

VI PAN AMERICAN CONFERENCE ON PHARMACEUTICAL EDUCATION



QUALITY IN PAN AMERICAN PHARMACEUTICAL EDUCATION: ACCREDITATION, INTEGRATION, AND PROFESSIONAL OUTREACH

19-21 November 2008



SCHOOL OF CHEMISTRY
UNIVERSITY OF THE REPUBLIC
MONTEVIDEO, URUGUAY

**VI PANAMERICAN CONFERENCE ON PHARMACEUTICAL
EDUCATION
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VI PAN AMERICAN CONFERENCE ON PHARMACEUTICAL EDUCATION

The following framework for pharmaceutical education provides a broad perspective and guidance for all pharmacy educators in the Americas, bearing in mind the particular conditions and priorities of each country. Pharmacy schools may choose or modify this framework for social, academic, political, or economic reasons.

PROGRAM

Quality in Pan American Pharmaceutical Education: Accreditation, Integration, and Professional Outreach

Main conference topics:

Accreditation

Education for good pharmacy practices, pharmaceutical care, and the rational drug use.

19 November

9.00 a.m.–noon : **Good Pharmaceutical Practices**

Coordinator: Elizabeth Ravera (Uruguay)

Communication as a tool for pharmaceutical practice

Speaker: Divaldo Lyra (Brazil)

Implementing new pharmaceutical services: pharmaceutical care for hypertensive patients

Speaker: Maria Laura Lucero (Uruguay)

Good Pharmacy Practices in Ecuador: Obstacles

Speaker: Elsy Durán (Ecuador)

Good Pharmacy Practice: From Dream to Reality

Speaker: Eeva Teräsalmi (Finland)

2–5 p.m: **Pharmaceutical Forum of the Americas: Symposium on
Pharmaceutical care**

Coordinator: Achilles Arancibia (Chile)

Speakers:

Aldo Álvarez (Peru)

Magaly R. de Bittner (USA)

Jaldo de Souza (Brazil)

Nuria Montero (Costa Rica)

5–6 p.m.: **Steering Committee Meeting.**

6–7 p.m.: **WELCOME AND INAUGURATION OF CONFERENCE**

20 November

8–8.30 a.m.: **Presentation of Conference program and objectives.**

Magaly R. de Bittner, José Luis Castro

8.30–10.30 a.m.: **Roundtable on accreditation:**

1. Objectives of accreditation.
Presentation of the document on accreditation. Patricia Acuña. (moderator)
2. The international experience in accreditation, Mike Rouse (U.S)
3. The experience in Mexico. Carmen Giral (Mexico)
4. The experience in Brazil. Celso Spada (Brazil)
5. The experience in Costa Rica. Lidiette Fonseca (Costa Rica)

10.30–11 a.m.: **Coffee break**

11 a.m.–1 p.m.: - **Basic curriculum: Experiences in Latin America and the Caribbean.**

Magaly R. de Bittner (USA)

Gopaulakrishna Pillai (Trinidad and Tobago)

Virginia Sánchez (Chile)

José Julián López (Colombia)

1–2 p.m. - **Luncheon**

1–2 p.m.: **Work presentations (posters)**

2–5 p.m.: **WORKSHOPS**

Presentation of the proposal for accreditation in Latin America

Workshop 1. Accreditation: Common proposal. Final contributions to the document. Albertina Moglioni.

Workshop 2. Self-evaluation and Basic Plan: Work to carry out. Consensus proposals. Patricia Acuña.

Workshop 3. Workshop on preparation of proposed Declaration on Good Pharmaceutical Practices. Elizabeth Ravera.

Workshop 4. Meeting of pharmaceutical students.

21 November

PRESENTATIONS

8–9 a.m.: *Initiatives in global pharmaceutical education and collaboration among countries: Perspective of the AACP and IFJ.* Rosalie Sagraves, Mike Rouse.

9-10 a.m.: *Pharmaceutical care in the context of the health services: the challenge for education.* Mauro Silveira de Castro.

