



International
Pharmaceutical
Students' Federation
European Regional Office

IPSF Globale Deklaration zur weltweiten Apotheker*innenschaft: Vorbereitungen auf das nächste Jahrzent

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IPSF Globale Deklaration zur weltweiten Apotheker*innenschaft: Vorbereitungen auf das nächste Jahrzent

Die „International Pharmaceutical Students' Federation (IPSF)“ und ihre Mitgliedsorganisationen:

erkennen die Notwendigkeit an, die Ausbildung in der Pharmazie zu verbessern und zu erweitern, um den Anforderungen eines dynamischen und sich ständig weiterentwickelnden Berufs gerecht zu werden;

sind zutiefst besorgt über die Uneinheitlichkeit der akademischen Curricula innerhalb des Apotheker*innenberufs und betonen die Notwendigkeit einer weltweiten Standardisierung des Berufsstandes;

erkennen die Bedeutung des Eintretens für den Berufsstand im Gesundheitswesen und des Ausbaus des Wissens über die Rolle der Apotheker*innen in der Gesellschaft als Ganzes an;

erkennen das Ziel der Vereinten Nationen für nachhaltige Entwicklung in Bezug auf Gesundheit und Wohlbefinden mit den Entwicklungszielen des Weltapothekerverbands (International Pharmaceutical Federation, FIP) als Richtlinie für den Apotheker*innenberuf im nächsten Jahrzehnt an;

sind der Überzeugung, dass die IPSF und die pharmazeutischen Berufsverbände bei der Gestaltung des Berufsstandes im nächsten Jahrzehnt eine Schlüsselrolle spielen werden;

1. fordern die Bildungseinrichtungen auf, die Möglichkeiten für eine praxisorientierte Ausbildung zu erweitern, um die neuen Absolvent*innen besser auf die Herausforderungen des Berufs vorzubereiten;
2. fordern die Bildungseinrichtungen auf, die Rolle der Pharmazie in interprofessionellen Teams anzuerkennen und die interprofessionelle Zusammenarbeit in die Lehrpläne aufzunehmen;
3. ermutigen die Bildungseinrichtungen, Lehrveranstaltungen in neuen und innovativen Bereichen der Pharmazie anzubieten, einschließlich Pharmakogenomik,



Nuklearpharmazie, Pharmakovigilanz, Veterinärmedizin, Immunologie, Impfungen und Umweltauswirkungen;

4. setzen sich für Partnerschaften, Kommunikation und die gemeinsame Nutzung von Bildungsressourcen und -standards unter Bildungseinrichtungen ein, um die Globalisierung des Berufs zu fördern;
5. fordern die Regierungsstellen und Gesundheitsministerien auf, die Apotheker*innen in die Krisenreaktionspläne einzubeziehen und deren lokale Expertise und ihre einzigartige Stellung in den Gemeinden zu nutzen;
6. empfehlen den Berufsverbänden, ihren Mitgliedern Fort- und Weiterbildungsmaßnahmen anzubieten, damit die Apotheker*innen auch noch lange nach dem Studienabschluss über die neuesten Entwicklungen und Fachkenntnisse auf dem Laufenden sind;
7. fordern die Bildungs- und Berufsbildungseinrichtungen dazu auf, Schulungsmöglichkeiten für die Digitalisierung im Gesundheitswesen auszubauen;
8. betonen die Notwendigkeit von Soft Skills Trainings im Pharmiestudium, einschließlich Trainings in Kommunikation, Konfliktlösung und emotionaler Intelligenz;
9. ermutigen die Berufsverbände, Pharmiestudierende darin zu schulen, wie sie für ihre eigene psychische Gesundheit sorgen können und Ressourcen dafür bereitzustellen.



Zusammenfassende Liste der Schlüsselbegriffe:

- praxisorientierte Ausbildung
- Soft Skills (Kommunikation, Konfliktlösung)
- Standardisierung
- Ausbildung im Bereich digitale Gesundheit
- Interprofessionelle Ausbildung
- Studierende/Absolvent*innen als Interessenvertreter*innen
- Ressourcen für psychische Gesundheit/Wohlbefinden
- Befähigung studentischer Interessensvertreter*innen
- Sensibilisierung für den Apotheker*innenberuf
- Ausbildung im Bereich Wirtschaft/Finanzen/Verwaltung
- Ausweitung des Lehrplans (Pharmakogenetik, Vigilanz, Nuklearpharmazie, Impfungen, Veterinärmedizin, Umweltauswirkungen)
- Einbeziehung von Apotheker*innen in Diskussionen über Gesundheitskrisen
- Regulierung von OTC-Produkten (z. B. Kosmetika)
- Partnerschaft zwischen Pharmazieinstituten auf der ganzen Welt zur Förderung der Standardisierung
- Kompetenzbasierte Ausbildung (anstelle der traditionellen)
- Füllen von Wissenslücken, die durch die erweiterte Rolle des Apotheker*innenberufs entstanden sind
- Kontinuierliche Fort- und Weiterbildung innerhalb von Berufsverbänden vorschreiben
- Antimikrobielle Resistenz
- Gesundheitliche Gerechtigkeit
- Qualitätsakkreditierung
- Digitalisierung



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IPSF EuRO Regional Resolution on Global Pharmacy Workforce: Preparing for the Next Decade

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IPSF EuRO Regional Resolution on Global Pharmacy Workforce: Preparing for the Next Decade - as approved during the 10th EuRA

International Pharmaceutical Students' Federation European Regional Office (IPSF EuRO) and its Member Organisations:

Recognising that Interprofessional Education (IPE) leads to a collaborative practice-ready workforce, and collaborative practice leads to a strengthened healthcare system, resulting in improved patient health outcomes;

