

# PHARMACEUTICAL CARE: A FOUR-YEAR TEACHING EXPERIENCE IN CONSTANT EVOLUTION



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## INTRODUCTION

Since Pharmaceutical Care was defined in the 90s, pharmaceutical practice has shifted towards patients care. At the University of Seville, Pharmaceutical Care was introduced as subject in Master programs and included in Pharmacy Degree Curriculum in 2009 and firstly taught as compulsory subject in 2013 to 5th year students. Monitoring of the degree of acceptance, practice and perception of students in the new subject is interesting.

## AIM

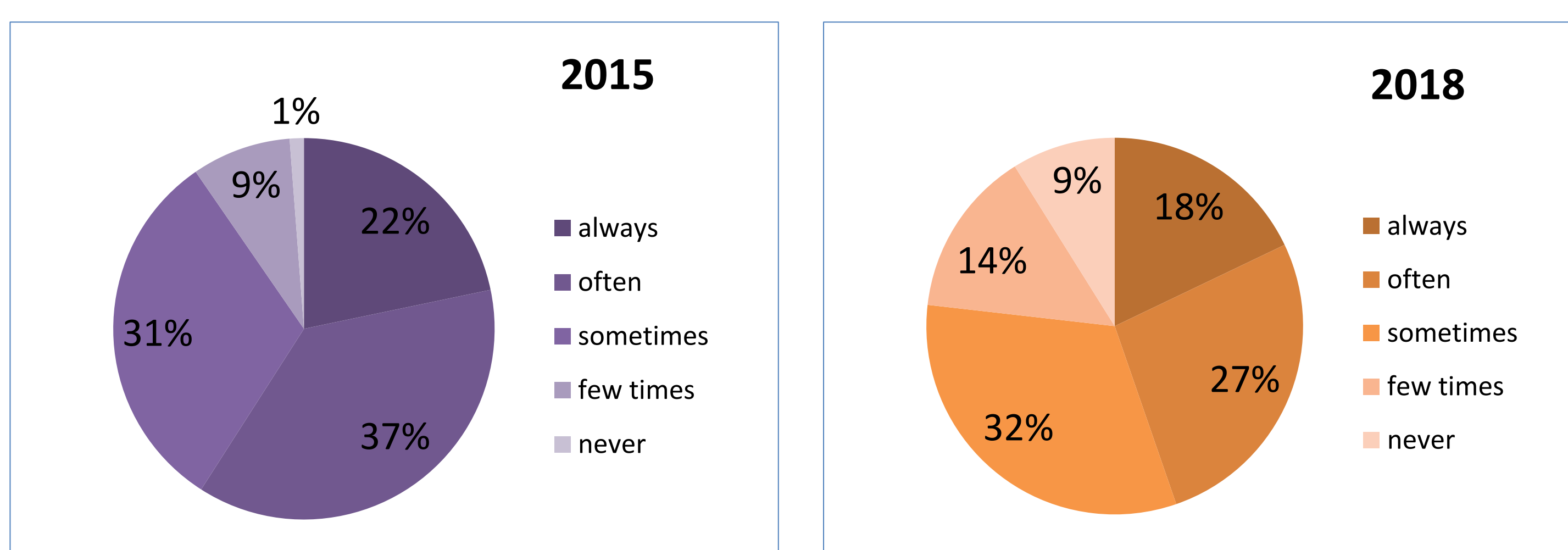
Analyzing the perception of the student about the usefulness, acceptability, expectations and assess material and techniques employed teachers