10–10.30 a.m.: **Coffee break**

10.30 a.m.–noon: **a)** Meeting of the Pan American Commission.

b) Working group for proposed regulations in the Conference of Pharmaceutical Education and the continuity of work.

c) Workshop 4 bis. Pharmacy students

12–1.30 p.m.: **Luncheon**

12–1.30 p.m.: **Work presentations (posters).**

1.30–3.30 p.m.: **WORKSHOPS**

Workshop 1 bi Accreditation: Common proposal. Final contributions to the document.

Workshop 2 bis Self-evaluation and Basic Plan: Work to implement. Proposals for consensus.

Workshop 5 Pharmaceutical care and rational drug use: paths for dissemination and practical implementation. (Basis for preparing a proposal document). Mauro Silveira de Castro.

3.30–5 p.m.: **Workshop Conclusions.** Eduardo Savio

5 p.m.: **CLOSING REMARKS**

5.30 p.m.: **Steering Committee meeting.**

STEERING COMMITTEE

Magaly Rodríguez de Bittner (USA)
Patricia Coins Johnson (Chile)
Alberto Boveris/Graciela Ferraro (Argentina)
Eduardo Savio (Uruguay)
Representatives of PAHO/WHO

LANGUAGES

Spanish, English with simultaneous translation

Site of the event: Hotel Raddison, Montevideo, Uruguay



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World Health Organization
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VI Pan American Conference on Education

SUMMARY AND REPORT of the VI PAN AMERICAN CONFERENCE ON PHARMACEUTICAL EDUCATION

19-21 November 2008

MONTEVIDEO, URUGUAY

PROCEEDINGS OF THE MEETING OF THE PAN AMERICAN COMMISSION ON PHARMACEUTICAL EDUCATION

Twenty-one (21) delegates participated from the countries present at the VI Conference, whose names are listed in the attached Annex. The Declaration of the III Pan American Conference on Pharmaceutical Education was issued, indicating the commitments to be evaluated at this meeting.

Reference was made to the composition of the Commission, noting that it is made up of a delegate from each country. It was proposed that the process for selecting the country representative be modified and that the responsibilities of Commission members be defined to permit continuity in agreements and their implementation from one conference to the next.

Different proposals were presented for discussion of the profile of the delegate or representative from each country to the Pan American Conference on Pharmaceutical Education, mechanisms for designating delegates, the period of office for delegates, and the need to consider naming an alternate delegate.

The discussion focused mainly on how often to hold conferences, designating the principal and alternate delegates, and their profiles and functions. It was noted that delegates should not hold high-level executive positions, so that they could remain independent of institutional and/or political contingencies and their influence on the continuity that should be given to the progress achieved at Conference meetings. Reference was also made to the representativeness of the delegate, a condition necessary to ensure and encourage communication within the country.

There was general agreement that delegates should be university professors with a degree in pharmacology or a related field and not currently hold an executive position.

A four-year term is proposed for delegates so as not to affect the next meeting. Brazil proposed six (6) years, but the proposal was not adopted.

Below is a description of the agreements and the voting record on each topic submitted for discussion and decision-making, in which twenty-one (21) delegates representing the twenty-one (21) countries present at the meeting participated. It should be noted that at the time of the votes, some of the items discussed did not receive the full 21 votes, since some delegates were absent from the meeting room.

Other meeting participants included pharmaceutical professionals, representatives from recognized institutions in the countries of origin, such as associations of pharmaceutical schools, pharmacists' associations, and representatives of intercontinental associations; in all cases, with the right to express their opinion but not to vote.

AGREEMENTS BY DELEGATE VOTE (one per country)

1. By unanimous vote (21 votes), the delegates agreed to change the frequency of meetings of the Pan American Conferences on Pharmaceutical Education to every **2 years**.
2. By unanimous vote (21 votes), the proposal for each country to have **one (1) principal delegate and one (1) alternate delegate** was adopted.
3. Method for selecting representatives:
The Declaration of the III Pan American Conference on Pharmaceutical Education served as the basis for the proposal.
The 21 delegates unanimously agreed that the delegates would be designated under to the circumstances indicated below:
 - 3.1. Association of pharmacy faculties and/or schools. Eight countries in the Americas have such associations.

