trends **highlighting innovative** and interesting topics will be discussed under the main theme of **Compromising quality and safety – a risky path**. Participants will be engaged in such issues as their role in ensuring **patients receive quality medicines, safe medicines and increasing both the safety and cost-effectiveness of services**.

PET team is getting busy with the plans for the congress this year we are organising and/or co-organising the following **sessions** (see the more information on the sessions below):

Monday 5th

F1 - Careers and leadership in pharmacy and education

J5 - Careering toward advanced levels of practice

Tuesday 6th

F5 - The Pharmacy Education Taskforce: A Report, Review and Reflection

Followed by group meetings from each domain.

Wednesday 7th

D13 – Innovations to Improve Teaching and Learning

F6 – Mapping a new vision – Translating ideas into practice

J10 - Building a 'Toolbox' for practitioner development and support

Thursday 8th

J13 - Developing young academics through networking and mentoring

We invite all of you to join us in Hyderabad for this unique event. All the **information** about the **congress** can be found in the following link:

<http://www.fip.org/hyderabad2011/>



F1 - CAREERS AND LEADERSHIP IN PHARMACY AND EDUCATION

Monday 5 September 2011, 12.15 - 13.45 | Room MR 203-204

Organised by PET (in collaboration with the UNITWIN and African Pharmaceutical Forum)

Learning objectives

At the conclusion of this session, participants will be able to:

- Explore Leadership issues facing women in science, academic and professional organisations;
- Present and share experiences of leadership in career development;
- Provide examples and role model experiences of mentorship in the context of gender equality globally;
- Compare and contrast career development models for a workforce in a profession that is proportionally a majority female pre-service training population.

Chairs: Tina Brock (University of San Francisco, USA) and Catherine Duggan (RPS, United Kingdom)

Programme

12.15 – Welcome and Introduction | Tina Brock

12.20 – Perspectives on leadership in academia:

Patricia Acuna (Universidad de Valparaíso, Chile)

Sunitha Srinitha (Rhodes University, South Africa)

Perspectives on leadership in professional bodies/regulatory agencies:

Helen Gordon (Royal Pharmaceutical Society of Great Britain, United Kingdom)

Archana Mudgal (Pharmacy Council of India, India)

13.00 – Workshop session: Roundtable with Panel members and feedback from the Delegates. Delegates will discuss, with the Panelists,

- i. Leadership Challenges facing an increasingly feminised profession
- ii. Challenges in promoting leadership in developing countries and across sectors/disciplines
- iii. Developing strategic solutions and actions

13.35 – Wrap up and Closing Remarks | Azubike Okwor (African Pharmaceutical Forum, Nigeria)

J5 - CAREERING TOWARD ADVANCED LEVELS OF PRACTICE

Monday 5 September 2011, 14:00-17:00 | Room MR 203-204

Organised by AcPS and PET

This session will explore the issues surrounding the types of advanced practice in a number of countries and will include a discussion of the recognition and regulation of advanced practice status, the tools used to enable recognition of advanced practice and requirements for the maintenance of Advanced Practice status.

Learning objectives

At the conclusion of this session, participants will be able to:

- Describe the types of advanced practice occurring in a range of countries
- Describe the drivers for development and recognition of advanced practice
- Describe the types of education that may be required for the recognition of advanced practice status
- Identify the tools available for the recognition of advanced practice
- Describe desirable elements for the maintenance of advanced practice status

Chairs: Jennifer Marriott (Monash University, Australia), Katja Hakkarainen (Finland) and Tina Brock (University of California, USA)

Programme

1. What is Advanced Practice and who is doing it? Andy Gray (University of KwaZulu-Natal, South Africa)

2. How do we get the ball rolling to advance practice? Bronwyn Clark (Pharmacy Council of New Zealand)

3. Education programs to develop practitioners: Catherine Duggan (Royal Pharmaceutical Society of Great Britain, UNITED KINGDOM) and Kirstie Galbraith (NAPE, Monash University, Australia) and Dr Parthasarathy (JSS College of Pharmacy, India)

4. Credentialing and CPD to maintain advanced status: Mike Rouse (ACPE, USA) and Prof. CK Kokate, (KLE university, India)

F5 - THE PHARMACY EDUCATION TASKFORCE: A REPORT, REVIEW AND REFLECTION

Tuesday 6 September 2011, 14:00-17:00 | MR 203-204

Organised by PET

This session builds on the activities and experiences of six years of activism and consultation on pharmacy education issues promoted by the FIP Pharmacy Education Taskforce. Participants will have the opportunity to provide commentary and advice in order to guide the progress of the outcomes of the Taskforce Action Plan and also bring new ideas and experiences back with them to their own countries.