## METHODOLOGY

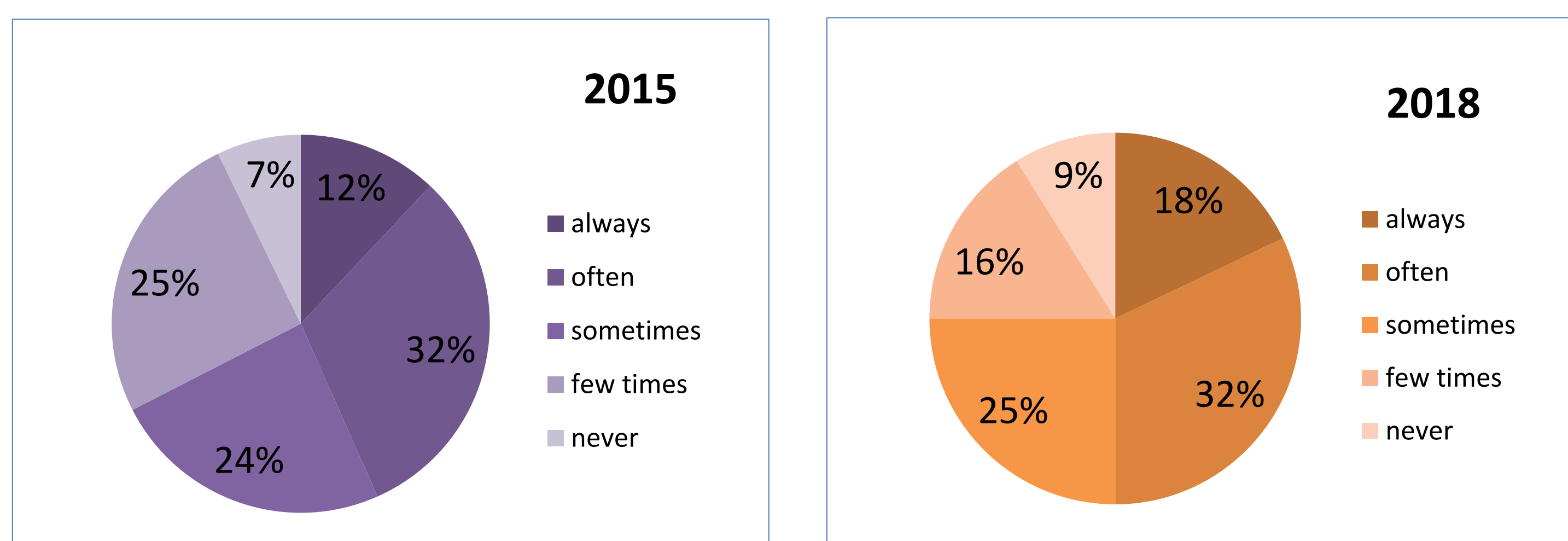
A Likert questionnaire was performed to assess if the contents of Pharmaceutical Care subject were aligned properly with the real pharmacy practice. Questionnaire was launched at the end of the Supervised Placement period at community pharmacies. The results were compared with those obtained in 2015. An open question was included in order detect improving areas.

## RESULTS

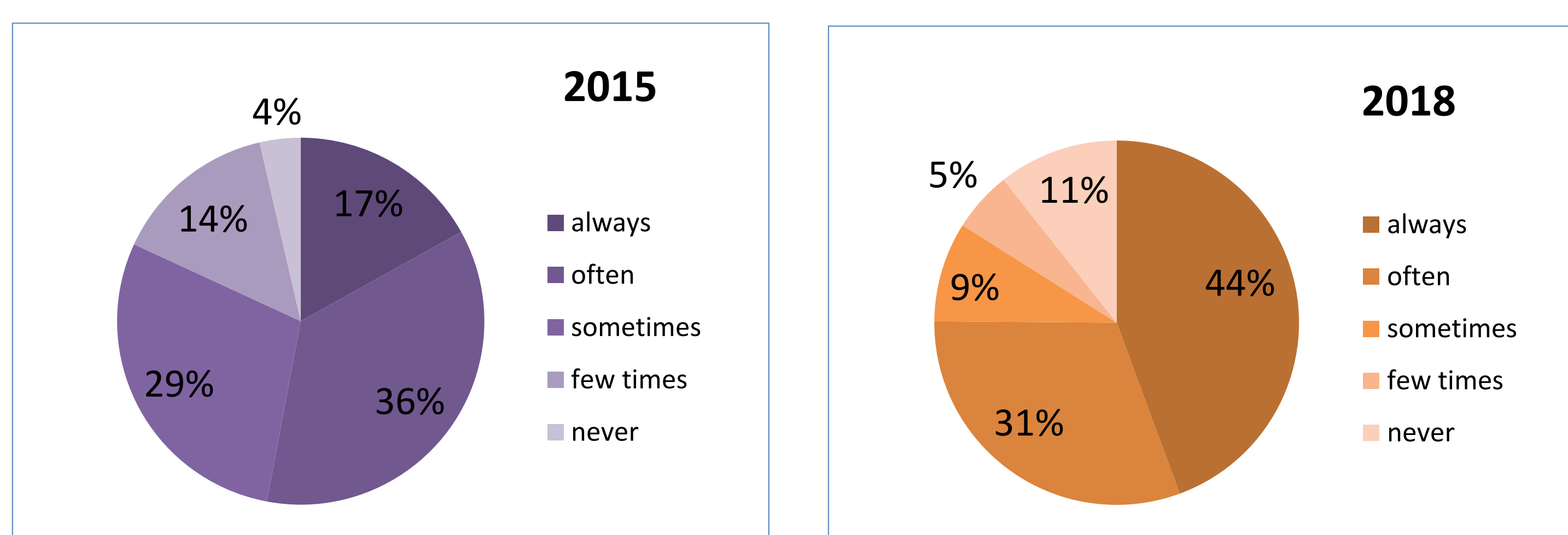
1) Did "Pharmaceutical Care" subject help you during your Training Placements?



