

EAFP/EP SA Joint Statement

“Preparing the Pharmacist for a Future in the delivery of Pharmaceutical Care”

Background

EAFP has helped to expand the thinking about the pharmacy university curricula over the past ten years through a Task Force (1999) publication and a series of declarations made at subsequent conferences. In those declarations EAFP has committed to harmonisation of undergraduate courses facilitated by accreditation to agreed quality criteria; while maintaining curriculum variation that allows for educational experimentation. EAFP has argued that the highest quality course will provide for unknown futures.

EP
SA has consistently argued for a modern curriculum that reflects a medicines-focussed and patient-centred professional education that prepares the student with the knowledge, skills and attitudes needed to deliver pharmaceutical care.

University professors recognise the exciting evolution of a pharmacy profession that is actively addressing the needs of patients served by an expanding 21st century high technology knowledge base. This joint recognition is forming changes in the curriculum required to advance teaching and research to match the professional and scientific aspirations of those entering the profession.

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Joint Statement

1. Pharmaceutical care is an outcome of pharmacists' services that reflects effective quality assurance of medication use. Pharmaceutical care adds to the definition of the pharmacist's consistent application of the pharmaceutical sciences to the quality of medicines that are developed, prepared and used in society. Pharmaceutical care (quality of medication use) is what patients in the 21st century can reasonably expect from a healthcare system. Clinical pharmacy is the taught subject which describes the actions and expertise of pharmacists needed to advance and maintain pharmaceutical care standards in medication use within a multidisciplinary healthcare environment.
2. The continuous improvement of services provided by pharmacists in society depends upon undergraduate and postgraduate educational programmes serving the education and research needs of a progressive profession. EAFP and EPSA are committed to the continuing definition of pharmaceutical care and to that definition being the mission of pharmacists globally.
3. The student's undergraduate curriculum must reflect this aspiration at entry to the profession and the pharmacist's continued professional education must support pharmaceutical care delivery. Pharmaceutical care reflects skills and attitudes acquired by students from increased exposure to real-life patient problem-solving situations. The expertise needing to be acquired can be achieved by combining clinical experience with scientific understanding.
4. The curriculum of a School of Pharmacy requires more clinical experience in pharmaceutical education and research to show the best achievement of educational outcomes. Graduating pharmacists are required to be prepared adequately to participate in practice, teaching and research in order to provide innovative services which continuously improve quality in the use of medications. Post-registration practitioner educational development should address patients' needs and more research activity into those needs is required. The life-long formation of the practitioner should be structured to provide logical progression through a career pathway designed to address patients' needs.