- 3.2. In countries with more than one association (Brazil), the delegate shall be designated by the Ministry of Education in consultation with the pharmacy faculties and schools and PAHO.
 - 3.3. If no such association exists, a meeting shall be convened of the deans or directors of schools, who shall report to the Conference's Executive Committee. The delegate in office shall attend the meeting. There are eight countries in these circumstances.
 - 3.4. In countries where there is only one pharmacy college or school, it shall designate the representative. Such is the case in two Caribbean countries.
4. By unanimous vote (21 votes), it was agreed that a delegate to the Conference would have the possibility of being **reelected once**.
 5. The following **profile for country delegate** was unanimously endorsed (21 votes):
 - Professional degree as a pharmacist, pharmaceutical chemist, undergraduate degree in pharmacy or pharmaceutical sciences
 - Academic with a teaching position in the pharmacy program or its equivalent
 - A person highly committed to the education of pharmacists (signed commitment); capable of showing progress in pharmaceutical education; that is, able to have an impact on the possibility of fostering change or progress in his/her country of origin
 - The agreed criteria for the delegate's profile do not exclude participation with the right to a voice but not a vote of Conference participants present at the time of a meeting that will require the presence of the delegates.
 6. **Functions of delegates and alternates** in the Commission, 18 votes (unanimous):
 - Coordinate the process for designating the country delegate
 - Disseminate the information generated in the Conference
 - Prepare a report on activities and agreements of the Conference they attended in their capacity as delegates and send the report to the pharmaceutical schools or similar institutions in their respective countries
 - Submit specific topics proposed by the Steering Committee to the appropriate person for consultation
 - Periodically send the Steering Committee any pharmaceutical education material from the delegate's country
 7. It was agreed (20 votes for and one against) that the deadline for **designating delegate and alternate** is **30 May 2009**; that is, six (6) months after 30 November 2008. In addition, once the deadline has passed, if a country has still not named its representatives, it should contact the Conference's Executive Committee and PAHO (Dr. Eduardo Savio, Montevideo, Uruguay; and Dr. José Luis Castro, respectively).
 8. It was generally agreed that the names and e-mail addresses of Executive Committee members should be sent to all Pan American delegates, including those absent from the VI Conference.
 9. In the event that by 30 May 2009 a country has not reported its official representatives, it shall be understood that the country has not selected a new delegate and it will be the responsibility of the current delegate to report to the Executive Committee.
 10. With respect to **designating the conference site**, the following **requirements** were approved by 17 votes (unanimous):

- Organization
- Political-institutional support
- Economic support
- Logistical support
- Host country will preferably rotate, to encourage diversity.
- Additional advantages
- *Desirable* that the event (conference) coincide with other significant pharmaceutical events*

11. The maximum time for determining a site change was unanimously agreed (17 votes) to be **8 months** from the time of selection of the next conference site. In the particular case of the VII Conference, the **time will expire on 30 July 2009**.

12. Selection of the site for the VII Pan American Conference on Pharmaceutical Education:

Three countries were proposed: Brazil, Cuba, and Mexico.

Each country's proposal and the results of the voting are shown in the following table:

COUNTRY	SUPPORT	N° VOTES
Brazil	Brazilian Association of Pharmaceutical Educators Federal Pharmacy Council Ministry of Health Ministry of Education and Culture	15
Cuba	Institutional and political	3
Mexico	University of Veracruz Mexican Council of Pharmacy Schools and Faculties Morelos University Ministry of Health	1
	TOTAL	19

13. Designation of the Pan American Conference representative to the *Task Force*:
Unanimous vote (18 votes) that the Executive Committee define it.

14. In continuity with the workshops held during the VI Conference, two committees were formed: (a) Basic Curriculum Committee and (b) Accreditation Committee.

15. Members of the Basic Curriculum Committee:

Juana Castillo	Dominican Republic
Beatriz Badilla	Costa Rica
M. Victoria Zelaya	Honduras
Magaly Rodríguez de Bittner	USA
Gladys Lugo	Paraguay
J. Julián López	Colombia
Tito Estévez	Bolivia
Margarita Salazar	Venezuela
Janeth Montalvo	Ecuador

* With respect to this point in particular, there is a range of different opinions and not everyone agrees that there is a comparative advantage to holding congresses or simultaneous activities along with the conference. Take the example of what happened at the VI Conference, which coincided with the XII FEFAS Congress: here, important guests from different professional areas were invited, but owing to the parallel programming, attendees at the meetings were unable to take full advantage of the presence of the experts.