Delegates will be able to contribute to a forward-looking implementation plan based around the outcomes and challenges of the Action Plan, and devise ways in which a sustainable progressive engagement with “global-local” issues in Pharmacy Education can be formulated.

Learning objectives

At the conclusion of this session, participants will be able to:

- Explain the work undertaken by the Global Pharmacy Taskforce and be in a position to advocate for outcomes;

- Describe and share experiences about how implementation
- Outline the possible mechanisms and actions for advancing pharmacy education locally, regionally and/or globally;
- Describe perspectives and experiences towards the future directions FIP will take in the area of Pharmacy Education.

Chairs: Ian Bates (FIP Pharmacy Education Taskforce, United Kingdom), Jennifer Marriott (Monash University, Australia) and Tina Brock (University of California, USA)

Programme

Part 1 | Where are we?

14.00 - Welcome and introduction. Setting the scene and reporting on the Pharmacy Education Taskforce outcomes | Ian Bates

- I. Competency-driven education outcomes | Andreia Bruno
- II. Global solutions to QA: A foundation for progressive practice in professional education | Mike Rouse
- III. Capacity solutions: Outcomes and strategic directions for meaningful capacity building projects | Claire Anderson
- IV. Pharmacy Support Workforce: Innovative education to support MDGs | Andrew Brown
- V. Strategic issues: How can we sustain projects and policies at the global level? | Billy Futter
- VI. A reflection: Africa, PET and WHO | Helen Tata

15.00 – Coffee/Refreshments Break and networking

Presentation and photo opportunity with Prof. Dr. Bhojraj Suresh, Prizewinner with the case story "Quality Assurance in Education: A corner stone for strengthening the pharmacy workforce" at the Second Global Forum on Human Resources for Health.

Presentation and photo opportunity with IPSF, Prizerwinner of the Students Essay Competition.

15.30 - Part 2 | Mechanisms and Future Actions for Advancing Pharmacy Education

- i. UNITWIN | Ian Bates
- ii. Research and dissemination: Pharmacy Education Journal | Tim Rennie
- iii. Workforce database | Diane Gal
- iv. Frameworks as tools | Mike Rouse
- v. Resource Platform: Pharmapedia | Ian Larson

15.50 - Roundtable discussions and Delegate interaction: PET Team will facilitate discussions with delegates based on:

“How can these mechanisms be used for the benefit of all?”

“What other mechanisms can we use to advance global pharmacy education?”

16.45 – Final Remarks and new vision for the FIP Pharmacy Education Initiatives. | Henri Manasse, Jennifer Marriott, Ross McKinnon

This session will be followed by the Global Pharmacy Education Domain Work Meetings, where individuals interested in taking an active role in the various domains, can learn more on how to be involved.

17.10 - 18.10

PET Group 1 | Academic and Institutional Capacity | Room 1.04

PET Group 2 | Quality Assurance Global Forum | Room 1.05

PET Group 3 | Pharmacy Support Workforce | Room 1.06

PET Group 4 | Global Competence Forum – A Review of Global Initiatives | MR 203-204

D13 – INNOVATIONS TO IMPROVE TEACHING AND LEARNING

Wednesday 7 September 2011, 09:00-12:00 | Room G03-G04

Organised by AcPS and UNITWIN network

This session will present a number of educational innovations developed by academics to improve teaching efficiency and effectiveness and will describe how these innovative approaches improve student learning.

Learning objectives

At the conclusion of this session, participants will be able to:

- Describe a number of innovations that have been developed to support teaching and learning;
- Describe how innovations are able to improve teaching and learning;
- Determine how innovations could be used in a number of other educational settings.

Chairs: Jennifer Marriott (Monash University, Australia) and Tina Brock (University of California, USA)

Programme

The programme will be developed based on the abstracts submitted.

1. Pedagogy driving the use of technology – A discussion of the pedagogy behind the use of technology in teaching: Jennifer Marriott (Monash University, Australia) and Tina Brock (University of California, USA)

2. Does innovative teaching affect students' ability to learn? Ian Larson (Monash University, Australia)

3. Can technology be useful in developing countries to improve teaching and learning? Mahama Duwieja (Kwame Nkrumah University of Science and Technology, Ghana), Tabitha Ndung'u (United States International University, Kenya), TK Ravi (College of Pharmacy SRIPMS, India) and Archana Mudgal (Pharmacy Council of India, India)

F6 – MAPPING A NEW VISION – TRANSLATING IDEAS INTO PRACTICE

Wednesday 7 September 2011, 09:00-12:00 | Room G03-G04

Organised by IPSF

The session would highlight the vision for industrial, academic, community and hospital areas of pharmacy followed by a view of the real situation. The speakers would further talk about the actions professional organizations, governments and finally individual pharmacists have to take for achieving this vision and later emphasize on how young pharmacists and pharmacy students can plan their careers in light of this new information.

