



Perception of pharmacy students towards academic education and professional role of pharmacists in Estonia

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EAFP 2015 Annual meeting, May 14-16, Athens, Greece



Pharmacy curriculum at the University of Tartu

- Pharmacy curriculum last modified in 2007.
- Pharmaceutical product oriented and based on medicinal subjects.
- Share of discipline groups in the curriculum
 - drug analysis (chemistry subjects and pharmacognosy) (21%),
 - pharmaceutical technology (21%),
 - medicine (39%) and
 - social sciences (10%).



Important to listen students

- Students are the „main customers“ of pharmacy training.
- Deficient knowledge may impede the motivation to enter or continue pharmacy studies.
- Relevant to educate professionalism.



Aim and method of the study

- Retrospective feedback of 4th year master students in pharmacy about
 - content of pharmacy curriculum and
 - professional role of pharmacists.
- A descriptive, questionnaire-based quantitative study amongst all pharmacy students (n=309) at the University of Tartu during the years 2005-13.



Expectations towards pharmacy curriculum

- Before pharmacy studies
 - pharmacy education was more seen as medical than pharmaceutical discipline;
 - in the professional knowledge about medicines more pharmacology and pharmacotherapy and less pharmaceutical technology aspects were stressed;
 - about 20% of the respondents recalled expectations towards high proportion of practical training within pharmacy curriculum.



Experiences connected with pharmacy curriculum

- Perceived theoretical knowledge is broad and diverse.
- Curriculum reforms support increased professional competency of future pharmacists.
- More intertwined approach of theory and practice within all five study years.



Motivators to become pharmacist

- Recognized member of healthcare team.
- Healthcare specialist competent about
 - medicines (80%) and performing quality patient care (50%).
- Profitable job (40%) and good career options (20%).



Professional career options

- Professional career at community pharmacy (50%).
- In 2010-2013 the interest towards working at hospital pharmacy (53%) or pharmaceutical industry (57%) has considerably increased.



Conclusions 1

- Pharmacy profession has to be more introduced to student candidates to increase understanding, interest and motivation to enter pharmacy studies.
- Theoretical education could be supported by more flexible practical training.



Conclusions 2

- Pharmacist is a member of healthcare team providing information about medicines.
- Interest about career in community and hospital pharmacy or pharmaceutical industry.
- Provided professional competencies could be in better agreement with the actual needs of pharmacy sector in Estonia.

Thank you!

