

# **Incorporating IPE with Pharmaceutical Education and Practice**

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The objectives of this presentation are to enable the participant to: analyze components of Pharmacy Education and the value of pharmacists on the health care team. Design an IPE team approach in a chronic or acute care setting including pharmacists and envision opportunities outside of the current health care practices for the IPE team.

The education of pharmacists now spans close to 140 schools and colleges of pharmacy across North America. In the United States the only degree for a practicing pharmacist is the Doctor of Pharmacy. In the United States the Doctor of Pharmacy degree programs are accredited by the Accreditation Council for Pharmacy Education. (<https://www.acpe-accredit.org/>) The standards for schools of pharmacy include competencies for inclusion of interprofessional education. Like the other health professions schools accreditation councils interpreting how and what is enough interprofessional education in a curriculum is still in progress. Pharmacist education prepares students to become the medication safety experts on the healthcare team.

Professional pharmacist competencies that must be achieved by graduates through the professional degree program curriculum are the ability to:

Provide patient care in cooperation with patients, prescribers, and other members of an interprofessional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, cultural, economic, and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences that may impact therapeutic outcomes.

Manage and use resources of the health care system, in cooperation with patients, prescribers, other health care providers, and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time-sensitive medication distribution; and to improve therapeutic outcomes of medication use.

Promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations, and other members of an interprofessional team of health care providers.

These professional competencies must be used to guide the development of stated student learning outcome expectations for the curriculum. To anticipate future professional competencies, outcome statements must incorporate the development of the skills necessary to become self-directed lifelong learners.

[ACPE Standards and Guidelines Effective February 14, 2011](#)

## **The Pharmacist on the Healthcare Team:**

1. Medication safety expert/Drug Supply Chain Safety
2. Medication causes of symptoms/disease
3. Toxicity
4. Drug –Gender-Age-Condition considerations for Tx
5. Adherence-modification of delivery/schedule/etc

6. Efficacy
7. Social issues relating to medication therapy-cost/ability to get to pharmacy/etc
8. Public health /Immunizations
9. Education
10. Medication Therapy Management

## Videos

[What does the Hospital Pharmacist Do?](#)

[The Pharmacist Hunter](#)

## What are some schools doing

1. Classroom
2. Experiential
3. Organizations

## Pharmacist outside the "Norm"

1. Specialty (Board Certified Specialists)
2. Diabetes Educators
3. Neurology clinics
4. Doctors without Borders
5. National Disaster Medical System
6. Surgical
7. Emergency Department
8. Ophthalmology
9. Hospital Administration
10. Public Health (FDA, CDC, NIH)

## Opportunities for IPE- Build it and they will come?

*How do we get there?*

*What is the Association doing?*

*Shared Vision for IPE*