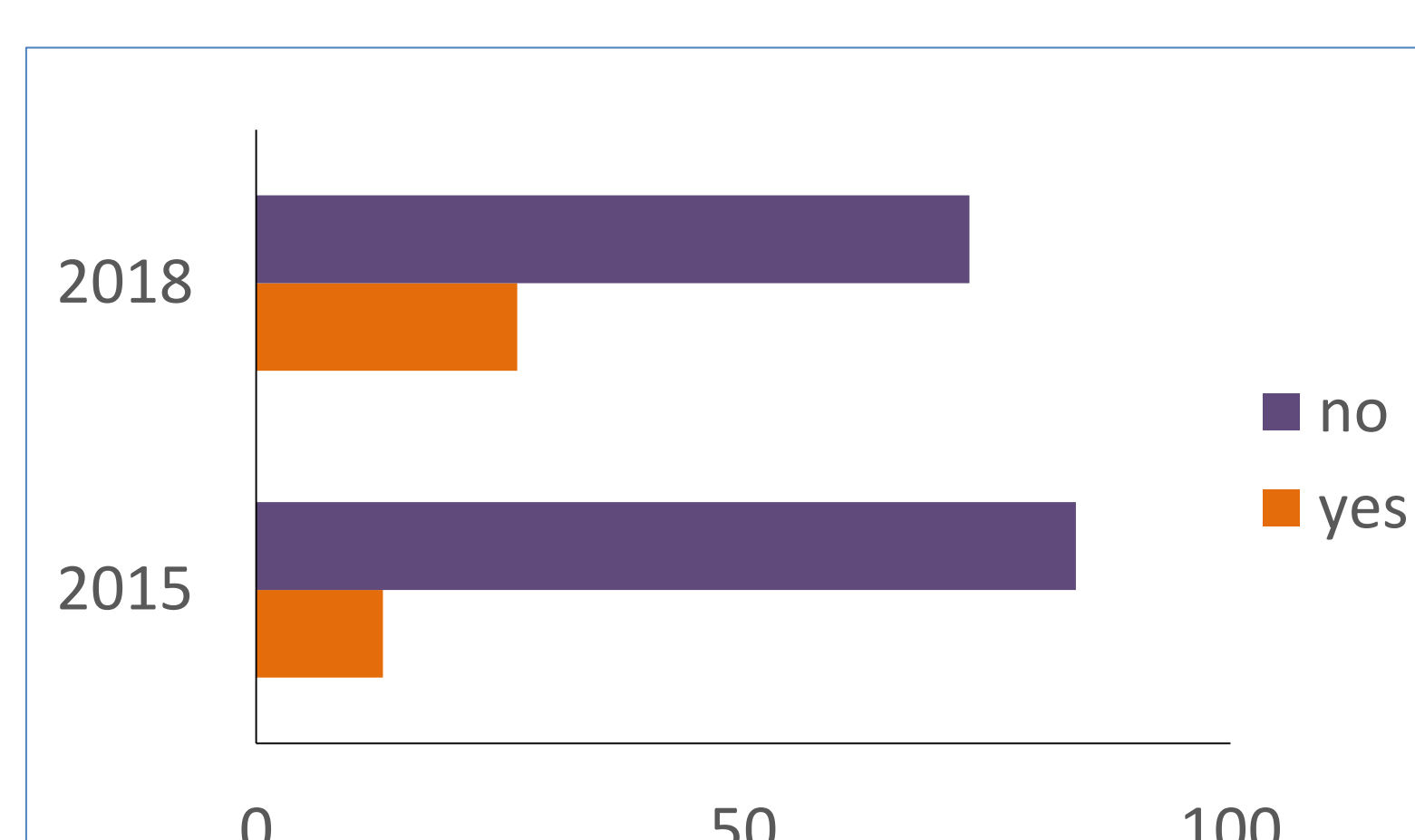
2) Did you apply Dispensing Protocols during your Training Placements?



