



# AMERICAN INSTITUTE OF THE HISTORY OF PHARMACY

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## VIA EMAIL

Dr. Jan Engle  
Executive Director  
Accreditation Council for Pharmacy Education (ACPE)  
135 S. LaSalle Street - Suite 4100  
Chicago, IL 60603-4810

Dear Dr. Engle:

As members of a volunteer task force for the American Institute of the History of Pharmacy (AIHP), we are providing this letter to ACPE as the board receives comments for Standards 2025. (See Appendix A for task force members.) We are members of AIHP and the AACP History of Pharmacy Special Interest Group (HoP SIG), and we offer this consensus statement on behalf of AIHP for the standards revision.

### Current State: Required Didactic Elements

In Standards 2016 Appendix 1, the history of pharmacy (HoP) is included in the social/administrative/behavioral sciences section as a required element. It is currently described as “exploration of the evolution of pharmacy as a distinct profession, the transition from a focus on the drug to a focus on the patient and the drug (including pharmacist-provided patient care), and major milestones and contributors in the evolution of pharmacy.” We **strongly support** continued inclusion of the history of pharmacy among required elements in the Doctor of Pharmacy curriculum.

We have the benefit of a recent article by Baker et al<sup>1</sup> on “Teaching History of Pharmacy in U.S. Pharmacy Schools.” From this we know that schools/colleges of pharmacy need flexibility and latitude for including HoP as an essential topic. Even among the schools represented on our task force, we have a variety of teaching hours and credit hours in HoP required and elective courses. Faculty need flexibility to teach core history of pharmacy concepts to all students, while providing options for electives and special projects for students with specialized interests in history.

### Future State

**We strongly encourage our schools and colleges to incorporate teaching elements of history into all areas of the curriculum, rather than limiting it to a standalone**

**elective or a series of lectures.** We are committed to align the HoP with required and increasingly emphasized areas in the curriculum and co-curriculum in creative ways in the future.

### *Growing Interest*

We believe there is growing interest in the HoP for many reasons. The AACP annual meeting program which featured USP's 200<sup>th</sup> anniversary was well-attended and enthusiastically received. The increased emphasis on not only professionalism but also professional identity formation<sup>2</sup> links directly to the history of pharmacy. Also, the manuscript<sup>3</sup> "A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education," which earned the 2021 AACP Lyman Award as outstanding paper, is a foundational framework for teaching the professional transitions from apothecary and dispenser through merchandiser, expert advisor, and health care provider. There is a contemporary, transformational context for these historical roles, as the authors note: "[T]he discourses identified did not shift clearly over time, but rather piled up, resulting in students being exposed to incompatible identities." The HoP is significantly relevant to pharmacy practice advancements.

### *More Available Resources*

Most pharmacy educators who teach HoP are self-described amateur historians. They are committed to the topic and to continuing to develop and augment their instructional resources. There is no better time to rely on colleagues. AIHP has a new strategic plan which will expand digitization of collections and partnerships with other organizations, including museums and historical societies. Also, AIHP recently refocused its journal from *Pharmacy in History* to *History of Pharmacy and Pharmaceuticals* (<https://aihp.org/hopp-journal>) which may attract scholarly contributions from scientists, as well as pharmacists and historians. The AACP HoP SIG provides a regular newsletter and programming which can assist educators and attract students to HoP areas of interest. Many of our colleges and universities are improving access to archives and collections through digitization, as are national agencies such as the FDA (<https://www.fda.gov/about-fda/fda-history-exhibits/fda-history-vault>).

### *Diversity, Equity, and Inclusion*

Schools/colleges and many professional organizations have committed to strategic goals which foster, support, and advance diversity, equity, and inclusion. We are hopeful that HoP research may find untold stories and new voices from people, events, and milestones which contributed to the pharmacy profession over time. In addition, each country and culture throughout the world has its own unique pharmacy history, and examples of cross-cultural exchanges may help to propel the profession forward. Access to genealogy tools and other approaches may help us to not only inclusively tell our history, but also to pass our heritage, culture, and traditions to a new generation of pharmacists.

### *Interprofessional Education (IPE) and Practice*

As schools/colleges have incorporated IPE among health professions students, HoP could add new perspectives for the growth of the health care team. Our profession did not develop in isolation, and teaching the formation of other health professions in relation to pharmacy may further support the Interprofessional Education Collaborative (IPEC) Core Competencies and collegiality.

## History to Inform Progress: Innovation

As educators, we are excited about the possibilities for innovation and re-calibration for HoP in our schools/colleges. There is a strong connection to the affective domain, and it is highly important to show the relevance of HoP to increasingly diverse students, faculty, and stakeholders. Again, we strongly encourage our schools and colleges to incorporate teaching elements of history into all areas of the curriculum, rather than limiting it to a standalone elective or a series of lectures. **It is essential to require the history of pharmacy in Doctor of Pharmacy curricula** to establish the foundation of the profession as we chart new directions for the future.

On behalf of the AIHP Task Force,



Cynthia J. Boyle, PharmD, FAPhA, FNAP, FASCP  
Professor, University of Maryland School of Pharmacy

### **References**

1. Baker DM, Colaizzi JL, Leite K, et al. Teaching history of pharmacy in U.S. pharmacy schools. *Am J Pharm Educ.* 2019;83(1): Article 6500. <https://doi.org/10.5688/ajpe6500>
2. Janke KK, Bloom TJ, Boyce EG, et al. A pathway to professional identity formation: report of the 2020-2021 AACP student affairs standing committee. *Am J Pharm Educ.* July 2021: Article 8714. <https://doi.org/10.5688/ajpe8714>
3. Kellar, J, Paradis E, van der Vleuten C, et al. Historical discourse analysis of pharmacist identity in pharmacy education. *Am J Pharm Educ.* 2020;84(9): Article 7864. <https://doi.org/10.5688/ajpe7864>

## Appendix A- AIHP PharmD Accreditation Standards Task Force Members

**Purpose:** To ensure that the PharmD Accreditation Standards continue to include appropriate instruction on the history of pharmacy and pharmaceuticals

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