

Making More Opportunities than We See for Our Graduates

Gayle A. Brazeau, Ph.D.

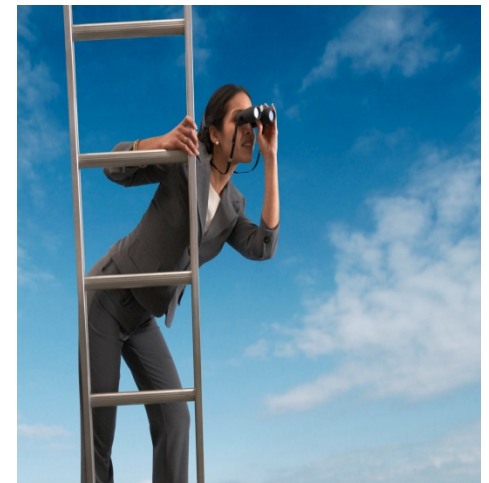
University at Buffalo

School of Pharmacy and Pharmaceutical Sciences

AACP Curricular Summit

Scottsdale, AZ

September 10, 2009



Collaborative Project - "Terrific 12"

- Susan Meyer - Pittsburgh
- Ed Bednarczyk - UB
- Gene Fiese - Pfizer Retired
- Steve Giroux - Modem-Giroux and NCPA
- Andy Traynor - Minnesota
- Danny McNatty - Midwestern Glendale
- Gary DeLander - Oregon State
- Sanela Bilic - Novartis
- Ruth Nemire - Touro New York
- Bill Prescott - UB
- Julie Bullock - FDA
- Michele Belsey - Rite Aid



Pre-Session Activities

- Goal - Stimulate your Thinking about what Your Graduates Have the Potential to Do!
- Thank you for your time in participating in these pre-session efforts
- Team results will be presented later in this presentation

What is a "Health Care Provider"?

- A person who helps in identifying or preventing or treating illness or disability
- An individual who provides health services to health care consumers (patients)



Nouns:

- Person
- Individual

Verbs:

- Identifying,
- Preventing
- Treating
- Provides

Objectives:

- Illness
- Disability
- Health Services
- Health Care



Consumers (Patients)

Defining "Practice" and "Professional Practice"

Practice

- To work at, especially as a profession
- Exercise of an occupation or profession
- Advancing one's skills in a profession

Professional Practice

- Using one's knowledge in a particular profession as related to health care and/or the actual performance of the duties related to the provision of health care.

What are the Common Elements in These Definitions?

- Involves individuals and actions
- Involves using knowledge
- Involves applying skills
- Involves considering values and attitudes
- Involves intellectual curiosity
- Involves a willingness for life-long learning



What's Missing in these Definitions?

**THERE IS NO
MENTION OF A
SPECIFIC PLACE OR
LOCATION!**

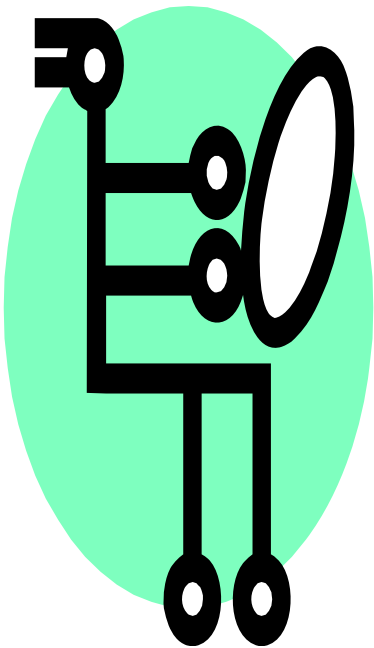
Our Goals

As pharmacy educators to think about opportunities for our graduates from the perspective of:

- Professional Activities versus Practice Locations
- Professional Opportunities using their Pharmacy Educational Background
- Professional Activities that Advance our Communities and Society

Drivers for Current and Future Practice Opportunities

- Domestic Health Care Environment and Costs
 - Patient Centered Primary Care Medical Home (Pre-Session Reading)
 - Optimized Health Care Outcomes
 - Patient Focused Collaborative Care
 - Evidence-Based Medicine
 - Health Information, Information and Technology
 - MTM, CDTM, Medication Reconciliation, Disease Management (Pre-Session Reading)
 - Minimize Health Care Disparities



Drivers for Current and Future Practice Opportunities

Global Economics

Global Health Care Issues

Global Communication

Global Educational Opportunities
and Platforms



Generalist Health Care Provider

- Confluence of the CAPE Educational Outcomes and ACPE Accreditation Standards emphasizes the role of educating “generalist practitioners”
 - Providing patient and population based pharmaceutical (pharmacist) care
 - Effectively managing and using resources and systems
 - Enhancing public health by promoting health improvement, wellness and disease prevention

**ESSENTIAL ELEMENT FOR
EDUCATING GENERALIST HEALTH
CARE PROVIDERS:**

**MUST BE AT THE PROFESSIONAL
DOCTORAL LEVEL**

Educating Health Care Providers

Curriculum Content and Learning Strategies

- | | |
|---|--|
| <ul style="list-style-type: none">✓ Informatics and Information Technology✓ Simulations✓ Interprofessional Education✓ Self Assessment and Reflection✓ Community and Professional Engagement | <ul style="list-style-type: none">✓ Leadership Development and Advocacy✓ Global Health and Health Professions Education✓ Scholarly Activities and Opportunities✓ Personal Development and Entrepreneurism✓ Continuing Professional Development |
|---|--|

Yet, Foundations of Professional Practice Must Include:...