Alejandro Nieto	Mexico
Carmen Giral Barnés	Mexico
Aldo Álvarez (Secretary)	Peru
Patricia Acuña (Coordinator)	Chile

16. Members of the Accreditation Committee:

Rubén Darío Carrera	Panama
Mike Rouse	USA
Alma Lucrecia Martínez	Guatemala
M. Mercedes Pacheco Solís	Nicaragua
Juana Castillo	Dominican Republic
Salvador Castillo	El Salvador
Fela Viso	Mexico
Gladys Lugo (Secretary)	Paraguay
Lidiette Fonseca (Coordinator)	Costa Rica

NOTE: In both cases, not all members are delegates. Other interested parties can join the committees.

PATRICIA ACUÑA JOHNSON

Rapporteur

Meeting of Delegates

VI Pan American Conference on Pharmaceutical Education

Montevideo, Uruguay, 21 November 2008.

**ANNEX:
COUNTRY DELEGATES
VI PAN AMERICAN CONFERENCE ON PHARMACEUTICAL EDUCATION**

NAME	COUNTRY	POSITION
Magaly Rodríguez de Bittner	USA	AACP Representative
Oscar Ros López	Cuba	Director of Pharmacy and Food Institute, Havana
Andrés Amarilla	Paraguay	Dean – Univ. de Asuncion
Gopalakrishosa Pillan	Trinidad	University of Trinidad
Eugenie Brown-Myrie	Jamaica	University of Technology
José Julián López G.	Colombia	Department Director
Tito Estévez M.	Bolivia	UMSA Director
Gustavo Bravo Orellana	Peru	University
M. Mercedes Pacheco Solís	Nicaragua	Dean
Salvador Castillo Arévalo	El Salvador	Dean
Fela Viso Gurovich	Mexico	Hidalgo State Autonomous Univ.
Janeth Montalvo Jaramillo	Ecuador	Coordinator Pharmaceutical Chemistry program
Lucrecia Martínez de Haase	Guatemala	Professor
Juana E. Castillo Sánchez	Dominican Rep.	Director UASD Pharmacy School
Graciela Ferraro	Argentina	Vice-dean – UBA
Lidiette Fonseca	Costa Rica	Pharmacology Professor; Coordinator of LAYAFA
M. Victoria Zelaya	Honduras	Dean of FCQFH
Rubén Darío Carrera D.	Panama	Professor
Celso Spada	Brazil	Professor; Official MEC representative
Margarita Salazar	Venezuela	Dean of FF - UCV
Patricia Acuña Johnson	Chile	Academic Vice-Rector–Univ. of Valparaiso

OBSERVERS PRESENT AT DELEGATES MEETING

NAME	COUNTRY	POSITION
Mike Rouse	USA	ACPE
Rosalie Sagraves	USA	AACP
Marc Desagné	Canada	Professor – Laval Univ.
Carmen Giral	Mexico	
Alejandro Nieto	Mexico	
Aldo Álvarez	Peru	University
Beatriz Badilla	Costa Rica	Coordinator of pharmacology curriculum
Gladys Lugo	Paraguay	Professor – U. N. Asunción
Zully Vera de Molinos	Paraguay	Professor–U. N. Asunción

SUMMARY AND CONCLUSIONS OF WORKSHOPS

<p style="text-align: center;">WORKSHOP 1 ACCREDITATION: COMMON PROPOSAL. FINAL CONTRIBUTIONS TO THE DOCUMENT</p>

Coordination: Albertina Moglioni

Countries present:

- Argentina: Hector Fernández and Albertina Moglioni
- Brazil: Celso Spada
- Costa Rica: Lidiette Fonseca and Beatriz Badilla
- Cuba: Oscar Ros López
- United States: Mike Rouse and Rosalie Sagraves
- El Salvador: Salvador Castle Arévalo
- Guatemala: Alma Lucrecia Martínez
- Jamaica: Eugenie Brown-Myrie
- Mexico: Fela Viso
- Nicaragua: M. Mercedes Pacheco Solís
- Panama: Rubén Darío Carrera
- Paraguay: Gladys Lugo
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OBJECTIVE

GENERAL

- Analyze the document “Proposal for Accreditation for Pharmaceutical Programs in Latin America.”

