

ALFP Debate: Are PharmD Students Customers of Schools of Pharmacy?

Riley Bowers¹, Amy Diepenbrock², Krystal L. Edwards³, John Brock Harris⁴, Jeremy Hughes⁵, Pamela Koerner⁶, Marcos Oliveira⁷, Keith Olsen⁸, John Orr-Skirvin⁹, Jayesh Parmar¹⁰, Vanishree Rajagopalan¹¹, Kayla R. Stover¹², Dana Strachan¹³, Jonathan Thigpen¹⁴, Hoai-An Truong¹⁵

¹Campbell University College of Pharmacy and Health Sciences; ²University of the Incarnate Word Feik School of Pharmacy; ³Texas Tech University Health Sciences Center Jerry H. Hodge School of Pharmacy; ⁴Wingate University School of Pharmacy; ⁵Chicago State University; ⁶Duquesne University; ⁷Butler University; ⁸University of Nebraska Medical Center; ⁹Northeastern University School of Pharmacy and Pharmaceutical Sciences; ¹⁰Larkin University College of Pharmacy; ¹¹Touro University California-College of Pharmacy; ¹²University of Mississippi School of Pharmacy; ¹³Palm Beach Atlantic University; ¹⁴Samford University; ¹⁵University of Maryland Eastern Shore

PRO

KEY ARGUMENTS



1. Students are NOT guaranteed a degree
2. Students pay for a service
3. Students have a shared responsibility for the outcome

1. Students are given admission into the experience of pharmacy school similar to buying a flight for a vacation.

- The flight to the vacation could be smooth and great = graduation
- The flight could have storms and be grounded = no graduation

2. Students' needs are responded to by the institution as a paying customer.

- Similar to having on-board flight options such as entertainment, food, etc., types of customer service provided include tutoring, counseling, early intervention programs, board preparation, and other student services.

3. Students have a shared responsibility for their education.

- Are customers always right? No, the customer must meet the requirements to fly and therefore be successful in a school program.
- Just like airline customers must follow safety procedures, students must follow institution policies and procedures.

Pharmacy programs operate mission-oriented businesses. Customers are required in order to operate the business. Students pay for the experience to earn a Doctor of Pharmacy degree. Outcomes are not guaranteed.

OBJECTIVE

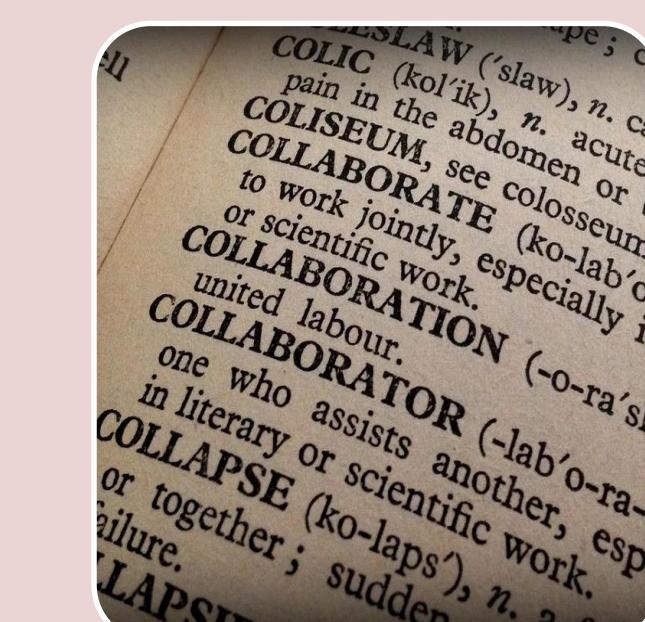
- Describe the pros and cons of considering students as customers of schools of pharmacy.

Debate Preparation

- The Academic Leadership Fellows Program (ALFP) contributes to the development of leaders
- ALFP Fellows participate in a debate on current topics in academic pharmacy
- Members from Cohort 19 and an ALFP alumni team were assigned sides
- Literature Reviewed: PubMed, Web of Science, Scopus, Eric, and PsychInfo were searched, and relevant references and online resources were also reviewed. Relevant full-text articles were reviewed, and pertinent points included