**Biomedical
Sciences**

**Practice
Skills**

**Clinical
Sciences**



**Critical
Thinking
Problem
Solving**

**Pharmaceutical
Sciences**

**Practice
Opportunities**

**Social
Administrative
Sciences**

Brief Walk Through Content and Strategies

Interprofessional Education

- ✓ Essential for patient centered care
- ✓ Early and often
- ✓ Primary care medical homes
- ✓ Taking leadership roles in their teams



Simulations

- ✓ Computer based learning simulations
- ✓ Virtual Reality
- ✓ Virtual Patients
- ✓ Simulated or Standardized Patients
- ✓ Human Patient Simulators

Brief Walk Through Content and Strategies

Self Assessment, Self Efficacy and Reflection

- ✓ Develop skills as to what they know or do not know
- ✓ Develop skills as to what they can do or not do
- ✓ Develop skills to reflecting on their abilities

Continuing Professional Development

- ✓ What can they do to enhance their professional career post PharmD
- ✓ Develop plans for their professional advancement - long and short term

Brief Walk Through Content and Strategies

Global Health and Health Professions Education

- ✓ Impact of a “world is flat” environment
- ✓ Health care provided communication around the globe
- ✓ Global health care and education issues
- ✓ Global cultural competency



Community and Professional Engagement

- ✓ Providing mentoring, tools, time and confidence for participation
- ✓ Prevention of disease
- ✓ Promotion of wellness
- ✓ Skills as community leaders
- ✓ Addressing health literacy and health disparities

Brief Walk Through Content and Strategies

What if?



Informatics and Information Technology

- ✓ Critical component
- ✓ Use and interpret data
- ✓ Organize, combine, analyze complex data sets
- ✓ Manage technology
- ✓ Interest in developing technology

Scholarly Activities and Opportunities

- ✓ Flexibility and time to develop scholarly pursuits and projects
- ✓ Programs for stimulating intellectual curiosity and enthusiasm for scholarly activities

Brief Walk Through Content and Strategies

Leadership Development and Advocacy

- ✓ Core and elective leadership opportunities must be available
- ✓ Skills and confidence to navigate the political, organizational and decision making processes
- ✓ Making a difference by being a leader without a title

Personal Development and Entrepreneurism

- ✓ Skills and confidence to become agents of change to advance practice opportunities
- ✓ Risk taking by trying new ideas or engaging in scholarly pursuits
- ✓ Thinking about new practice models



Health Care Provider and Professional Activities

- Thinking about what our professional doctoral level graduates can do with their knowledge and skills.
- Should consider more *what they can do* versus *where they can do it*
- Our curriculum needs to stimulate their and our thinking about all professional opportunities.
- Our graduates can find their best fit!

“Wise man will make more opportunities than he finds”

Sir Francis Bacon

Team Reports

- Thank you to those teams who sent in their list
- 30 School/College teams provided feedback
- Evidence of creativity in your thinking about possibilities for our future graduates
- Each breakout room will be provided with copies of the final listings

Most Extensive Listing

- Virginia Commonwealth
- Albany
- Western New England
- Drake
- College of Notre Dame of Maryland
- University of Minnesota
- Idaho State
- East Tennessee State
- University of Southern Nevada
- Midwestern Glendale
- Chicago State
- Butler
- University of Nebraska
- University of North Carolina
- South Carolina



Special Recognitions

- Alphabetized Listing
Western New England
- Most Creative
Drake

Talk Show Host/Media Health
Care Consultant

Chicago State

Astronaut on Science Mission



Recommendations and Considerations



Our Graduates Must...

- Accept the responsibility that they are health care “providers” whose skills allow them to provide care in a variety of environments.
- Make health care more beneficial and cost effective through the appropriate use of all medications and medication use tools.

Our Graduates Must...

- Have the skills and confidence to be adaptable/flexible to changes during their career.
- Embrace life-long learning as essential to their role as a health care provider.
- Take responsibility for their continuous professional development through mastery of self-assessment, self-efficacy and reflection.
- Embrace potential for post-doctoral educational pharmacy opportunities to advance their practice.

Our Graduates Must...

- Be agents for change and be willing to take risks and experiment to advance new practice roles.
- Embrace information technology to provide care and as the means to interact with a diverse and widespread groups.
- Be willing to work collaboratively, including taking leadership roles, in a variety of existing or future settings with other health care professionals and individuals.

Our Graduates Must...

- Be leaders and advocates, regardless of their position or title, for pharmacy and for advancing the diverse provider roles that pharmacists can offer to our communities.
- Assume the responsibility to address society's needs and advance our knowledge through research on medications and their uses in patient care.
- Support the advancement of knowledge through research on medications and their uses in patient care.

Our Graduates Must...

- Engage their communities to help define and solve challenges facing our communities within and outside of pharmacy issues.
- Be culturally competent in the provision of their care and seek to reduce health care disparities.
- Embrace a global focus and seek to comprehend global health and health educational issues and their relevance to patient care.

As Educators, We Must...



- Look forward and seek new opportunities for professional practice, practice models and research
- Respond quickly to opportunities that develop in a changing health care and economic climate
- Embrace curricular changes, now and in the future, necessary to enable our graduates to be successful

*Thank You AACP for this Opportunity!
Thank You for your Participation!*



Questions and Discussion