FUTURISTIC TRENDS IN PHARMACY AND NURSING

Abstract

The part starts by showing the back and forth movement and future circumstance associated with pharmacy practice research. This part then, establishes the right groundwork by discussing issues that are fitting for preparing research. These issues are changes in people economics; changes in advancement, the occupation of the pharmacy as an association, and buyer direct; as well as changes in the pharmacy calling. It furthermore approaches the massive changes in pharmacy practice research, which consolidate interprofessional composed exertion and joint effort with patients, portraying and assessing aftereffects of intercessions as well as patients' social assortment. It closes by making us notice ways of thinking that would be most commonly used in future pharmacy practice research. A part addressing things to come foundational hardships could be the ascent of huge and complex enlightening assortments, overseeing electronic prosperity records, and pharmacy practice experts' gathering of a pile of mixed strategies. Informatization and the requirement for data in the clinical field have basically filled in this significant stretch. The justification behind Informatization hopes to design clinical orderlies, as well as to benefit from organizing PC development into customary practice. It is major to consolidate thoughts associated with the gig of PC development in clinical practice into the future fundamental orderly arrangement instructive projects. I referred to a couple of portrayal structures in nursing, they are especially significant while creating and taking care of informational indexes in nursing, to work with the depiction and assessment of nursing practices (Overall Clinical for Specialists Practice, North American Nursing Finding Connection, Nursing Intercessions Request, Nursing

Authors

Rahul Chauhan
Faculty of Pharmacy
Moradabad Education Trust Group of Institutions
Moradabad,Uttar Pradesh, India
Drxrahulchauhan623@gmail.com

Shweta Verma
Faculty of Pharmacy
IFTM University,
Lodhipur, Uttar Pradesh, India
shweta.iftm@yahoo.in

Results Gathering, and Clinical Thought Game plan). The investigate the future will be the utilization of telemedicine and telenursing, to trade data starting with one spot and afterward onto not permanently set up to cultivate the patient's ailment moreover. Clinical guardians can in like manner get to the patient's electronic prosperity records, and give the patients' clinical benefits information and guidance materials. In that limit, clinical chaperons ought to be maintained by astonishing electronic prosperity records and various headways. Eventually, information development isn't a fix, yet it will offer this calling a remarkable faster cutoff concerning the creation and spread of novel proof now the sustaining space. The short exhibition of the supporting phrasings in nursing practice has presented a more essential proportion of the data on the central's contraptions, involved by clinical watchmen in their work.

Keywords: Education, Pharmacy curriculum, Research, nursing information, Information technology, Electronic health record, International clinical for nurses practices.

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I. OVERVIEW

Futuristic trends in pharmacy and nursing overall, the user is interested in discussing futuristic trends in the fields of pharmacy and nursing. While there are indeed promising advancements in pharmacy and nursing, it is important to consider the potential ethical implications and the need for maintaining a strong human connection in patient care. It is crucial to balance the integration of technology and innovation with the fundamental principles of healthcare. While futuristic trends can bring about significant improvements in efficiency and patient outcomes, it is essential to prioritize ethical considerations and ensure that the human touch in healthcare is not lost. The future of pharmacy and nursing should strive to harness the potential of technology while preserving the compassionate and personal aspects of patient care.

II. CREATING A CURRICULUM FOR PHARMACEUTICAL CARE

The American Relationship of Universities of Drug Store (AACP) Commission to Execute Change in Drug Schooling was the latest association to take on this assignment. Several organizations have recognized the need to link pharmacy practice functions and educational curricula to design a pharmaceutical care-based curriculum. [1] The purpose of establishing the Commission

- Describe an entry-level degree, curricular outcomes, curricular content, and education methods.
- Define the missions of the profession, pharmacy practice, and pharmacy education.

This Foundation Took the Form of

- A statement of the profession of pharmacy's mission,
- A declaration of the practice of pharmacy's mission,
- A declaration of the goals for pharmacy education,
- An explanation of the curriculum's anticipated results regarding the delivery of pharmaceutical care, and
- A description of the expected outcomes of the curriculum regarding the provision of pharmacological treatment, and Each of these components as they were created by the small working group is briefly described in the sections below:

III. STATEMENT OF THE PROFESSION OF PHARMACY'S MISSION

The profession wants to assume responsibility for societal patient needs related to drugs. The level of care provided to a patient specifically through pharmacy practice (more specifically, pharmaceutical care); the degree of expertise through training, investigation, and the creation of standards; and the level of society through research, public education, and policy formulation are all ways that chemists meet these needs. This mission statement admits that chemists have patient-specific practice requirements, but it falls short of describing these obligations in sufficient detail. A practice mission statement is therefore required.

A declaration of the practice of pharmacy's mission
The goal of pharmacy practice is to ensure that a chemist provides pharmaceutical care while attending to each patient's specific drug-related needs.

A declaration of the goals for pharmacy education
To establish the relationship between pharmacy practice and educational results, a mission statement for pharmaceutical education was required [Figure 1].
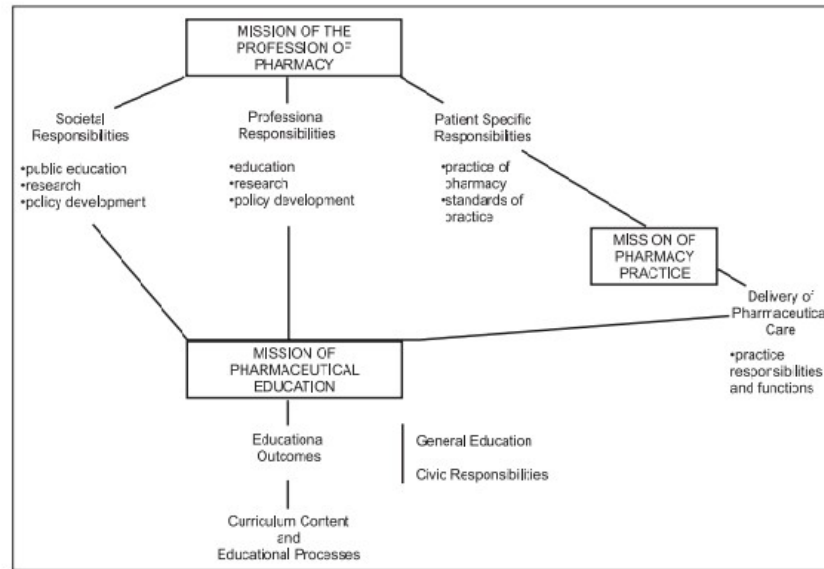

Figure 1: Mission statements, duties, educational objectives, curricular material, and educational procedures all interact with one another.

