Pharmaceutical Education Vs. Pharmacy Practice: Do We Really Teach What They Need For Practicing?

Hale Z Toklu*

Department of Pharmacology and Therapeutics, College of Medicine, University of Florida, USA

Keywords: Pharmacy; Practice; Pharmacist; Pharmaceutical; Care; Rational use of medicine; Pharmacotherapy; Patient; Problem based learning

Commentary

Due to their specialized training in the provision of pharmaceutical care, pharmacists play a crucial role in the health care system by ensuring the rational use of medicine. To obtain a bachelor’s degree in pharmacy/pharmaceutical sciences, the majority of the required coursework consists of assignments, exercises, essays, and practical tasks, followed by written, practical, and oral examinations. Although the duration and content of pharmacy education differs between countries, basic pharmaceutical courses are similar. On the other hand, the pharmaceutical care concept varies with regard to how it is applied in practice from one region or country to another. Fortunately, in 2010, the International Pharmaceutical Federation (FIP) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) signed an agreement to develop a FIP UNESCO-UNITWIN Global Pharmacy Education Development (GPED) program [1], which will attempt to standardize pharmacy education additionally, continuing pharmacy education is essential for pharmacists to keep up-to-date on the latest developments in treatment guidelines [2].

In medical education the traditional reliance on lecturing is usually insufficient to guarantee clinical competence in students. Most pharmacy students/pharmacists have difficulty in applying their theoretical knowledge of medicine into the actual practice of medicine [3].

Therefore, problem-based learning methods are recommended for clinical implementation and performance [4]. For clinical excellence, not only knowing, but also executing is required. Recently, it has been demonstrated that simulation centres for health professional schools may offer a novel method of teaching and evaluating health sciences; collaborate with other health professionals and learn to how on cutting-edge research in the pharmaceutical, social, and clinical sciences; and apply new knowledge based on cutting-edge research in the pharmaceutical, social, and clinical sciences; collaborate with other health professionals and learn to how to enhance the quality of life by improving the health of the people in local communities and as well as that of people globally.

Given the fact that pharmacists are health professionals rather than businessmen, the goal must be to develop pharmacists who are well educated, responsible, competent and committed to improving the health outcome of patients and society in general. To achieve this purpose, pharmacy schools should prepare a program that is compatible with the changing role of the pharmacist [9]. Pharmacy education should develop critical thinking and problem-solving skills, which enhance decision-making during pharmacotherapy. The student should be trained to create, transmit, and apply new knowledge based on cutting-edge research in the pharmaceutical, social, and clinical sciences; collaborate with other health professionals and learn to how to enhance the quality of life by improving the health of the people in local communities and as well as that of people globally.

References