SPECIFIC

- Representatives from participating countries update the document;
- Take a reflective and committed stance on of Pan American integration and accreditation process based on the analytical study;
- Harmonize the proposals in the document (dimensions, components, criteria, indicators, and standards);
- Suggest the incorporation of matters not included in the document that guarantee the quality of the education and other matters that respond to program needs.

SUMMARY OF ACTIVITIES

1. Updating of the document on the accreditation system, scope of the self-evaluation and accreditation process, number of public and private programs, years of schooling, and degree awarded
2. Consensus on the document. No changes were made to the objectives of the “Latin American Proposal,” general and specific accreditation objectives, or features and phases. The basic requirements for the institution and the study program were redefined, as well as the request, keeping the Central American and Caribbean systems mind. In terms of the statement, there was general agreement to complete the sections on “Accredited with recommendation” and “Not accredited” within the time allotted for each case.

3. Harmonization of the dimensions and components. In the dimension “Academic Project,” “Graduate Profile” was introduced as a component. In the “Study Plan,” the course programs were added, including a bibliography and credit hours, based on a 60-minute hour. Dimension 5 is identified on the basis of the common “Social and professional impact,” and its components were defined as “Graduated,” “Integration in society” and “Integration in professional practice” in the service sector related to the program and profession.
4. The School of Chemical Sciences (UNA) presented an institutional proposal to add four areas to the document:
 - Coordination and monitoring of administrative operations and academic management to ensure financial sustainability of the study program and its evolution and development projects.
 - Expression of the degree of satisfaction of the educational actors with the management and services offered.
 - Application of the Code of Ethics, which will mediate in interpersonal relations and the resolution of conflicts that arise in the university.
 - Implementation of biosafety regulations and provisions in university laboratories and bioethics in the use of biological reagents in research projects.

The Project was presented to the members and a copy was delivered to the Working Group coordinator, Albertina Moglioni

RECOMMENDATIONS

1. Create and install the “Pan American Accreditation Coordinating Group,” made up of members of the PAHO/WHO Directing Council and the working group as volunteers to continue promoting the dialogue and agreements.
2. Provide continuity for assessment of the criteria, indicators, and standards proposed in the document and their adaptation to the Pan American context, a task assigned to members of the Working Group for subsequently elevation to the Coordinating Group through the Coordination Secretary. The Coordination Secretary is Dr. Gladys Lugo of Paraguay.

WORKSHOP 2 SELF-EVALUATION and BASIC PLAN
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Coordinator: Patricia Acuña Johnson

AGREEMENTS AND CONCLUSIONS

1. It is necessary to have a glossary of terms, which will be defined by the group based on an initial proposal that includes terms such as: graduate profile, *syllabus*, course of study, competencies, etc.;
2. Agreement was reached on WHO's basic definition of pharmacist--that is, expert in medication. Each workshop participant will incorporate the elements characteristic of each country and the emphasis placed by each university;
3. Work methodology: studies should be analyzed in WORK NETWORKS OR TEAMS that, insofar as possible, include universities, professionals, and government;
4. Review the PAHO/WHO document of the "1999 Lima Proposal" to rethink it in terms of what students need to learn rather than what they should be taught. In other words, a student-focused curriculum;
5. Make a list of the treaties and/or agreements involving professional services to which the countries participating in the workshop are signatories;
6. Each participant will compile information on requirements, graduation models, and curriculum indicators, basing the calculations on credit hours [TN: Check. It's not clear what they mean by "horas cronológicas"].