Learning objectives

At the conclusion of this session, participants will be able to:

- Understand and comprehend the vision for the pharmacy profession
- Understand the reality and comprehend where the profession is actually moving
- Understand what steps should be taken by the profession, professional organizations, governments to achieve this vision.
- Figure out what role individual pharmacists can play in translating these ideas into practice
- How pharmacy students and young pharmacists can design and plan their career in light of reality, new ideas and vision the profession is trying to achieve?

Chairs: Dimple Modi (IPSF, India) and Jan Röder (IPSF, Czech Republic) **Programme**

1. **Introduction of the topic "Mapping a new vision - Translating ideas into practice":** Bhojraj Suresh (India Host Committee, India)
2. **Industrial pharmacy - Translating ideas into practice:** Geoffrey Tucker (FIP Bureau, United Kingdom)
3. **Community pharmacy - Translating ideas into practice:** Henri Manasse (FIP Bureau, USA)
4. **Hospital pharmacy - Translating ideas into practice:** Jacqueline Surugue (FIP Hospital Pharmacy Section, France)
5. **Pharmacy Education - Translating ideas into practice:** Ian Bates (FIP Pharmacy Education Taskforce, United Kingdom)

J10 - BUILDING A 'TOOLBOX' FOR PRACTITIONER DEVELOPMENT AND SUPPORT

Wednesday 7 September 2011, 14:00-17:00 | Room Hall 2

Organised by AcPS and PET

This session will identify a number of tools that may be used to develop pharmacy practitioners, both in undergraduate and postgraduate areas and for continuing professional development. The advantages and disadvantages of some tools will be explored and experience with their implementation and use will be explored.

Learning objectives

At the conclusion of this session, participants will be able to:

- Describe a number of tools that may be used to develop or assess practitioner skills
- Describe the advantages and disadvantages related to the use of portfolios
- Describe the advantages and disadvantages related to the use of competency frameworks
- Describe a range of post-graduate programs available to develop and support pharmacists

Chair: Mike Rouse (ACPE, USA)

Co-Chair: Nilima Shrestha (Kathmandu University, Nepal)

Programme

1. How can we develop competent practitioners? What do we need in the 'toolbox'?

A broad discussion of progression from novice to expert practitioner: Ian Bates (University of London, United Kingdom)

2. Competence-based assessment? Jennifer Marriott (Monash University, Australia)

3. Postgraduate development and education for practitioners- challenges to deliver a flexible workforce that is fit for purpose: Catherine Duggan (Royal Pharmaceutical Society of Great Britain, United Kingdom) and Kirstie Galbraith (NAPE, Monash University, Australia)

J13 - DEVELOPING YOUNG ACADEMICS THROUGH NETWORKING AND MENTORING

Thursday 8 September 2011, 09:00-12:00 | Room Hall 2

Organised by AcPS, YPG and PET

This session will provide insight into the development and maintenance of a professional network for an academic career. It will also discuss the benefits of mentoring for both the mentor and the person being mentored.

Learning objectives

At the conclusion of this session, participants will be able to:

- Describe the types collaboration required to develop a good academic career;
- Describe how to develop and maintain a network of academic colleagues;
- Describe the benefits of development of a mentoring relationship.

Chairs: Claire Anderson (University of Nottingham, United Kingdom) and Ryan Forrey (James Cancer Hospital at The Ohio State University, USA)

Programme:

1. What do young academics need at the beginning of their career? Does mentoring help?

Katja Hakkarainen (University of Gothenberg Sweden); Andreia Bruno (University of London, United Kingdom); Juha Mönkäre (Kuopio University Finland)

2. How can academics develop supportive networks?

Ralph Altieri (University of Colorado, USA); Jennifer Archer (Jennifer Arcgher Consulting, UK) ; Mahama Duwiejua (Kwame Nkrumah University of Science and Technology, Ghana); TV Narayana (Indian Pharmaceutical association, India)

Contacts

If you would like more information about the **Pharmacy Education Taskforce** and other **FIP initiatives** related to **pharmacy education**, Community of Practice resources or have any feedback on the Taskforce Newsletter, please contact **Andreia Bruno**, at education@fip.org.

Project Team Leads

Project Team Leads are responsible for overseeing and developing activities in each priority domain of work to achieve the objectives of FIPs action plans related to pharmacy education.

Academic and Institutional Capacity

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Vision and Competency

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