

From Professional Competencies to Educational Outcomes

World Café Report

Topics discussed:

- Competencies development in line with the expansion of patient care services, regulation and expanded scope of practice for pharmacists. Development of experiential pharmacy curriculum (traineeship). How to design and deliver the relevant study program?
- Roles and responsibilities of university. Roles and responsibilities of placement sites and teacher practitioners. Students' expectations. Is there a need for regional cooperation?
- Teaching competence development of university staff and teacher practitioner: Is there a need for formal study program?

Discussion outcomes

- In order to develop professional pharmacy competencies in line with the expansion of patient care services, regulation and expanded scope of practice, as well as develop the relevant experiential education curriculum (traineeship), it is important that:
 - responsible academic staff is well informed about the current pharmacy practice, as well as that
 - teacher practitioners are aware of the particularities of educational delivery (teaching, learning and assessment).
- In order to achieve the above, similar to medical education, academic staff should be involved in daily professional practice, while clinical supervisors/ teacher practitioners should be recognized as teaching staff.
- Academic staff and teacher practitioners should work together to define relevant, ability based, learning outcomes for experiential part of the curriculum.
- Taking into account the complexity of learning environment for experiential education, involvement of educational experts has been recommended.
- With respect to the roles and responsibilities of each party involved in experiential education, it is expected that universities should be responsible for quality assurance, including the provision of relevant standards and guidance for students and teacher practitioners, as well as criteria for qualification of student placement sites and appointment of teacher practitioners;
- It has been concluded that there is a need for initial basic formal training for academic staff and teacher practitioners ("the licence to teach"), as well as on going continuing professional development.
- The increased workload and lack of motivation have been identified as major obstacles for pharmacy practitioners to engage as teacher practitioners in experiential education. In order to increase motivation, it has been suggested that, from the very beginning,

academic staff should “seed” the idea and set the expectations for pharmacy students that they will be future educators and teacher practitioners.

- It has been emphasized that there is a need for cooperation at both the national and transnational level in order to harmonize students learning experience among different universities.
- The need for regional cooperation is foreseen with regards to defining the common set (general framework) of core standards and criteria for qualification of student placement sites and appointment of teacher practitioners, as well as with regards to development of basic teachers training programme. This general framework could be further adopted in line with the specific needs of the national healthcare systems and individual communities.