The goal of pharmaceutical education is to give students a curriculum that, through its structure and method of delivery, teaches them the knowledge, abilities, and moral principles required to address society's drug-related demands. This for the most part occurs by and by when the scientific expert gives drug care to a patient, consequently fulfilling that patient's particular requests about prescriptions. Additionally, it takes place at the professional level through training, research, and the creation of standards, as well as at the societal level through study, public awareness campaigns, and the creation of laws aimed at reducing drug-related morbidity and mortality.
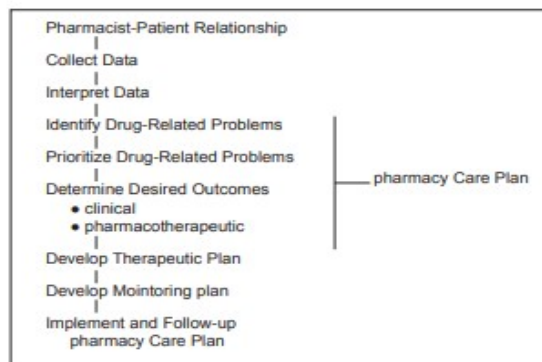

Figure 2: When delivering pharmaceutical care, chemists put their skills into practice.

Associated Roles and Duties in the Provision of Pharmaceutical Care The list of practice functions and responsibilities created by the two groups revealed important distinctions between the Commission's work and the College of Toronto's endeavors.[2] [Figure 2] displays a chemist's work. For our working group of chemists, it was initially highly alluring to describe the existing practice of clinical drug stores as a component of the Commission's work.

These activities are
- Being involved in drug use decision-making;
- Choosing the dose form for the medication product;
- Deciding on the dosage and timetable;
- Preparing the medication for patient consumption;
- Giving the patient the medicinal product;
- Providing the patient with drug information;
- keeping an eye on the patient to spot drug interactions and bad drug responses; and
- Monitoring the patient increases the likelihood that the therapy will proceed in line with the goals of patient care.

IV. CURRICULUM MATERIALS AND INSTRUCTIONAL TECHNIQUES

The Curriculum Committee reevaluated the curriculum following four general concepts. It was them

- The three goals chosen by the faculty and the broad categories of expected educational results shown in Table 1 must be directly related to the content and educational methods used to deliver the curriculum;
- Instead of placing sole emphasis on knowledge, the redesigned curriculum should ensure that all areas necessary to achieve the desired educational objectives are addressed, including knowledge, skills, and values;
- The intended educational outcomes, content, and instructional techniques for each course in the revised curriculum should be specified, and the course coordinator should justify how these particular educational outcomes contributed to the program's overall intended educational outcomes; and
- By carefully planning and arranging courses, there is very little information that is repeated.

Because of this, the process was somewhat reversed, with course coordinators being asked to reevaluate and then defend the educational techniques and content used in their particular course rather than the Curriculum Committee dictating what must be taught in each course.[3]

The three levels of professional responsibility are related to the following major areas of educational outcomes:

After completing a pharmacy program, a scholar must remain capable of:

1. Deliver Pharmaceutical care (i.e., take on duties unique to each patient) by
   - Correctly recognizing, successfully resolving, and successfully preventing drug-related issues from the eight most frequent categories, are most likely to cause the greatest harm, and are most capable of causing harm.

2. Enhance the field of work, its associations, and institutions (i.e., professional obligations) by
   - forming practices, instruction, and policies
   - promoting the field to other experts and the general public
   - the planning, carrying out, and application of drug therapy research

3. Improved society (i.e., societal obligations) by
   - promoting well-being and health
   - actively influencing healthcare practices, policy, and educationresearching to advance the understanding necessary to advance healthcare generally and the application of medicine specifically

V. SUMMARIES FOR NEWLY CREATED OR MEANINGFULLY REVISED PROGRESSES

1. **Prologue to the drug store calling (new course; first year):**The goal of this sequence remains to provide scholars with a comprehensive understanding of the pharmacy occupation and practice. The introduction of the profession's historic foundation serves as a springboard for a deeper investigation of developments and trends in the field and practice of pharmacy. It looks at how pharmacy practice has changed from compounding and dispensing to an emphasis on clinical and patient care. The development and introduction of the pharmaceutical care concept will take place. An introduction to various teaching and learning techniques, with a focus on problem-based learning, is a crucial feature of this course. [4]

2. **Practice in the professions (new courses, years I–IV)**

   - **Year I:** This course, which is taught through a combination of large-group lectures and small-group workshops or tutorials, serves as an introduction to several pharmacy practice components. The purpose of Introduction to Drug Information is to introduce the students to library and drug information storage and retrieval techniques for problem-solving, research, and abstracting. Students gain knowledge on how to react to requests for drug information in a methodical manner. Students learn about ethical concepts and a methodical approach to ethical problem-solving in Professional Ethics. The goal of communication is to help students comprehend and hone their fundamental verbal and nonverbal communication abilities. Students must successfully apply the legal concepts they learned in jurisprudence to the processing and filling of prescriptions in simulated neighborhood pharmacies during a pharmacy practice lab in the spring. [5]

   - **Year II:** The principles and abilities that were developed in Professional Practice I are continued in this second-year course. Prescriptions used as cases in problem-based interactive sessions that work with laboratories are based on the theoretical

components of applied pharmaceutics and extemporaneous compounding. Both have as their main objective the application of principles.

- **Year III:** Students in this third-year course must apply legal, communication, group interaction, problem-solving, and decision-making principles to a range of circumstances typically encountered in ambulatory pharmacy practice. The setting is provided by simulated pharmacies, and a problem-based style is used, with the prescription serving as a starting point. Patients are given pharmaceutical care with an emphasis on good patient interaction, the collection of pertinent data, the identification of drug-related issues, and the creation of pharmacy care plans.

- **Year IV:** The third professional practice is continued here. It draws on and complements the information from Pharmaceutical Care I, II, and III as well as other courses, particularly Health Systems and Pharmacy Management, and requires students to demonstrate a consolidation of knowledge from prior Professional Practice courses. The setting for this course is again provided by simulated pharmacies. Patients receive pharmaceutical care, with an emphasis on ambulatory/community practice. It is necessary to have detailed records of the care given.

