

ACADEMIC PHARMACY SECTION SPECIAL ISSUE

EDITORIAL

An Academic Pharmacy Section special issues grows from a strategic plan

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Abstract

This article introduces the FIP Academic Section Special Issue of Pharmacy Education. Because the issue coincides with the 50th anniversary of the AcPS, the history of the Section and the work resulting from the current strategic plan have been highlighted. In addition, an open call for proposals for manuscripts that related to educator and career development resulted in papers on country-level changes in pharmaceutical education, innovative methods of teaching, and evaluation of educational endeavours.

Introduction

Large streams from little fountains flow. Tall oaks from little acorns grow.

D. Everett, The Columbian Orator, 1797

We are delighted to present the first special issue of Pharmacy Education based on the work of the International Pharmaceutical Federation (FIP) Academic Pharmacy Section (AcPS). This work stemmed from the development of the AcPS Strategic Plan detailed in the article from Pieper in this issue (Pieper, 2022), which was launched in September 2019. This strategic plan had four goals; the first was Educator and Career Development, which encompassed several objectives covering the following areas: support leadership development for educators, identify and disseminate best practices in educator development and develop a competency framework for educators, build capacity in educators, promote scholarship in education, and identify career needs (Pieper, 2022). As part of this working group, we were charged to promote scholarship in education. Our group set several goals to enhance scholarship among educators,

including the development of a large reference table to assist scholars with choosing a journal to publish their work. Once completed, we searched for an appropriate repository for this table, which led us to discussions with the editorial team of Pharmacy Education. Continued conversations with Toyin Tofade, FIP AcPS President, and Rula Darwish, Educator Development Working Group Leader, resulted in the present special issue.

Because the issue coincides with the 50th anniversary of the AcPS, we have chosen to highlight the history of the Section and the work resulting from the current strategic plan. Tofade and Arakawa (2022) provided a state of the AcPS report, while Arakawa and colleagues (2022) examined some of the Section's history by interviewing past AcPS presidents. Lim and Sullivan (2022) discussed the collaboration between the FIP Young Pharmacists Group and the AcPS through the years.

Several articles stem directly from the members of the Educator and Career Development workgroup objectives. One objective, i.e., to advance pharmaceutical education through the identification

and dissemination of best practices and development tools/materials in educator professional development, was addressed through extensive collaboration across FIP and resulted in the FIP Global Competency Framework for Educators and Trainers in Pharmacy (Meštrović *et al.*, 2022). The FIP handbook for implementing competency-based education addresses both of these objectives and provides another tool for pharmacy educators to expand their pedagogy (2023). The objective of promoting scholarship in pharmaceutical education led to several products. The aforementioned table of potential journals suitable for publication was presented in an article by Cheung and Bohan (2022). The AcPS participation in the #RxWritingChallenge was documented (Ryan, 2022). A white paper by Forrest and colleagues (2022) presented a compelling argument for including scholarly work related to teaching and learning in promotion and tenure considerations. The status of the objective to identify career needs through engagement with appropriate stakeholders was reported in a paper titled "Career and continuing professional development opportunities for global pharmacists as Educators" (Bleidt *et al.*, 2022).

In addition to papers related to the output of the Working Group for Educator and Career Development and the 50th anniversary of AcPS, we had an open call for proposals for manuscripts that related to educator and career development. Several authors have taken the opportunity of the special issue to discuss country-level changes in pharmaceutical education. Crocket and colleagues (2022) examined the impact of the National Alliance for Pharmacy Education on pharmacy intern training in Australia. A Nigerian group has also suggested a new method of instructional design to train pharmacy interns for leadership and clinical pharmacy (Nwizu *et al.*, 2023). Collaboration around health education and leadership has impacted pharmacy education in Zimbabwe (Manyau *et al.*, 2022). Ekeigwe and colleagues (2022) described competency-based regulatory sciences education in sub-Saharan Africa, while Nonyel and Ogbonna (2022) reported the transition from a bachelor of pharmacy degree to a doctor of pharmacy degree in Nigeria, and Alnabar and colleagues (2022) explored pharmacy education in Jordan.

Furthermore, Gani & Al-Obaidi (2022) described innovative methods of teaching medicinal chemistry. Another study suggested that experiential pharmacy education could be improved by learning more about what training and support preceptors need (Knott, Mylrea & Glass, 2022). Finally, Oğuz & Arslan (2022) reported how vital it is to examine and improve senior pharmacy students' knowledge of clinically critical drug-drug interactions.

The AcPS of FIP faces the next 50 years with the determination of serving its members through the development and execution of its strategic plan. AcPS provides tools for pharmacy educators to improve all facets of academic work. AcPS works on behalf of its members, whether it is to assist in curriculum development, promote recognition of educational products, or foster innovative teaching methods. Other programmes will be implemented in the coming years such as a live Twitter chat (Doshi, Ouano & Sandhu, 2022) and future editions of the #RxWritingChallenge (Ryan, 2022).

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Conflict of interest

The authors have no conflict of interest to declare.

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