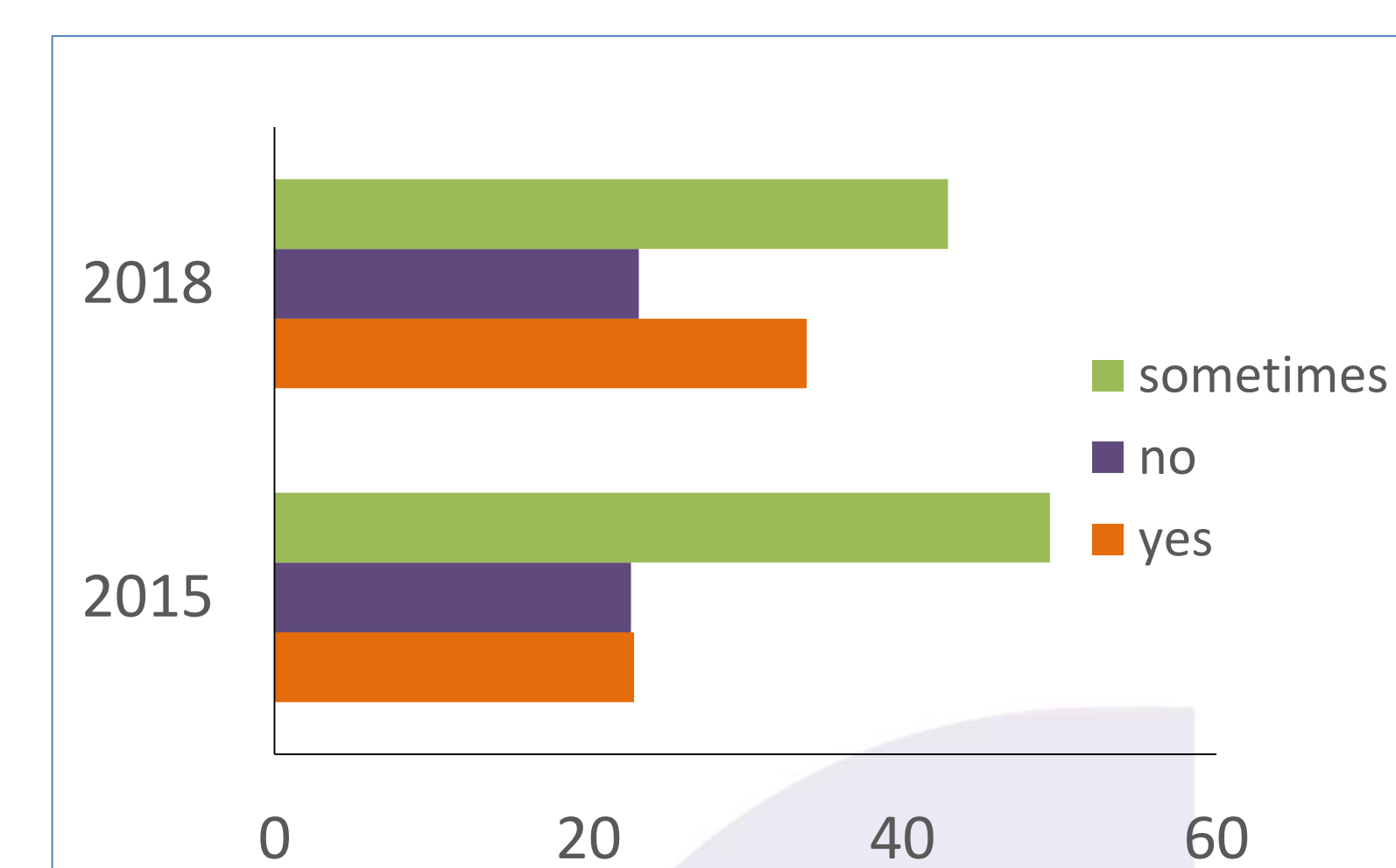
3) Did you practice assertive communication techniques during your Training Placements?