Pharmacy care (new programs, years II–IV) [6]

- **Years II and III:** This course explores the chemist's role in self-medication and focuses on using the pharmaceutical care process to treat mild and/or moderate conditions. Self-restricting circumstances. The development of fundamental self-care and self-medication concepts is based on the choice and usage of over-the-counter medications. Students improve their communication skills while developing a methodical approach to self-care counseling and information collection. In this course, pretending, class conversations, and studios address patients' medication-related needs and make understudies mindful of their moral, moral, and legitimate commitments to rehearse taking care of themselves.

- **Years III and** IV: Understudies learn or potentially build up their capacity to decide if a patient's signs or side effects are connected with drug treatment and, provided that this is true, how they are connected with drug treatment and what changes are expected in the patient's medication treatment to tackle or forestall this issue, through discussion of a series of case studies taught in a problem-based format. The case examples used to support these conclusions highlight pertinent pathophysiological and pharmacological ideas. The specific disease states covered are prevalent illnesses that do not get well on their own. Students are expected to present their decisions and the steps they took to get at them in clear, acceptable written and conversational form.

3. **Society's Health Systems: New Courses (years II and IV)**

- **Year II:** The pharmacist and pharmacy practice are positioned within their social, institutional, and professional environments in this small-group, interactive training. Gaining a general understanding of the Canadian healthcare system, different definitions of health, how to assess citizens' health, individual action versus policy

decisions, how and why people seek out healthcare, and the role of chemists and other healthcare professionals in the healthcare system are just a few of the topics covered.

- **Year IV:** This course builds on information from Health Systems in Society I and other courses to give students a theoretical understanding of some social issues that pharmacists are concerned about as well as the chance to start formulating and expressing their opinions on particular ethical, political, and professional issues. Introductions to manpower issues, corporatization of pharmacy in Canada, the effects of biotechnology, aged care, death and dying alternative healthcare, health policy, health economics, and emerging trends in healthcare are just a few of the subjects covered.

4. **Years III and IV students who switched courses took Pharmacy Management**

- **Year III:** The connections between the reality of practice and the theoretical foundations of management are provided in this course. The content of the course is centered on how the management of materials and services within organizations or institutions affects pharmacy practice. The emphasis is on comprehending the practices and philosophies of organizations that are not in the pharmacy industry but consume a big influence on the preparation of chemists.

- **Year IV:** The course's targets frame the expert practice difficulties that need a supervisor's consideration and how understudies, who will eventually work as practitioners, can use a management viewpoint to influence change in their field. Students are frequently made aware of the value of making the most use of a profession's human resources. Emphasis is placed on the ideas of a competent manager in the context of an ideal workplace, a great place to work, and a practice objective of pharmaceutical care.

5. **Research into pharmacy practice (new course; fourth year):** Students acquire the research techniques needed to respond to issues that arise often in routine pharmacy practice. Students are allowed to create a step-by-step method for resolving practice-related problems during the first series of interactive sessions. The pupils are then given the chance to use this knowledge to solve a given challenge. They are in charge of formulating a strategy to address this issue, which they will formally present to their classmates and submit as a written proposal. Students are asked to evaluate the proposals put forth by their peers and are taught a variety of research methodologies.

6. **Statistics (the year I modified the course):** In a problem-based structure, this course explains the fundamental ideas and applications of statistical analysis and experimental design. The primary goal of the course is to improve the student's capacity for critical reading of professional literature. A wide range of statistical methods, from straightforward statistics for the analysis of a single variable to more intricate methods for the analysis of several variables, are examined to do this.[7]

7. **Pharmacy (year II modified course):** The dosage form is taken into account in this problem-based course as a way of delivering medication to the right spot at the right concentration for the right amount of time. The framework used to discuss the science of

dosage form development or formulation takes into account patient, ethical, economic, biopharmaceutical, and quality concerns. [8]

In the early 1990s, criticism of the country's graduate education sector grew, mostly as a result of the struggles of recent PhDs in the physical sciences to secure suitable employment. Graduate education has come under national scrutiny due to worries about an "oversupply" of PhDs or an "undersupply" of career possibilities in the graduate's research interests. To determine the most suitable structures and purposes for graduate education, the Committee on Science, Engineering, and Public Policy (COSEPUP) of the NRC made an examination of the career pathways of Ph.D. graduates in the sciences and engineering in 1995. Members of COSEPUP "...were disturbed enough by the paucity of readily available information to conclude that students', professors', and mentors' paucity of accurate, timely, and accessible data on job trends, careers,

- The Ph.D. should continue to be a research-intensive degree. But offer more curricular or experiential choices to broaden the graduates' skill sets.
- For students to make educated career decisions, prospective graduate students should be given accurate and timely information regarding employment prospects.
- The sharp increase in the number of Ph.D. degrees given during the past ten years has mostly been the result of students.
- Postdoctoral fellow numbers and duration spent in postdoctoral posts have significantly increased as a result of the rise in Ph.D. degrees, notably in the biological sciences.

The COSEPUP of the NRC released a study titled "Reshaping the Graduate Education of Scientists and Engineers" in 1995, in part in response to mounting concerns regarding scientific policy and graduate education. This extensively debated report made the following general recommendations:

Increase the number of academic options available.
- Graduate programs should offer options that let students develop a wider range of abilities to produce more adaptable scientists and engineers.
- To promote adaptability, the government and other organizations that provide financial aid for graduate students should modify their support systems to include new grants for education and training to institutions and departments.
- To promote versatility, care must be taken not to compromise other important objectives when implementing changes.

More timely and precise information and direction should be provided.
- To assist them in making educated decisions regarding their professional prospects, graduate scientists and engineers and their advisors should have access to more current and accurate information. This information should be made widely available online through a concerted national effort.
- Academic departments should promptly provide the aforementioned information to both present and prospective students. Graduate students should also receive career guidance from academic departments. Students should have access to details about all available job opportunities.

Create a national strategy for advanced engineering and science recruitment. Graduate-level human resources should be thoroughly examined by a national discussion group made up of representatives of governments, universities, businesses, and professional associations. All graduate programs in science and engineering are intended to be improved by these comprehensive recommendations. All graduate programs and their students would probably benefit from these proposals, although there are significant problems, particularly those concerning national funding policies.

