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## **Education: Statement on Collaborative Development, Delivery, and Evaluation of Pharmacy Curricula (2011)**



Canadian Society of Hospital Pharmacists  
Société canadienne des pharmaciens d'hôpitaux

## **Education: Statement on Collaborative Development, Delivery, and Evaluation of Pharmacy Curricula**

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# Education: Statement on Collaborative Development, Delivery, and Evaluation of Pharmacy Curricula

**CSHP advocates that the community of pharmacist practitioners work with educational institutions, accreditors of educational programs, and regulatory authorities to collaboratively develop, deliver, and evaluate pharmacy educational curricula designed to prepare pharmacy practitioners to meet the medication-related needs of society.**

Pharmacy education has been defined as “the educational design and capacity to develop the workforce for a diversity of settings (e.g., community, hospital, research and development, academia) across varying levels of service provision and competence (e.g., technical support staff, pharmacists and pharmaceutical scientists) and scope of education (e.g., undergraduate, postgraduate, lifelong learning).”<sup>1</sup>

As a professional membership organization, the Canadian Society of Hospital Pharmacists (CSHP) has an interest in pharmacy education programs. In keeping with its mission, CSHP is committed to advancing safe, effective use of medications and patient care in collaborative healthcare settings by working with all key stakeholders (including but not limited to, educators, accreditors of educational programs, regulatory authorities, healthcare facilities, pharmacy practitioners, and students). Working together is essential to develop strategies to identify resources, and clarify the understanding of the roles and responsibilities of the various stakeholders with regards to pharmacy education, and to address other related issues that may arise. Recognizing that collaboration is presently occurring at the local level between individual universities and hospital organizations, CSHP encourages academia to involve CSHP members in all aspects of pharmacy education by seeking their input to develop and evaluate the program, and by delivering program content. In turn CSHP members are encouraged to fulfill their professional responsibility to be involved in pharmacy education programs, providing input

into the development and delivery of program content and evaluating curricula.

The pharmacy profession is responsible and accountable to society for the rational and safe use of medicines.<sup>2</sup> The capacity of the pharmacy profession to fulfill its mandate depends on two components of the workforce: “an appropriately trained pharmacy workforce to provide the services and a competent and committed academic workforce to train sufficient numbers of new pharmacists and other pharmacy support staff at both basic and enhanced levels.”<sup>1</sup>

In the cultivation of these two workforce components, it is critical that all key stakeholders share a clear vision of the practice of pharmacy; at present this vision is articulated in the Blueprint for Pharmacy.<sup>3</sup> It is also essential that they use collaborative processes to develop, deliver, and evaluate high-quality, progressive pharmacy educational programs that prepare graduates who are ready to practise.

Pharmacy education has an important role in helping pharmacy practitioners to fulfill their responsibilities to society at large, with a primary goal of providing excellent programs that prepare practitioners who meet the requirements for entry to practice and to meet the needs of the people they serve. To achieve this goal it is important that the all elements of pharmacy education align with the knowledge, skills, and attitudes required for current and anticipated future pharmacy practice; doing so is in the best interest of the public and is associated with many

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other benefits. Hospitals and related healthcare settings require the capacity to provide experiential learning and concerns related to that capacity are addressed in a timely manner involving the relevant key stakeholders. Aligning the curricula and practice and addressing concerns regarding experiential capacity are essential for the delivery of the curricula and the delivery of patient care.

Working together, pharmacy practitioners, regulatory authorities, and academia can achieve meaningful outcomes that will benefit academia, hospital organizations, the profession of pharmacy; and pharmacy education will progressively change so that the patient care services delivered by pharmacy practitioners will meet the requirements of an ever-changing society.

2. American Pharmacists Association and the American Society of Health-System Pharmacists. Concerns about the accelerating expansion of pharmacy education: time for reconsideration. Bethesda, MD: American Society of Health-System Pharmacists; 2010 [cited 2011 Feb 3] Available from: [www.ashp.org/DocLibrary/News/Accelerating-Expansion-of-Pharmacy-Education.aspx](http://www.ashp.org/DocLibrary/News/Accelerating-Expansion-of-Pharmacy-Education.aspx)

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3. Task Force on a Blueprint for Pharmacy. Blueprint for pharmacy: the vision for pharmacy. Ottawa, ON: Canadian Pharmacists Association; 2008

### Additional Reading

1. Canadian Society of Hospital Pharmacists. Education: information paper on collaborative development, delivery, and evaluation of pharmacy curricula. Ottawa, ON: Canadian Society of Hospital Pharmacists; 2011.

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