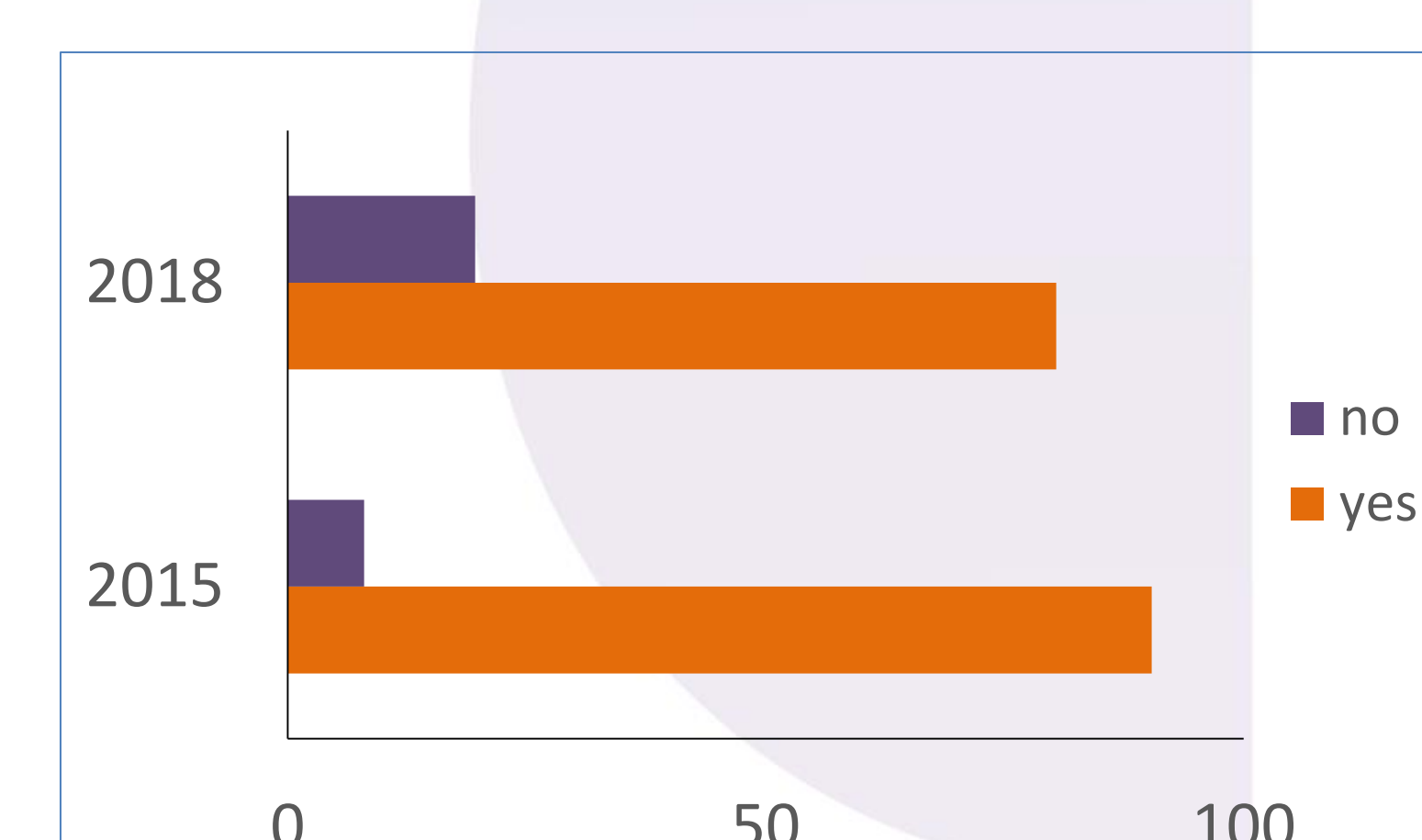
4) Have you ever done Pharmacotherapy Follow-up during the Training Placements?