Research Needs for the Future: Problem-Based Learning in Pharmacy Education: The use of problem-based learning in pharmacy school has grown. The skills of problem-solving, critical thinking, clinical reasoning, and self-directed learning are all improved via problem-based learning. To better prepare future pharmacists for the demanding requirements of the pharmacy profession, particularly the delivery of high-quality patient care, PBL has been included in pharmacy education. The foundations of PBL can be found in John Dewey. Early educational philosophy Dewey suggested that students be given actual problems that they must solve. Dewey also promoted the use of reflection as a method for problem-solving. Dewey understood that while we can "reflect" on a wide range of things simply by "thinking about" them, logical or analytical reflection can only occur when there is a genuine issue that has to be resolved. Reflection and active learning are essential components of the PBL process.

In PBL, the patient's presenting issue is the first thing that students are exposed to. The learners then engage in clinical reasoning activities like hypothesis development, information gathering, data analysis, and decision-making while combining knowledge from the fields of basic science and clinical practice to suggest some potential diagnoses and courses of action for the patient's problem. PBL also makes use of a knowledgeable tutor or facilitator who directs the process of problem-solving. [9]

VI. FUTURE RESEARCH ON PHARMACY PRACTICE

1. **Population statistics:** According to official United Nations (UN) population forecasts, the current global population of 7.2 billion people will rise to 8.1 billion in 2025, then to 9.6 billion in 2050, and finally to 10.9 billion by the year 2100 (UNFPA 2013). Between now and 2100, there will be an additional 3.7 billion people, most of whom will live in emerging nations. The surge is anticipated to occur in high-fertility nations, primarily African nations, as well as India, Indonesia, Pakistan, the Philippines, and the United States. The population of the more developed regions, on the other hand, is projected to increase slightly from 1.25 billion in 2013 to 1.28 billion in 2100. Migration from developing to developed nations will account for the majority of the net growth in these areas (UNFPA 2013).

The globe is getting older, especially in the developed world, as a result of declining fertility and longer lifespans. It is anticipated that the number of people in the world who are 60 or older will more than triple by the year 2100, rising from 841 million in 2013 to 2 billion in 2050 and about 3 billion in 2100. There is much more to global demographic change than just decreased fertility and an aging population. The mobility of

social and human capital has greatly increased. In the majority of affluent nations, immigration has led to multicultural communities. [10] For instance, there are 321 different languages spoken in the USA. According to the United States Census Bureau's 2014 data, the present racial and ethnic minorities will make up 50% of the country's population by 2050.

Because there are significant health disparities among these communities [11], it is crucial to consider how these demographic shifts may impact medicine usage, health, illness, and public policy. Along with this demographic transformation, there will be changes in technology and an aging population with chronic illnesses. When taken as a whole, these concerns will have a significant impact on pharmacy practice activities and the most effective administration of medications. [12] A proactive research strategy that concentrates on these difficulties is therefore necessary.

A more interconnected globe has resulted from globalization, which has advantages and disadvantages for the health industry. Population health can be improved by the quick and simple sharing of information, advances in healthcare service and policy, and the quickening of scientific discovery through international research alliances. The spread of contagious diseases, such as the SARS outbreak of 2003 and the rise of antibiotic-resistant Pneumococcus species, is further facilitated by a considerable increase in international travel. More and more, it is necessary to assess health goals from a global perspective because the supply and use of medications are frequently at their core. [13]

2. **Technology:** Technology is bringing about change in pharmacy practice and challenging the conventional community pharmacy model. The expanded use of technology includes e-prescribing, e-communication, automation at neighborhood pharmacies, and pharmacists access to integrated patient records. According to [14] these technological advancements have an impact on how patients and customers access and use pharmacy services and medications. Pharmaceutical dispensing is changing as a result of robotics and electronic prescribing, which may free up chemists to provide more patient-centered care. The rate of technical advancement differs, nevertheless, between nations. For instance, when compared to the UK, the use of robots to dispense medications has become commonplace in community pharmacies and hospital pharmacies alike. Consumers can now be more aware of their health state thanks to the growing usage of medical diagnostics. As a result of the work being done by companies like Google and Apple, consumers will be much more aware of their health state and will be able to keep their electronic health records (EHR) on new applications, tools, and gadgets. Because of this technological advancement, customers will be considerably more knowledgeable about diseases and treatments, necessitating a continuing need for chemists to update their knowledge and skill sets. Increasingly, drugs are being supplied through the internet, for instance through well-known networks like Amazon. Innovative new pharmaceuticals will be able to treat particular populations depending on their genetic composition thanks to scientific advancements. The pharmaceutical business is anticipated to distribute medications to people in the next 5–10 years depending on their choices and to create customized treatment plans that support their lives and habits.[15] It has been suggested that 3D printing will play a role in the development of medications, with consumers going to an online pharmacy with their digital prescription to purchase the chemical "ink" and "blueprint" they require before printing the medication at home using software and a 3D molecular printer.

It is anticipated that developments like these would fundamentally alter how healthcare, pharmacy practice, and the research that supports it are practiced. The research agenda for the future must be in line with resolving some of these influences and difficulties in light of this.

VII. ROLE OF PHARMACY AS AN 'INSTITUTION' AND 'PROFESSION'

1. **The Career in Pharmacy:** Early studies focused on the community chemist's twin roles as a businessperson and a healthcare practitioner, which were contrasted with each other and with the development of pharmacy as an "institution". [16] [17]. Their training, the nature of their work, and job satisfaction have all been a topic of attention. Deprofessionalization and the erosion of company autonomy have been significant research topics. According to researchers from Canada and Australia, the majority of pharmacists still prefer the status quo, with dispensing as their primary professional activity, despite increased efforts and significant policy initiatives.[18] 84% of adults in England visit a pharmacy at least once a year, with 78% of those visits being related to health. Some pharmacies are still not utilizing the opportunities provided by these programs to offer screening, diagnosis, advice, medicines support, and public health services, even though medicine use reviews (MUR) and new medicine services for chronic illnesses are now widely accessible in pharmacies. The low level of preparation among pharmacists suggests that study on pharmacists and how the public perceives them is not the most promising course of action, thus there needs to be a big change in this area. It is true to claim that hospital chemists have not been divided into groups based on whether they have a business-like or expert clinical image. In addition to the typical distribution and compounding roles that pharmacies traditionally play in hospitals, this part of the profession has primarily evolved into a function as a clinical pharmacist, focusing more and more on patient care. In a way, this may be seen as a distinct kind of duality of responsibilities (source vs. guidance) that has taken diverse forms all around the world. Internationally, increasing population demographics and service demand, along with comparatively dwindling resources, are placing strain on healthcare systems. [11] Health funders, planners, and policy-makers have therefore been eager to investigate novel practice models that will accomplish political goals. As a result, chemists will need to continue to acclimatize to a setting where borders are shifting and new clinical responsibilities are being created for healthcare practitioners. Although there is plenty of room for novel ideas, most of them are localized and have not been applied to a larger context. [14] The Medicaid Medication Therapy Management Programme (2014) and the Australian Home Medication Review (HMR) (Australian Government Department of Health and Ageing 2010) are two significant outliers.

