

## Uloga i kompetencije farmaceuta danas - nauka i praksa: COMPETENCIES OF THE "FIRST DAY OF JOB" FARMACIST

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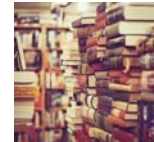


### „Classic“ approach



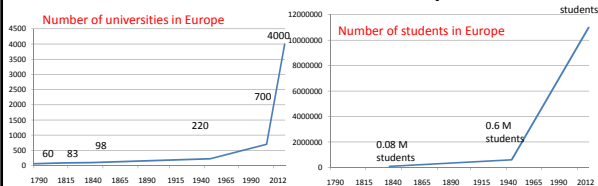
- **Structured conditions for promotion to higher class (examples):**

- presence at all laboratory works
- presence at lectures
- individual seminar works
- knowledge at the colloquium
- knowledge at the written and oral exam
- defend thesis



What was going wrong?

## Universities in Europe



- The core mission of higher education remains the same: to enable people to learn
- Europe needs higher education institutions as the focal points for imparting what is known, interrogating what is not, producing new knowledge, shaping critical thinkers, problem solvers and doers.

## Context

- Needs and expectations of the society have been altered.
- The perception of university study and graduates in the society has been changed
  - 19th century: 2% population → 21st century (till 2020?): 40%
- The shelf life of knowledge has been shortened
- Diversifications of world of work have increased
- Expectations of employers have increased.
- The responsibilities of students and teachers have been redirected from knowledge and skills to competencies.

## What are competencies?

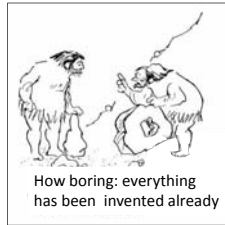
- Combination of theoretical and practical knowledge, skills, behavior and values. They are connected to education and to personal characteristics.
- Two sets of competencies (part of every curriculum in HEI)
  - General job competencies
    - common across many jobs and demonstrate the key behaviors required for success regardless of position
  - Job-specific competencies
    - required for success in particular functions or jobs
- Several types of competencies (depending on program)
  - organizational, behavioral, management, initiative and creativity, judgment, cooperation, reliability, commitment to safety, support of diversity, technical knowledge, communication, problem solving, customer service, flexibility, staff development, responsiveness, ...

## Competent graduates

- University programs should include:
  - Knowledge AND development of personal capability
- Levels of competency
  - **Novice:** Rule-based behavior, strongly limited and inflexible = graduate
  - **Experienced Beginner:** Incorporates aspects of the situation
  - **Practitioner:** Acting consciously from long-term goals and plans
  - **Knowledgeable practitioner:** Sees the situation as a whole and acts from personal conviction
  - **Expert:** Has an intuitive understanding of the situation and zooms-in on the central aspects
- The HEIs may and should provide graduates with competencies as novices – this is called the „first day job competencies“

## Competency development

- Lifelong doing and reflecting
- Is linked with **personal development**
  - as a management concept
- Requires a **special environment**:
  - described using terms such as learning organization, knowledge creation, self-organizing and empowerment.
- **Who does it really know, what graduates will need for their jobs after 10 or 15 years?**



## Competencies in Pharmacy

- Project PHAR-QA: **Quality Assurance in European Pharmacy** education and training; <http://www.phar-qa.eu>

founded by EACEA



- Focuses on competencies and quality assurance in the education and training of European pharmacists
- Is extension of the PHARMINE: Pharmacy Education in Europe
- Mission: It deals with four demands:
  - EU directive for sectoral professions including pharmacy, characterized with long learning,
  - Bologna reform,
  - Evolution of the role of the pharmacist in the healthcare system
  - European pharmaceutical industry: pharmacists' role in production of drugs

## Scope of PHAR-QA

- The European Quality Assurance framework, assessing the competencies in pharmacy practice
- The use of competencies eliminates ambiguity and clearly establishes what the student is able to do at the end of the program
- Quality assurance systems must ensure that educational programs
  - are competency-based, reflect a vision for pharmacy practice, education and science,
  - are of high quality and appropriate, and
  - meet the needs of the society.

## Who is involved?

- 4 regions (EU and European High Education Area and wider)
  - Eastern region: 18 countries, 250 M inhabitants;  
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- PHAR-QA is asking
  - academia,
  - students
  - practicing pharmacists
    - community,
    - hospital
    - industrial
    - others (laboratory medicine, government offices)
  - to rank the importance of the competencies from the survey
- The basic list of competencies was produced using Delphi methods among group of experts and was sent to global populations of pharmacists and pharmacy students

## Questionnaire / competencies

- 6 questions on the profile of the respondent: age, country, profession,...
- 13 clusters of questions on personal and patient care competences (62 competences in all):
  - learning and knowledge
  - values
  - communication and organizational skills
  - knowledge of different areas of the science of medicines
  - understanding of industrial pharmacy
  - patient consultation and assessment
  - need for drug treatment
  - drug interactions
  - provision of drug products
  - patient education
  - provision of information and service
  - monitoring of drug therapy
  - evaluation of outcomes

## Ongoing project – second round

- Final questionnaire (according to 1600 responses and Delphi approach) will be launched to pharmacists in autumn.
- Ranking system the same in both phases:
  - 1. Not important = Can be ignored.
  - 2. Quite important = Valuable but not obligatory.
  - 3. Very important = Obligatory with exceptions depending upon field of pharmacy practice.
  - 4. Essential = Obligatory.
  - With an additional: "I cannot rank this competence."
- Be part of this activity and response to the survey

## Conclusions

- Competencies can be seen as a combination of theoretical and practical knowledge, skills, behavior and values
- PHAR-QA has developed a proposal for a competency framework for pharmacy practice in line with a quality assurance system
- The quality assurance systems must ensure that educational programs are competency-based, reflect a vision for pharmacy practice, education and science.
- The final competence framework will be based on the widest possible acceptance (consensus, not unanimity).
- These competencies should be understood as competencies of novice therefor competencies of the „first day job pharmacist“.
- High education could provide novice or novice with some experiences

**Important general competency is ability for lifelong learning and upgrading to higher levels of competencies**