<p style="text-align: center;">WORKSHOP 3 WORKSHOP TO PREPARE PROPOSAL FOR THE DECLARATION ON GOOD PHARMACEUTICAL PRACTICES</p>

Coordination: Elizabeth Ravera

Countries present:

- Ecuador
- United States
- Paraguay
- Peru
- Dominican Republic
- Uruguay

CONCLUSIONS

1. The contents and philosophy of good pharmaceutical practices (GPP) should be treated as essential and integral elements throughout undergraduate and graduate school and continuing education programs.
2. Good practices should be addressed in all courses whose contents include how patient-focused pharmaceutical functions should be performed.
3. The use of methodologies involving practical experience is recommended throughout the curriculum and mandatory longitudinal internships. These internships should be done in centers where good pharmaceutical practices with certified instructors can be guaranteed.
4. It is also necessary to offer all types of educational opportunities and provide technical assistance through universities, professional associations, and other institutions.

WORKSHOP 4 MEETING OF PHARMACY STUDENTS
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Coordinators: Nicolás Burgueño (delegate, Uruguay), Pablo Mujica (local organizing committee), Ismael Olmos (presenter).

Countries present:

- Brazil: Larissa Oliveira de Queiroz
- Chile: Daniela Fernández
- Mexico: Yazmín Márquez
- Paraguay: Nilsa M. Lial Safi
- Uruguay: Nicolás Burgueño
- Venezuela: Franklin A. Francisco

BACKGROUND

In March 2008, the Student Workshop coordinators began to meet to select the priority topics to include, given the current situation in Uruguay and the Americas, based on the following:

- The “Draft Legislation on Membership in the Professional Association” in the Parliament of the Eastern Republic of Uruguay.
- Document “Road toward Accreditation: PROPOSAL FOR ACCREDITATION OF PHARMACEUTICAL CAREERS IN LATIN AMERICA (Draft discussed by school representatives from nine countries and PAHO/WHO).”
- Situation of graduates entering the workforce in different countries.

Initiating exchange among students

The coordinators created an e-mail listserve (FEFAS-Pharmacy Student Workshop of the Americas), so that students from different countries could communicate before attending the workshops and the exchange extend as far as possible. This made it possible to have a system for international communication prior to the Congress and permit academic/social interaction prior to the workshop, which was a great contribution.

The first day of the Congress of the South American Pharmaceutical Federation (Tuesday, 18 November), a meeting was held to welcome the students registered for the Congress.

WORKSHOP

1. Presentation

The student workshop was held on 20 and 21 November. Students from Latin American countries participated. The first day, 35 students from all countries with official delegates participated: Brazil, Chile, Paraguay, Mexico, Venezuela, and Uruguay. Also present was the President of the South American Pharmaceutical Federation, Dr. Eduardo Savio, who made a great contribution and provided tremendous support to all the students present.

The workshop discussions continued the following day. Dr. Gonzalo Sousa Pintos, former President of the International Pharmaceutical Student Federation (IPSF) and IFJ representative for Latin America and was present and contributed to the discussions.

The presentations of the official delegates focused on describing the conditions and current situation in each country as they related to the discussion topics.

After the presentations, a working group was formed to address each of the topics one by one. In this group, the coordinators deviated a bit from the discussion method proposed prior to the Congress. Since all the exchanges were very valuable, the rigid structure was relaxed to promote a friendlier, easier exchange.

1. Work situation

Pharmaceutical professionals from each country spoke about the situation in the different fields that the students have studied. In some countries, the main work area is community pharmacy, (in Chile, for example). In Chile, a pharmacist must be present at all times. Chilean colleagues talked about the situation last year, when the possibility of creating some “pharmaceutical stores” was discussed, where the presence of a pharmacist at all times on the premises would not be required. They also recounted the action they took in response to this initiative.

In contrast, the principal work area of some professionals is in the pharmaceutical industry; this is the case in Uruguay, for example.

Conclusion: The workshop concluded that this problem varies from country to country based on supply and demand.

2. Membership in the Professional Association

One of the contentious points in the discussion of membership in the professional association was whether it should be mandatory to work as a pharmacist:

On the one hand, countries that require membership reported the advantages of mandatory membership (strengthening of the professional association, uniformity of ethical criteria). They found no disadvantages with mandatory membership (Venezuela).

On the other, some countries that do not require membership could also see the advantages it would have, as it helps strengthen the professional association (Chile).