CON

DEFINITIONS



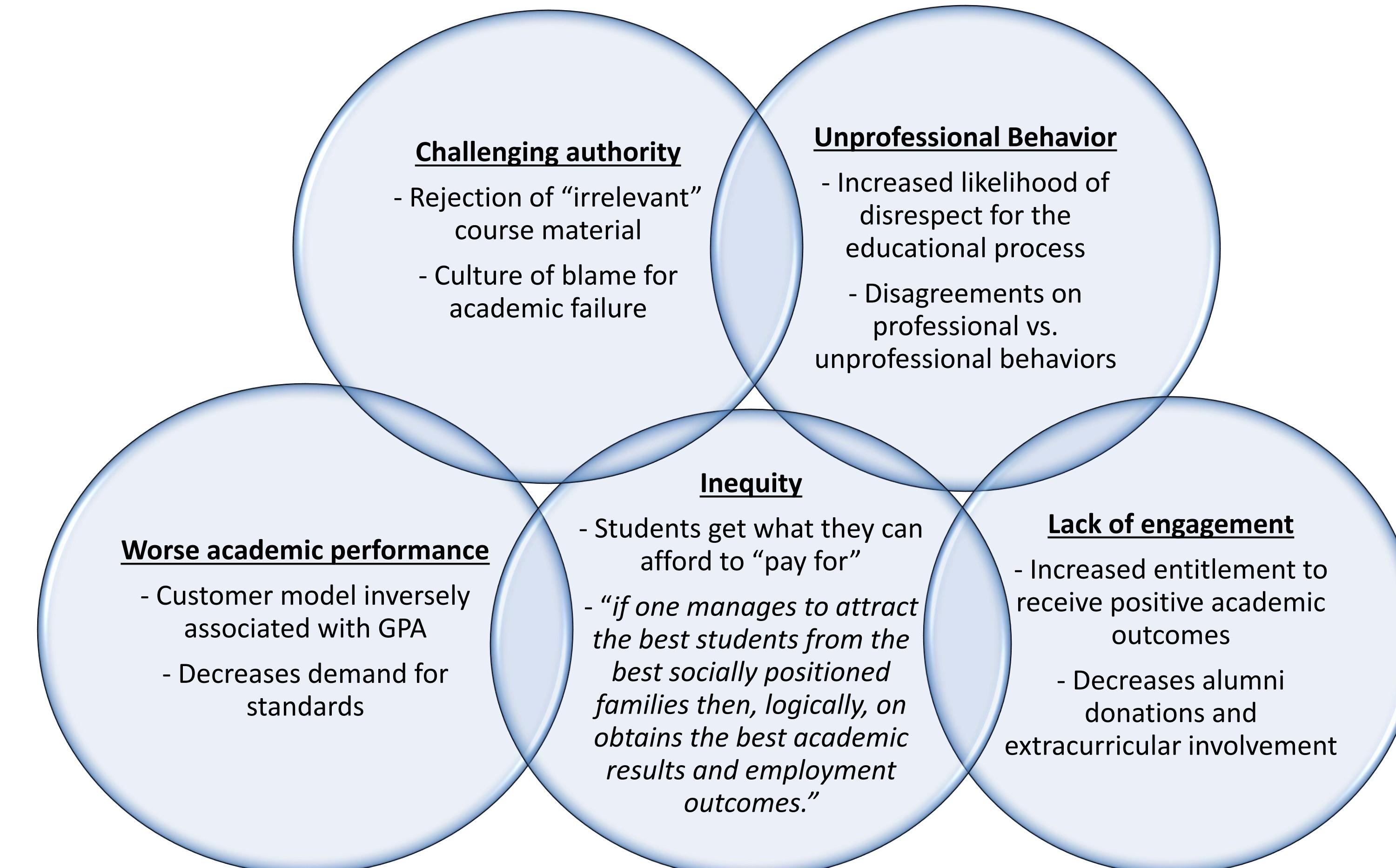
Customer
one that purchases a commodity or service

Client
one who engages in professional advice or services of another

Collaborator
one that works with another or a group towards common goals

Who are the actual customers?
Employers?
Society?
Patients?

DANGERS OF THE "STUDENTS ARE CUSTOMERS" MINDSET



Are PharmD Students Customers of Schools of Pharmacy?



CONCLUSIONS

- Reflection and collaborative discussions by members of the academy on the transactional and relational elements of student, faculty, and institution relationships can be beneficial in supporting student development, achieving organizational outcomes, and in benefiting society as a whole.

Pharmacy School is not simply a transaction.

References

- Playle JF. *Nurse Educ Today*. 1996;16(3):215-20. doi: 10.1016/s0260-6917(96)80026-8
- Bunce L et al. *Studies in Higher Education*. 2017;42(1):195-78. doi: 10.1080/03075079.2015.1127908
- Parsell G. *Med Educ*. 2000;34:328-9. doi: 10.1046/j.1365-2923.2000.00694.x
- Paricio, J. *Journal on Culture, Power and Society*. 2017;13(1):137-149. doi: <http://dx.doi.org/10.28939/jam.debats-en.2017-11>
- Halbesleben JRB et al. *Journal of Management Education*. 2009;33(2):166-195. doi: <https://doi.org/10.1177/1052562908320658>
- Holdford DA. *Am J Pharm Educ*. 2014 Feb 12;78(1):3. doi: 10.5688/ajpe7813