   Before 2012, when this was expanded to include independent pharmacist consultants, HMRs were still given by community pharmacies. Another instance of a proactive pharmacy is found in Bromley-by-Bow, a neighborhood in London where a green-light pharmacy and an NHS walk-in clinic share space. The walk-in clinic pharmacists direct patients who do not require the services of a doctor or nurse to the pharmacy for guidance and self-care. [14][19]

2. **Consumers' Expectations and Role:** Compared to 20–30 years ago, the general populace is getting more read and educated, and they have access to more resources. The

'new consumer' is described as having the following traits in the literature on trends in healthcare consumerism: being information-strong, information-seeking, non-authoritarian, and becoming more demanding. [20] [21] [22] The baby boomers reaching retirement age is one significant phenomenon.[23] As already said, this demographic change will put a strain on healthcare systems and accelerate the need for the creation of new care models that are affordable, integrated, and team-based. Due to the boomer generation's political clout and sheer size, pharmacies will be forced to adjust to this by closely observing what this demographic expects from pharmacies and the larger healthcare industry, as well as how the cohort may influence the healthcare agenda.

VIII. RESEARCH PROSPECTS FOR PHARMACY PRACTICE

Future difficulties must be met as the pharmacy institution and profession grow within the context of constantly evolving patient populations, healthcare systems, and technology. This will result in four different types of significant changes for research in pharmacy practice. In many nations, some of these changes are already well underway.

1. **From uniform pharmacy practice and interventions put forth by chemists to cross-disciplinary or Interprofessional cooperation and patient teamwork:** According to others, research on pharmacy practice has far too frequently been conducted to assess specific pharmacy services and their perspectives on the world. [24] Additionally, the difficulties that healthcare systems are facing are prompting experts and providers to create more extensive team-based healthcare services. This is a chance for chemists to contribute to and/or improve care models developed abroad. Smaller initiatives established by passionate "trailblazers" in pharmacy have frequently proven effective because these early practitioners have great motivation and reliable relationships in the communities where they serve. The problem facing both practitioners and scholars is making their models transferable to a bigger scale and varied locations.

   With their expertise in pharmaceutical policy analysis and implementation research, the researchers can be quite helpful. Implementing research activities is possible within the leading-up paradigm, as described by.[25] The best work is done by an organization when leaders go strategically forward, but also sincerely look back to the rank and file and listen to and act upon the views and insights provided by those who follow. The achievements in pharmacy practice have shown that 'leading up' needs researchers to learn what the rank and file ('leader followers') think and are willing to do, to adapt to the changes ahead.

   Researchers and pharmacy professional organizations need to actively watch developments within the larger framework of healthcare because pharmacy might occasionally be overlooked in joint efforts to improve the quality of healthcare. [26] This puts even more emphasis on researchers who are evaluating programs and their implementation and identifying how chemists might improve patient care within a multidisciplinary framework. Researchers in pharmacy practice will need to get used to communicating with funders if they want to be acknowledged as essential members of healthcare teams. Following that, they can advance pharmacy professionals within the framework. Pharmacy professional bodies need to be aware of the advantages that pharmacy practice researchers bring to the table when organizing projects that are focused on interprofessional collaboration.

2. **To Systematising and Understand the Implementation of Large-Scale Initiatives from Defining and Measuring the Results of Interventions:** Policymakers and administrators order particular clinical interventions and commission medical services. Planning an intervention without being able to convince buyers of its value based on theoretical and empirical merits would not be sufficient. The following inquiries need to be addressed:
   • What is the purpose of the intervention?
   • Why were specific intervention elements picked?
   • What will it cost the company in the long run?
   • And how will interventions affect the organization's operations?

   There has been sufficient research done on the effects and results. [14] It is essential to shift the focus to implementation research and how to persuade decision-makers to include pharmacy in comprehensive health services planning. Researchers must also adopt the trend towards more teamwork in the healthcare industry and abstain from looking at pharmacy interventions in isolation. It has been a fault of pharmacy practice research, which is focused on itself as a subject of study, to not put the patient at the center of the system. Future pharmacy practice research will need to focus on investigating collaborative models, pinpointing issue areas, and agreeing on systematized methods. To prevent the projects from failing owing to unrecognized unfavorable attitudes, it will be even more crucial to pay attention to the professions that chemists will interact with as well as social and organizational scientists. One of the most crucial fields to collaborate with in this regard is clinical pharmacology.[27] Similarly to this, healthcare administrators and authorities may wish to impress by introducing new services like prescription reviews, but they may neglect to establish actual outcomes and goals and put in place process indicators that will not enhance the process. For instance, counting the number of actions that chemists recommend to general practitioners (GPs) might be detrimental and cause both lower quality and doctor apathy towards the effort. One of the most crucial areas of pharmacy practice in the future will be the study of effective collaborative methods. [28]

3. **Patients Have a Wider Range of Cultural Backgrounds and Are Active Analyzers and Decision-Makers Who Benefit from IT:** As the baby boomers age, there will be a dominant group of people who expect healthy aging, which will encompass a variety of preventative and life-enhancement strategies. They have a louder voice in healthcare politics and are more health-knowledgeable, critical, and information-seeking than generations before them.[23] This will affect all medical research. This will go hand in hand with the requirement for evidence for practicing in a particular way on the pharmacy practice front. The reasons for chemists' actions will be questioned, just like they are for other healthcare practitioners. This implies that therapies must be understood and grounded inpatient as well as professional rationalities. The baby boomer generation is aging, and with the rapidly developing IT decision support systems for patients and healthcare professionals, they will have more evidence-based information about health and medications available at their fingertips. Because of their high level of health literacy, they will also exhibit little to no submissiveness to authority, instead viewing medical professionals as peers. As a result, instead of being all-knowing experts, doctors, chemists, and other healthcare professionals will act as "guides, facilitators, and

advocates." It will be up to practicing chemists and their pharmacy research colleagues to adjust to this new reality by examining how they use the informatics at their disposal and how it affects them. Since the baby boomers will need chemists to have a comprehensive picture of them and be mentors in their pursuit of good health, it will become even more important for chemists to preserve patient-centeredness. Cultural variations have given rise to a booming topic of study in the pharmaceutical practice industry, particularly in nations with high levels of immigration. Given that the baby boomers are predominantly a phenomenon of people living in industrialized wealthy countries, this trend will intensify. Large minority groups that have just arrived in this region of the world will also exist, and they will require a completely new approach to healthcare.