Acknowledging that Interprofessional Collaboration (IPC) is rooted early in the start of healthcare studies and different healthcare students should be exposed to IPC during their academic studies;

Alarmed by the fact that the focus in IPE and IPC is drawn on nurses and physicians, whilst under-utilising the potential that pharmaceutical professionals have in multidisciplinary health teams;

Taking note of the collective potential different healthcare stakeholders have and IPSF's fruitful collaboration with them;

Emphasising the differences of current academic syllabuses between countries in the European region and within the countries themselves;

Convinced that advocating for awareness of the pharmacy profession should include other healthcare professionals, in order to understand different healthcare professionals' added value and capabilities within the whole spectrum of healthcare;

Noting that IPC is essential for treatment outcomes and cost-effectiveness, the latter leads to less opportunity cost, resulting in better healthcare for the whole healthcare system, thus for the patients;

Fully aware of healthcare workers shortages before the COVID-19 pandemic which was heavily emphasised during the pandemic itself;



Taking into account IPSF EuRO's successful collaboration with International Federation of Medical Students' Associations (IFMSA) Europe, that resulted in the Call for Action on Interprofessional Collaboration and Education;

Confident that all healthcare professionals share the common goal of providing the best possible care and treatment to their patients;

1. Emphasises the undisputable added value of pharmacists in clinical and community settings, as advocates for patient safety and the most accessible healthcare providers;
2. Underscores the believed benefits of IPC and IPE in terms of significant cost reductions across the board in healthcare systems, as recognised by some countries in the European region;
3. Acknowledges the need for evidence for IPC and IPE in terms of outcomes for patients and cost-effectiveness;
4. Calls upon researchers of public health practice to produce evidence regarding IPC and IPE;
5. Urges universities and professional bodies of different healthcare-related professions to recognize the importance of IPE and IPC, and to implement it in their curricula and professional guidelines, for example, through:
 - a. Joint lectures;
 - b. Joint courses;
 - c. Case studies and hackathons;
 - d. Joint practical work/internships;
6. Requests to IPSF and universities to undertake initiatives that have a broader scope in society, such as the environmental, economical, and social impact of drugs and pharmaceutical professions;
7. Calls upon IPSF and its Member Organisations to collaborate with different health students' associations, and to form National Health Alliances of different health-related student organisations, as well as to organise discussion forums between different health-related disciplines;



8. Recommends action on the regional level to increase the sharing of good pedagogical and curricular practices between countries and schools within the same country in regards to IPC and IPE;
9. Draws special attention to the added value of clinical pharmacists in the hospital setting, which is well established in many countries, yet still underappreciated in others;
10. Reminds IPSF and its Member Organisations, as well as pharmaceutical professional bodies, to the importance of raising awareness of the pharmacy profession amongst the society and other healthcare professionals and students.



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IPSF Global Declaration on Global Pharmacy Workforce: Preparing for the Next Decade

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IPSF Global Declaration on Global Pharmacy Workforce: Preparing for the Next Decade

The International Pharmaceutical Students' Federation (IPSF) and its member organisations:

Recognising the need to improve and expand pharmacy education to meet the demands of a fluid, dynamic and constantly evolving profession;

Alarmed by the asymmetry of the academic curricula within the pharmacy profession and emphasising the need for global standardisation of the profession;

Acknowledging the importance of advocating for the profession within the healthcare field and also expanding knowledge of the pharmacists' role within society as a whole;

Acknowledging the United Nations' Sustainable Development Goal on Good Health and Well Being with the International Pharmaceutical Federation (FIP) Development Goals as a directive for the pharmacy profession in the next decade;

Convinced that the IPSF and professional pharmaceutical bodies are key stakeholders in shaping the profession over the next decade;

1. Implores educational institutions to expand experiential education opportunities to better prepare new graduates for the challenges of the profession;
2. Calls on educational institutions to recognise the role of pharmacy in interprofessional teams and incorporate interprofessional collaboration within the curriculum;
3. Encourages educational institutions to offer coursework in new and innovative areas of pharmacy, including pharmacogenomics, nuclear pharmacy, pharmacovigilance, veterinary medicine, immunology, vaccination and environmental impact;
4. Advocates for partnership, communication and sharing of educational resources and standards amongst educational institutions to help globalise the profession;



5. Calls on government bodies and ministries of health to include pharmacists in health crisis response plans and utilise their local expertise and unique placement in communities;
6. Recommends professional organisations offer continuing education with membership to keep pharmacy professionals abreast of recent developments and skill sets long after graduation;
7. Urges educational and professional institutions to increase training opportunities in digitisation of healthcare;
8. Emphasises the need for soft skills training within pharmacy education by including training in communication, conflict resolution and emotional intelligence;
9. Encourages professional organisations to train pharmacy students as to care for their own mental health and provide resources.



Summary list of key terms:

- Experiential/practical training
- Soft skills (communication, conflict resolution)
- Standardization
- Digital health training
- Interprofessional education
- Student/grads as advocates
- Mental health/wellness resources
- Empower student advocates
- Awareness about pharmacy profession
- Business/finance/admin training
- Expand curriculum (pharmacogenetics, vigilance, nuclear pharmacy, vaccination, veterinary, environmental impact)
- Include pharmacists in health crisis discussions
- Regulate OTCs (ex. cosmetics)
- Partnership between pharmacy schools globally to encourage standardization
- Competency-based education (rather than traditional)
- Fill knowledge gaps left from expanded pharmacy roles
- Mandate continuous education within professional organizations
- Antimicrobial Resistance
- Health equity
- Quality Accreditation
- Digitalisation