However, another view expressed in the room questioned the idea of mandatory membership as a condition for working, noting that it gives the professional association power that may not always be beneficial for all members, since members’ work situations may vary widely, with their only connection being that they have the same degree (Uruguay).

3. Accreditation

Participants talked about their different situations, since some countries have more than one pharmacy school and therefore accreditation is taking place (Chile, Mexico). Other countries have more than 100 public and private pharmacy schools (Brazil), while at the other extreme is a country with a single school of chemistry that prepares students for a career as pharmaceutical chemists (Uruguay).

In Paraguay the accreditation process is in its early stage.

Reviewing the courses and materials of each career path and the various curricula, it is clear that they all share a common body of knowledge. The Venezuelan delegation (based on the experience they have had with Spain) proposed that at least a certain minimum percentage of basic material should be equivalent among academic programs to be able to accredit them, a proposal that was widely endorsed by all present.

Conclusion: After the discussions it was concluded that every country must accredit its pharmaceutical programs in the short- or medium-term. After national accreditation is in place, efforts can shift to South American or Latin American accreditation. PAHO/WHO or IFJ are considered potential accreditation agencies.

The workshop emphasized how important it is for all members to have this type of experience, allowing students to learn about the different realities in Latin America.

It was also decided to continue the dialogue online immediately after the congress.

It was also proposed that these topics be addressed during the year in the various student groups and associations in each country, and there is the firm intention to attend the next Congress of the South American Pharmaceutical Federation in 2009.

Coordinators' Note:

The coordinators believe that there should have been better coordination among the conference's different workshops, as the necessary exchange did not exist. The schedule was not respected and the workshops' conclusions could not be presented at the end of the event.

Except for these drawbacks, the coordinators are grateful to have had the opportunity to hold the workshop, since greater exchange and closer ties were forged among the students and they all had conclusions on the topics addressed.

<p style="text-align: center;">WORKSHOP 5 DRUG TREATMENT AND RATIONAL DRUG USE: PATHS FOR DISSEMINATION AND PRACTICAL IMPLEMENTATION</p>

Facilitator: Mauro Silveira de Castro

Participating countries:

- Brazil: Joceléia Aparecida Magni
- Brazil: Luciana Tarbes M. Saturnino
- Brazil: Lídia Einsfeld
- Ecuador: Janeth Montalvo J
- El Salvador: Salvador Castle Arévalo
- Nicaragua: María Mercedes Pacheco Solís
- Paraguay: Vera Zully

AGREEMENTS AND CONCLUSIONS

1. Because we pharmaceutical professionals do not to understand what we do in terms of public health, we tend to oppose the rational use of drugs, since we think it could cause drug sales to drop. There is also the issue of the low wages of pharmacists, which discourages professionals from advancing in their activities.
2. Professors should make increasing use of active teaching methodologies. The *reengineering* of pharmacy instructors must be facilitated and promoted, along with studies and research on motivational strategies, awareness-raising and incentives for these strategies. Pharmacy schools in turn should collaborate with health service programs in the country and professors should be more involved with the country's health system. Only this way can drug treatment and the rational use of drugs be successful, since this is the point of contact with other health professionals, and it is best to work with and learn alongside the health care team.
3. Ties should be established between the ministries of health, pharmacy schools and the general population for an integrated approach and to encourage the schools to participate in the health services. **Comprehensive coordination** of health care actions is essential.
4. Professional identity needs to be recovered to bring the pharmaceutical sector together. Self-esteem also needs to be recovered in order to reach and gain a place among health workers and, thus, the desired leadership in the area of drugs.
5. The **education of the seven-star pharmacist** should be encouraged, keeping the humanist approach in mind. It is also necessary to encourage and assist students in taking jobs in public health, motivating them to investigate this area.
6. Pharmacists should write up and disseminate their experiences much more. They should publish in international and national scientific journals so that their experiences can be shared.

7. Drug policies also need to be established in all countries based on rational drug use and the sound pharmaceutical practice.
8. Research should be conducted on the pharmaceutical practice and rational drug use to provide the public with evidence-based information and facts for their benefit.