4. **Blurring of Boundaries between Related Fields and What Has Been Called Pharmacy Practice Research:** In addition to working in departments that classify their work as part of drug utilization research (DUR), clinical pharmacy, pharmaceutical policy, health services research, health economics, or social pharmacy, many researchers who identify as pharmacy practice researchers do so. Even some academics who specialized in pharmacy practice can connect to having one or more of these as their areas of competence. The interaction between individuals working in the disciplines of DUR, pharmacoepidemiology, social science theories, and clinical pharmacy research will be expected to intensify and form a common front towards the public as pressure to join in big interdisciplinary consortia develops. Pharmacogenetics and drug formulation, two fields of research that have not historically been closely related to pharmacy practice research, may increasingly be invited to "enter this space" or maybe a competency.

5. **Methodologies for Pharmacy Practice in the Future Research:** Several different methodologies are used in pharmacy practice research, as was shown in earlier chapters of this book. The research field has historically been distinguished by including qualitative approaches more so than allied pharmaceutical topics like pharmacoepidemiology and drug utilization research (DUR). The incorporation of the patient/user perspective in studies on pharmacy practice has been cited as one of the causes. As described in the book's chapter on pharmacoepidemiological approaches, this is currently more flexible and evolving. The methodological and design options in these connected disciplines are expanding. The greater availability of "big data" in numerous nations worldwide is another significant development. According to, [29] big data in healthcare refers to electronic health data sets that are so large and complex that they are difficult (or impossible) to manage with conventional software and/or hardware. They are also difficult to manage with conventional or common data management tools and methods. This development will put more demand on academics studying pharmacy practice to be educated about using large data sets to comprehend the perspective of the patient or user and to evaluate pharmacy practice-related healthcare efforts. Researchers in the field will need to be more interdisciplinary, but those working with qualitative approaches may also need to become more adept at utilizing large-scale secondary qualitative data. Researchers will need to be able to employ a wider variety of approaches and be prepared to use mixed methods as a result of the increase of techniques that are now available and the issues that are being addressed. When they collaborate with academics from other academic backgrounds, they will need to know even more about varied designs and techniques. More clarity is needed regarding the identity of pharmacy practice researchers, their position on the epistemological spectrum, and the unique skills they contribute to complex interprofessional initiatives. Research funders have opinions

about what they wish to accomplish and how this should be done. Be assessed. They are likely to demand a wide focus on healthcare services as important stakeholders and to support pharmacy-specific research less frequently. These initiatives are then frequently managed and directed by individuals with social science backgrounds who make critical financing decisions. Researchers studying pharmacy practice will therefore need to keep a close eye on changes in social science theories and methodology. Future studies can concentrate on enhancing the safety and efficacy of medications as well as their optimization. They will be better able to perform this kind of study if they are actively involved in their local primary care networks and have access to integrated patient records. Pharmacists analyzing patient demographics in their local area for predicting risk could be another use for integrated patient records data. Additionally, this might make it easier to identify and focus on people who are thought to be at a higher risk of problems from diseases like asthma or from taking high-risk medications.

IX. INFORMATION IN NURSING. TRENDS, CURRENT AND FUTURE

An Overview of Nursing Information: The 21st century has seen a tremendous increase in medical information technology and knowledge requirements. Informatization attempts to profit from using computer technology in routine practice while also preparing nurses. According to the IMIA-NI Strategic from July 2007, "Nursing informatics (NI) is the integration of nursing, its information, and information management with information processing and communication technology, to support the health of people worldwide."

To handle and share data, information, and knowledge in nursing practice, we might define nursing informatics as the junction of computers, information, and science in nursing. In general, the definition takes into account the work of nurse informaticists, the development of patients as active participants in their care, and the fundamental ideas that bridge nursing and informatics. [30] The computer method has captured the attention of nurses since it aims to assist them in their everyday work, so minimizing time lost needlessly with manual data entry and allowing more contact with the patient. As a result, nurses must have the right tools at their disposal that can manage data effectively.

X. MAKE AND USE CLINICAL KNOWLEDGE

According to Graves and Corcoran (1989), "simultaneously the laws and relationships that exist between the elements that describe the phenomena of concern in nursing (factual knowledge) and the laws or rules that the nurse uses to combine the facts to make clinical nursing decisions" are what constitutes real knowledge in the field of nursing. According to their perspective, information influences decisions and produces fresh insights into the field of clinical trials. [31]

The four patterns of knowing were described by Carper (1978).
- Empirics, the nursing science;
- Aesthetics, nursing as an art;
- Personal experience;
- Nursing's moral expertise is called ethics.

1. *Empirics:* access to information that is factual and generated from archives of clinical research that have been compiled and integrated with clinical information systems. Access to intercultural practices and beliefs is made possible by aesthetics.

2. *Personal:* access to one's knowledge of experiences and responses in the medical field.

3. *Ethics:* enables access to experts in the field of moral reasoning and ethical principles. [32] Concepts like using research and evidence-based practice have been extensively discussed in nursing literature. Although Estabrooks (1999) argued that little is still understood about the factors that influence clinical research integration in routine practice, the benefits of integrating research into practice are clear. To ease access to knowledge, nurses must be fully involved in the development of informatics technologies. The standards for documentation in the field of nursing must employ the solutions provided by information technology (IT), and the computer system for collecting and processing data must be widely deployed in the hopes that it will evolve.[33]

4. **Strategies that must be put into practice:**
   - determining the nurse leader's educational requirements in computer science;
   - creating mentoring programs to help computer science students build their leadership abilities;
   - Ensuring that nurse leaders are included as sponsors for initiatives involving electronic health records.

XI. PUBLIC EDUCATION NURSES

Numerous attempts have been made throughout the years to pinpoint the core competencies that nurses need for the medical system to operate effectively. An interprofessional education paradigm is more intimately linked to the core ideas and skills in the field of informatics. According to Staggers, Gassert, and Curran (SGC01), NI should be used to teach skills to nursing students and nurses in general.

