

Chapter 2

Adapting Education to the Needs of Pharmacists and Pharmaceutical Scientists

Bruno Sepodes

Faculty of Pharmacy, University of Lisbon, Portugal

João Pedro Rocha

Faculty of Pharmacy, University of Lisbon, Portugal

Maria-Eduardo Figueira

Faculty of Pharmacy, University of Lisbon, Portugal

ABSTRACT

The purpose of this chapter is to further explore how the global vision for the future of pharmacy education shared by many stakeholders and catalyzed by the launch of the workforce development goals by the International Federation of Pharmacy (FIP) was transformed into a specific cluster of academic goals. In this chapter, the expected impact of the Pharmaceutical Workforce Development Goals in academia and pharmacy education will be further explored, with a special focus on a consensual group of statements that would be become known as “The Nanjing Statements.” The chapter explores how all these factors contributed to the change of the way the pharmaceutical workforce is educated, and how the challenge is currently being met.

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INTRODUCTION

The Global Vision for the Future of Pharmacy Education

Today it is widely accepted that people are living longer lives due to medical progress and integration of scientific knowledge and research. Many decades of innovation and investment have led to important breakthroughs in the management of patients around the world. Several global factors are contributing to the paradigm shift in the way education in health sciences, particularly in pharmacy, is faced these days.

It is undeniable that although the world population is growing, as well as the economy and commercial trade, social and economic disparities persist, and this leads to the known prevalence of poverty in some cities, regions, countries, and even entire continents.

This results in significant differences in the way health is distributed among a certain population and populations. In part, it explains why such variation exists between nations in terms of the burden of disease. Although the epidemiological transition is occurring in many countries, the burden of disease associated with communicable diseases remains an issue in many countries despite the progress made in science.

On the other hand, in the case of developed countries, mortality and morbidity are mainly related to non-communicable diseases. Additionally, how health systems are organized in each country or region varies considerably and this creates barriers associated with the accessibility and cost of health technologies and care.

The world is facing increasing globalization of healthcare, which is becoming more focused on the patient and patient's needs. The same happened to Pharmacy that is moving from a 'product-centric' approach to a 'patient-centric' focus, at least in the developed countries.

Healthcare workers are at the center of healthcare provided to populations and their training and competencies need to provide reassurance that the best care is being delivered to patients. This vision is global and embraces not only pharmacy education but also education across other areas such as medicine and nursing, to name just a few.

In its vision to 2020, the International Federation of Pharmacy (FIP) identified some pharmacy professional factors as key factors to consider when deciding upon future strategies and resulting actions to bring better healthcare to populations. They speculated that the number of trained and competent pharmacists may be either unavailable or inadequately distributed to meet population needs (FIP, 2008).

This is considered to result from different education and training processes of pharmacists and pharmaceutical scientists around the world and this highlighted the

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