

Council of Faculties Chairman's Section

The Yellow Brick Road To Pharmacy Education's Success

R. Lee Evans Jr.

School of Pharmacy, University of Missouri-Kansas City, Kansas City MO 64108

It's a silly title, but I couldn't help myself! Even though I work in Missouri. I live in Kansas. Besides, pharmacy's odyssey over the last twenty plus years has some of characteristics of The Wizard of OZ story line. Dorothy. Toto. Tin Man, Lion, Scare Crow, the witches and the Wizard's roles can be easily projected to members of our academe and pharmacy profession. Perhaps one could see the Lions of pharmacy short on the courage it takes to move forward at a meaningful pace towards the vision. Perhaps that vision is that practitioners and pharmacy school graduates will provide comprehensive pharmaceutical care. Tin Man could be visualized as those of us who have no faith (no heart) in our ability to achieve substantial change in practice and education in a timely fashion. What about Scare Crow (no brains), well think about those of us who intuitively know what needs to be done and even on occasion have articulated our notions, but don't feel like our ideas could do much to make things happen. The wicked witch is plentiful in our story line, the soothsayers, the traditionalists, the status quo folks, the elitists, the list goes on and on. These are not the folks who are team players in moving towards the vision. Everyone likes good witches but beware, some may be cheerleaders who are reluctant to pitch in. get their hands dirty and help get the work done. What about the Wizard? Maybe the Wizard represents the ominous nature of our vision. The tasks seem overwhelming, at times impossible, and maybe pretty scary but remember, the Wizard was an illusion. Toto, who Dorothy followed into her odyssey, may actually represent our vision, our dreams, our patients' needs, the profession's needs; these are the things that drive our odyssey. Dorothy, and eventually her cast of characters, conquered numerous barriers to travel the uncharted. Praise be to the Dorothys! They are the nurturing, supportive, adventuresome, creative, introspective folks that help us find our way. We all must borrow some of Dorothy's courage, faith and wisdom to help pharmacy education and practice find their ways. Oh yes, the yellow brick road, must be symbolic of the foundations, the underpinnings, the tools that we must employ in our quest. Each brick has a name and since we have not finished our journey, not all the bricks have been stepped upon. Bricks we have discovered have a familiar ring: problem solving learning, educational outcomes, assessment, case method, collaborative interdisciplinary education, early socialization, community-based, primary care, liberalization of the curriculum, student centered learning, total quality management of curriculum, recognition and rewards for all forms of scholarship, practitioner partnerships with education and students as teachers to name a few. Each and every one of

us must find the Dorothy inside that will allow and encourage the use of these bricks in reaching for pharmacy education's success.

AACP and its leadership has been like the "good witch", the organization together with its membership has helped find the bricks, which if used wisely, courageously, and faithfully should allow us to be successful. I am pleased to have been a small part of AACP's leadership over the last two years as the COF Chair. My year as past chair has been preempted since I now join the Council of Deans. I will miss the opportunity to serve in that capacity. As I reflect on the past year, the COF has completed or initiated meaningful work that will hopefully serve as bricks. My hat goes off to all of the committees and their leadership for their courage, wisdom and faithfulness in completing their tasks. I would like to draw special attention to two of the COF's initiatives. The report entitled "The Essential Linkage of Professional Socialization and Pharmaceutical Care" focuses on the necessity of changing the manner in which our students are socialized during their pharmacy education experience. The report emphasizes that caring, personal responsibility and accountability, communication effectiveness, and documentation and evaluation of performance process and outcomes are individually and collectively essential attributes of providing pharmaceutical care. Faculty must hold students accountable for these attributes throughout the entire curriculum while serving as models and mentors during the socialization process. In my opinion, if professional socialization can be incorporated throughout the pharmacy curriculum, education will have discovered a very important brick. The second initiative involves a building block for implementing change in our curricula. The title of the report is "Improving Teaching Through Quality Management". This report provides a brief primer of the application of quality management principles in education and examples of classroom assessment techniques. A quality minded educational process in the classroom seems to be the most logical starting point in improving the curriculum. I am certain that unless faculty collectively adopt a quality minded attitude and commitment to change, we can count on status quo.

It has been my pleasure serving you over the past two years. James Wynn (Chair), Medical University of South Carolina; William McGhan (Chair-Elect), Philadelphia College of Pharmacy and Science; Hugh Kabat (Immediate Past Chair), University of New Mexico; and Patricia Kroboth (Secretary), University of Pittsburgh are the Dorothys for the COF in the forthcoming year. Best of luck!