



Teaching pharmacy: need for a change

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For many people, change can be threatening. This is the challenge of the present situation as in every facets of our life, drastic changes are taking place due to technological innovation and improved communication. Thus, we can be neither exist in isolation nor keep away from changes. With this notion, the field of pharmacy cannot keep away from changes; in fact, we have undergone a dramatic change from a product-oriented profession to a patient-centered one. In simplicity, we are justly transforming a profession by moving it from product to person. Specifically, pharmacists had begun engaging and providing direct patient care after the philosophy and concept of pharmaceutical care had been mandated as patient-centered practice model for pharmacy. Under the new model of pharmacy practice, many pharmacists have found themselves challenged by a paradigm shift in their daily practices where they have to takes responsibilities for their patient's drug-related needs and is held accountable for this commitment.¹

Suffice to say, whether we accept the new framework of practice or stay with the way that we are currently practiced our profession, we must prepare our pharmacy graduates to face the challenges in the new millennium. At the present time, we are facing with new challenges that are likely to influence our pharmacy practice and most importantly are the educational needs of our students. Globalization, scientific and technology advances, information and communication technology, as well as changes in our societal and health care trends were amongst the factors that need special attention. These factors need considerable attention in the development and designing of the pharmacy curriculum.

Our main goal is to prepare students to practice pharmacy today and in our profession of pharmacy will continues to evolve then we to equip them with knowledge and skills to provide direct patient care to their patients with the sole purpose of identifying and resolving drug therapy problems.

Our core business, the teaching and learning processes, is no exception. Array of new educational methodologies had been proposed to cater the needs of our students. Computer-based learning, case-based learning, cooperative learning, guided design teaching, project-based learning, experiential learning, and problem-based learning, have begun to take hold. Indeed, the academic literature in pharmacy is replete with many examples of literatures that explicate the nuances of implementing these innovative instructional techniques.²⁻⁶

Most of the techniques mentioned here focus and create more opportunities for student engagement, participation, and active learning. This is essential in professional education, like pharmacy, where important pharmaceutical and clinical skills are not be effectively learned by the traditional lecture method. Nevertheless, many of us are still lecturing in the traditional way. The PowerPoint bullet-slide approach is still the prepared method of delivering facts and information to students. Probably, it may be acceptable if memorization were the key to successful practice as a pharmacist. Most often, this is not the case.

Our students need the necessary skills and ability to translate theory and research in basic, medical, and pharmaceutical sciences into practice. In other words, our students should possess the ability to connect the pharmaceutical sciences, which basically form the foundation of the practice of pharmacy, to patient care. Therefore, it is the critical thinking, problem solving, communication, and life-long learning skills that best prepare students for the decades of practice after graduation.

Why IJPTP? This is a platform where pharmacy teachers can share their opinions, concerns, and provide solutions and mechanisms to overcome problems and challenges mentioned above. The hope in writing this *editorial* is that, pharmacy teachers will be stimulated to create innovative teaching techniques, either some of those mentioned here or ones they develop themselves. IJPTP will promote and supporting scholarship in teaching by pharmacy teacher. As mentioned by Hutchings and Schulman that teaching becomes scholarship ‘ when it demonstrates knowledge of the field and

current findings about teachings.’⁷ Later, Kennedy and associates, state that ‘ the scholarship of teaching lies not in effective delivery of appropriate content but more in the development of creative and original means for delivery and measuring of outcomes.’⁸ It is hope that IJPTP will contribute to a better and sustainable pharmacy teaching and practice. Lastly, just ponder the following quote,

“The work of the professor becomes consequential only as it is understood by others ” (Boyer, 1990).

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