According to Staggers, Gassert, and Curran (2001), nurses must be able to identify connections between data pieces, conclude trends and patterns in the data, use contemporary informatics tools, and work in tandem with informatics nurse specialists. The importance of the nurse's ability to use system applications to handle data, information, and knowledge in many specialties is emphasized. They also need to promote the integrity and accessibility of information linked to confidentiality, legality, ethics, and security issues.[34] There is a presumption that graduates now will be more conversant with the computer system than nurses who are now in practice. Future basic nursing education programs must incorporate information on the use of computers in clinical settings.

   - the necessity of promoting informatics prototypes integration in nursing schools;
   - create chances for the dissemination of knowledge, skills, and concepts;
   - the mandatory acquisition of essential IT competencies by nursing faculties;
   - the distribution of cash for the creation of an innovative curriculum model;
   - Incorporate accreditation standards that call for integrating fundamental informatics knowledge and skills into all foundational nursing programs.

I created the accompanying Scientific Program for Clinical Informatics and Biostatistics Division for General Clinical Help with our College as a delegate of Romania for Nursing Informatics in the Global Clinical Informatics Affiliation and European Organization for Clinical Informatics: the two Tables 2 and 3.

Table 1: Course topics

No.	Course topics
1.	Introduction to information theory. The objects of study in Medical Informatics
2.	Computing system. Hardware. Software. Operating systems. Integrated software
3.	Computer Networks. Internet
4.	Telemedicine. Telenursing
5.	Data files. Medical databases.
6.	Classification systems: ICD-10, ATC, ICNP, NANDA, CCC of Nursing Diagnoses. Reports on DRG, SIUI.
7.	Electronic Health Record
8.	Introduction in Biostatistics. Statistical parameters. Distribution
9.	Statistical tests. Classification of tests. Usual statistical tests. Correlation analysis
10.	Risk analysis. Health statistics.
11.	Image processing. Image acquisition.
12.	Medical informatics systems
13.	Computer systems used in clinics and hospitals
14.	Protection and data security. Health Card. Electronic prescription.

Table 2: lists themes for practical works.

No.	Practical works topics
1.	Introduction in Windows. Utility programs
2.	Word for Windows. Typesetting
3.	Word for Windows. Exercises
4.	Internet surfing
5.	Internet surfing – specific to nursing activity
6.	Microsoft Power Point
7.	Power Point Presentation
8.	Single patient medical chart – ICMED (Figure 1)
9.	Databases. Introduction in EPI Info
10.	Spreadsheets. Introduction in Excel
11.	Statistical and Epidemiological problems. EPI Info and Excel (Figure 2).
12.	Image processing. Image J (Figure 3)
13.	Integrated system for family doctors – Medins
14.	Statistics Seminar

The preparation of nurses also heavily relies on master's degrees. An international master's program in health informatics is available for nurses. It includes topics like introduction to health informatics, introduction to health sciences, databases, research methodology, security of health information, electronic patient records, telemedicine, etc. There are doctoral programs offered internationally for nurses.
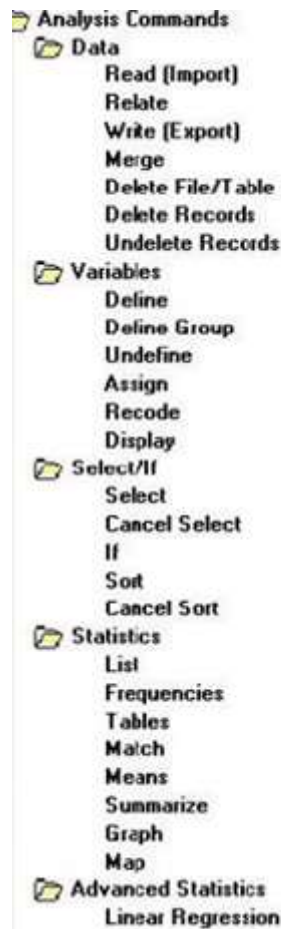

Figure 3: *ICMed* main menu

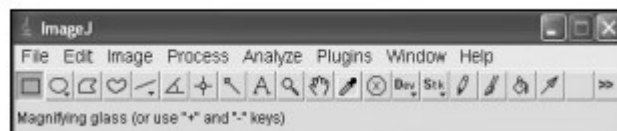**Figure 4:** Menu for analysis in EPI Info

Figure 5: Image J primary menu

XII. NURSING CLASSIFICATION SYSTEMS

I'll include a few of the most popular classification schemes. [35] The International Council of Nurses in Geneva, Switzerland, developed the *International Clinical for Nurses Practice (ICNP)*, a global categorization used in nurse practice. ICNP is a classification with a multi-axial structure and standardized nomenclature for representing diagnoses, treatments, and outcomes in healthcare. Advantages of ICNP: It creates an international standard to make it easier to describe and evaluate nursing practices; It influences educational and decision-making processes, patient care-related policies, and medical aid interventions, as well as the utilization of resources; it acts as a unifying unitary system of nursing languages in international practice; By describing and comparing medical services, it makes it easier to obtain healthcare data.

Association for North American Nursing Diagnosis (NANDA) is a manual regarding the taxonomy-based classification of nursing diagnoses, and it contains definitions and distinguishing features. The NANDA classification system has these advantages: It offers a classifier as well as a system for the development, validation, and classification of nursing terminologies. It also gives nurses a standardized language for their practice description that can be used to communicate with nurses of all specialties and members of other healthcare disciplines.

Nursing Interventions Classification (NIC) 514 Nursing interventions outline the procedures that nurses use, with updated connections to NANDA diagnoses.

Nursing Outcomes Classification (NOC) contains 330 outcomes based on research to standardize predicted patient, carer, family, and community outcomes for evaluating the impact of healthcare treatments. Each outcome includes a definition, a list of precise indications, steps to make implementation easier, and a clinical reference.

