

BOOK REVIEWS

South East Asian FIP-World Health Organisation Forum of Pharmaceutical Associations and WHO-India Country Office. CHALLENGES AND OPPORTUNITIES FOR PHARMACISTS IN HEALTH CARE IN INDIA

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Historically, the potential of pharmacists in community, hospital, and government practice settings is not fully utilized in India. Pharmacists are seen as business people. The professional role of the pharmacist is not projected in Government's health and pharmaceutical policies. *Challenges and Opportunities for Pharmacists in Health Care in India* examines various issues, shared experiences, and evidence of pharmacists' involvement in national health programs for improving pharmaceutical care and rolled-out strategies for integrating pharmacists as team members with other health professionals. Strategies are also outlined for the future role of pharmacists, which will go beyond supplying medicines to include involvement in bringing much-needed educational reforms and involvement as stakeholders.

In the first chapter, "Pharmacists in Health Care Systems in India: Shaping Strategies," the pharmacist as a knowledge worker, as well as hospital and government practice settings are discussed. The role of pharmacists in *National Rural Health Mission*, where pharmacists can get connectivity with rural health and become a part of the community of careers, is also taken in brief. Some of the strategies with Indian pharmacists, like improving access to essential medicines and rational use of drugs through pharmacists, role in the Revised National Tuberculosis Control Programme, the Family Planning Programme, the prevention and control of HIV/AIDS, and pharmacovigilance are discussed.

Chapter 2, "Challenges and Opportunities for Pharmacists in Community Practice" describes present practices includes the following: skewed proliferation of pharmacies, such as pharmacy premises, pharmacy ownership, storage and temperature maintenance, concept of good pharmacy practice, accreditation of pharmacies, and dispensing and sale of medicines; and pharmacy education. The section, Future Role of Community Pharmacists, describes the future responsibilities and frontier fields for pharmacists.

In Chapter 3, "Challenges and Opportunities for Pharmacists in Hospital and Clinical Practice," the following points are discussed. The various committees, profiles of hospital pharmacists in India, and standards for hospital pharmacies are elaborated on in the section Present Practices. The author also discusses the pharmacy and therapeutic committee, its organization, standards, and functions. The future role of hospital pharmacists and objectives of hospital pharmacy, functions of a modern hospital pharmacy service, drug selection, and pharmacy and therapeutic committee are discussed.

Chapter 4, "Challenges and Opportunities for Pharmacists in Government Practice," covers the national health program and the role of pharmacists. The section, Future Role of Government Pharmacists, covers major areas in which the pharmacists' and government's contribution are in collaboration, such as health services, drug information and selection, patient instructions, and drug storage.

In Chapter 5, "Educational Reforms for Pharmacists," the authors cover the current status of the pharmacy profession and education in India, educational reforms, and postgraduate education in hospital, clinical, and community pharmacies.

Finally, in Chapter 6, "Role of National Organizations, Government and Other Stake Holders," the importance of collaboration is discussed and concludes that organized community pharmacy practices promote basic concepts, new advances, and future expectations among pharmacy students, academicians, and practicing pharmacists. Collaboration among professional organizations could help in advocating systems and concepts which promote community pharmacy.

This book is helpful in introducing and identifying the relations of Indian pharmacists with the global initiatives of pharmacy practice and clinical research. The book is also useful for hospital pharmacists to improve their services. It introduces various national policies for growth of pharmacy practice for students, trainees, academicians, clinical pharmacists, hospital pharmacists, and community pharmacists in India. This book is of interest not only to academics but also to policymakers, pharmaceutical industries, business analysis, management students, non-governmental organizations, and others interested in the impact of globalization on pharmaceutical education and practice.

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CUELLAR LM, GINSBURG DB, eds. *Preceptor's Handbook for Pharmacists*. Bethesda, MD: American Society of Health-System Pharmacists; 2009. xvii + 260 pages, \$40.00 [\$36.00 ASHP member] (paperback), ISBN 978-1-58528-203-6.

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According to the Accreditation Council for Pharmacy Education (ACPE) Standards 2007, introductory pharmacy practice experience (IPPE) must comprise at least 5% and the advanced pharmacy practice experience (APPE) must comprise at least 25% of the curricular length of the professional portion of the degree program.¹ Therefore, the need for preceptors continues to increase. In addition, colleges and schools must provide support for preceptors' continuing professional development as educators.²

Preceptor's Handbook for Pharmacists, now in its second edition, provides an excellent and comprehensive overview on the following topics as related to experiential teaching and learning: precepting fundamentals (ie, origins of precepting and new ideas for seasoned preceptors); necessary skills for effective preceptors (ie, communication, interpersonal, teaching, and leadership); establishing an effective preceptor-student relationship; important qualities of an effective mentor; goals and fundamentals of experiential teaching; law and ethics; cultural, social, and economic issues; professionalism and professional socialization; career advising; and developing partnerships with schools (ie, benefits to sites and affiliation agreements). This resource is organized into 11 chapters with each chapter including an outline of the topics discussed, learning objectives, a summary, and a thorough reference section. A complete table of contents and key word index are also included. Each chapter contains several short (ie, usually single sentence) "preceptor pearls," which provide additional tips or insights into important topics. An appropriate quotation is found at the beginning of each chapter.

In general, the topics presented in this second edition are similar to the first edition; although, much of the information throughout the chapters is reorganized. There are 44 contributors to this text (as compared to 25 contributors for the first edition), representing a wide variety of preceptors, faculty members, and authors from around the nation. The contributors share excellent information and substantive insights based on experience, knowledge, and wisdom. This edition has been updated to be consistent with the new ACPE standards and guidelines. The trim size of this second edition has been enlarged to 7" X 10", which makes the handbook much easier to read and utilize.

Because serving as a preceptor requires an individual to be a pharmacist and a teacher, the information shared on teaching, learning, and evaluation methods in chapters 5 and 6 is especially excellent and could serve as a starting point for preceptor development initiatives in this area. In addition, the rotation orientation checklist and examples of rotation goals and objectives included in chapter 3 as appendices are particularly helpful in the development of organized and meaningful pharmacy practice experiences.

This handbook is a valuable reference for preceptors, faculty members, and experiential program administrators. The information and insights shared would be of benefit to all preceptors regardless of practice site, years of experience, and type of pharmacy practice experience provided (introductory or advanced). A license for the electronic version of this text for use by all of a college or school's preceptors and faculty members is available through ASHP.

REFERENCES

1. Accreditation Council for Pharmacy Education. Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Standard No.10: Curricular Development, Delivery, and Improvement. <http://www.acpe-accredit.org/standards/default.asp>. Accessed March 2, 2010.
2. Accreditation Council for Pharmacy Education. Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree. Standard No.26: Faculty and Staff Continuing Professional Development and Performance Review, Guideline 26.1. Available at <http://www.acpe-accredit.org/standards/default.asp>. Accessed March 2, 2010.