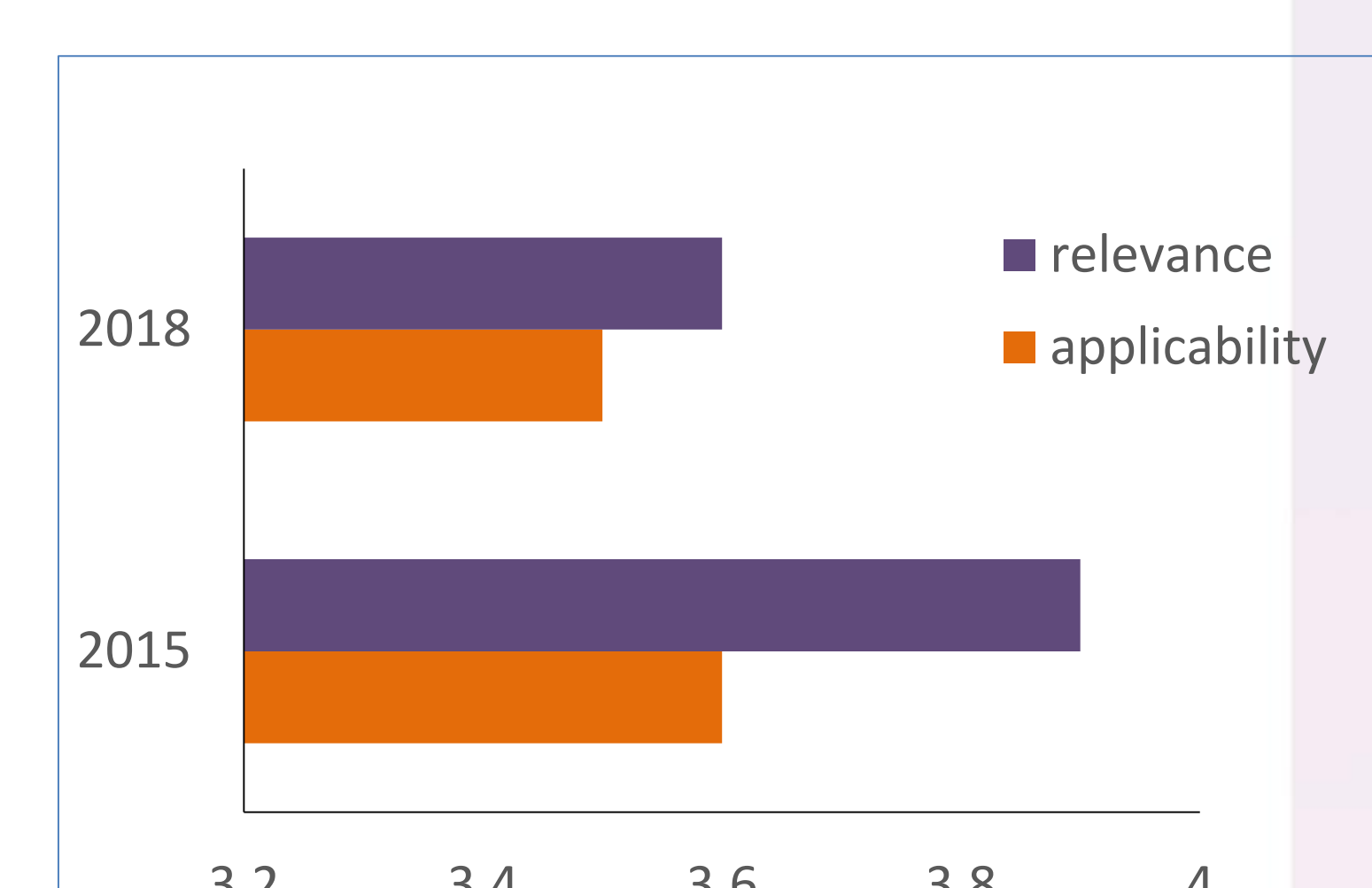
5) In your opinion, is Pharmaceutical Care practiced in the Pharmacy where you did Training Placements?



6) In your opinion, could Pharmaceutical Care Services be offered if it were remunerated?



7) Estimate the applicability and the relevance of the subject in the syllabus (5 points max)



## FINANCIAL SUPPORT

There is no financial support.

## CONCLUSION

- The majority of the students found useful the subject.
- Dispensing and minor symptoms treatment protocols were often applied during placements in two thirds of the asked students. This value remained similar during the years.
- The main difference in answers concerns to pharmacotherapy follow-up, with a slight increase in 2018 of students who could carry out the follow-up and those who observed.
- Most of the students thought that the activities could be implemented if there were any economic retribution.
- Some suggestions registered in the open questions: the need of more practical activities and a book containing solved cases and problems. In addition, there are some enthusiastic opinions encouraging the role of pharmacist as health care professional.