Clinical Care Classification (CCC) is a study-based terminology intended to harmonize the language used to record nursing care across all clinical care settings. Both CCC Nursing Interventions and Actions as well as CCC Nursing Diagnosis and Outcomes are real. Electronic health records (EHR), computer-based patient records, and personal health record systems all use the CCC System to record nursing care. The CCC System is used to: track and classify clinical care; create evidence-based practice models; examine patient profiles and populations; and forecast care demands, resources, and costs. [35]

XIII. NURSING RESEARCH

According to the Foundation of Knowledge paradigm, the ability to acquire, use, develop, and share knowledge is the most crucial component of learning new information. This paradigm will put nurses ahead of other health professionals in terms of utilizing the various facets of technology because the information in the field of nursing sites combines a wide range of issues about clinical practice, research, administration, and education. Although there aren't many nurses with expertise and familiarity with new technologies, those that do can conduct research in the field of medicine, which is a genuine problem. Nurses faced a vast array of options for the acquisition of information for their academic training, clinical, and research settings in a world of rapid technological development coupled with an overwhelming proliferation of information sources. Nurses use the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and Medline as professional databases. While the Medline database has over 10 million abstracts and papers, CINAHL provides information from a variety of fields like nursing, complementary medicine, and community medicine.

Data collecting, patient monitoring, and obtaining medical histories are all things that nurses are already accustomed to. They can use a variety of tools or their observations to record data. The gathered text will subsequently be analyzed and organized, either manually or digitally. When these distinct elements are understood, arranged, organized, and joined in a particular context, the data transforms into information. The resources required for a researcher to be properly equipped for a research project study have expanded to include personal computers, laptops, tablets, and PDAS (personal digital assistants). [30] [35]

XIV. AN EVENING OF THE FUTURE

The majority of nurses still need to get used to the idea of incorporating computers into their regular practices and grasp the benefits. Future transformation of new multidimensional data and information sources is anticipated. The advancement of professional education, design, development, and use of computer systems in the medical area, as well as the provision of care based on the most recent research, will all be possible.

1. **Telemedicine-Based Medical Care:** Telemedicine is the electronic transmission of medical data from one location to another to enhance the patient's health. The clinical application of telemedicine includes the dissemination of images intended to aid in diagnosis, the dissemination of clinical data for evaluation, diagnosis, or disease control, the promotion of health through disease prevention, the use of telephone consultations in emergencies, and the use of real-time video conferencing. [30]

2. **Non-clinical Applications of Technology in Telemedicine.:** There are many nonclinical applications for telemedicine, including patient education and distance learning for continuing medical education; administrative applications like supervision and presentations; research using the Internet and other online information sources; and data management. A relatively recent medical term in the nursing lexicon is telehealth, a broad phrase that encompasses telemedicine. [30] According to the American Telemedicine Association (2007),

   Telemedicine is the utilization of medical data transmitted electronically from one location to another to enhance patients' health state. The term "telehealth" is closely related to telemedicine and is frequently used to refer to a broader meaning of remote healthcare that does not always involve clinical assistance.

3. **Telenursing. Telemedicine's uses in Nursing:** To improve patient-nurse interaction, telenursing is the practice of providing medical services through the use of communications and information technologies. It is a component of telemedicine and shares many characteristics with other applications in the medical field like telediagnosis, teleconsulting, and telemonitoring. Home care through telemedicine is now the most established field of telenursing (Figure 6).
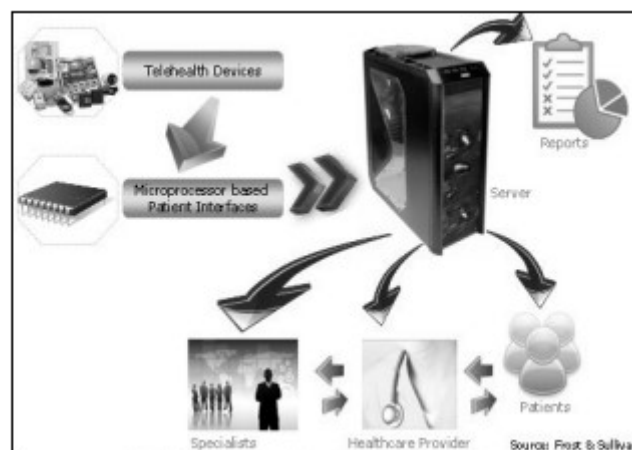

Figure 6: Telenursing

The concept of telenursing has grown to encompass a greater range of services as the field has developed. Telenursing has advanced over the past 40 years, making it possible for patients to be discharged earlier because they may be watched more closely at home. The effort to broaden the scope of traditional home care has made it possible to provide services to a wider range of patients, including those who are immobile, live in underprivileged areas without easy access, have chronic illnesses like Parkinson's or Alzheimer's, or have diabetes or congestive heart disease. The construction of call centers that can be handled by various organizations, hospitals, and other healthcare organizations is another use for telenursing. Some contact centers offer Telemonitoring services, which enable patients to input various biometric data from their homes for later expert interpretation. The people who categorize calls based on gravity are nurses. Within a comprehensive disease management program, patients are given information and counseling. Other tasks that may fall under the category of telenursing include counseling patients via teleconsultations on their food and exercise regimens, analyzing the findings of various tests and examinations, and working with a doctor to put treatment protocols into action.[30]

4. **A Digital Health Record:** As the healthcare professionals who are closest to the patient in primary and acute care, nurses are actively involved in communication with patients and their families. They have access to the patient's electronic health record (EHR) and can give patients information about their health as well as educational materials. As a result, excellent EHRs and other technology are required to support nurses. Nurses, therefore, bear a heavy burden for the standard and security of patient care in their capacity as the "central hub" of information. Nurses must be involved in decision-making about the utility, effectiveness, and satisfaction of information technology when information systems are adopted in any healthcare setting to ensure that the continuity of patient care is maintained. The adoption of an electronic file is suggested since ICNP is meant to be a standard for nursing principles, facilitating action communication unique to health care.

   Training nurses in the use of the national system of electronic health ID cards is a good idea. Along with other personal information, these cards will include data on each citizen's health insurance payments.

XV. SUMMARY

The changes in pharmacy practice research have been described in the chapter. Population factors, technical advancements, healthcare service users, and new research capacities based on technological advancements are the main change agents that affect pharmacy practice research. Future difficulties must be met as the pharmacy institution and profession advance within the rapidly evolving healthcare technology landscape. The expanding emphasis on pharmacy practice research would encompass patient teamwork and interprofessional collaboration, documenting and evaluating the results of interventions, as well as patient cultural diversity. The introduction of big data and dealing with large-scale, intricate electronic health records will be the upcoming methodological breakthrough in pharmacy practice research. While information technology is not a cure-all, it will give the profession access to unparalleled speed in producing and sharing new knowledge. Several of the information management technologies that nurses employ to complete their tasks were

introduced during the brief discussion of terminology supporting nursing practice. Nurses can anticipate playing a significant role in the rapidly emerging field of telenursing.

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