

#### P-4 Introducing journal club session for Doctorate in Pharmacy students

Maresca Attard Pizzuto<sup>1</sup>, Louise Grech<sup>1</sup>, Nicolette Sammut Bartolo<sup>1</sup>, Janis Vella<sup>1</sup>, Francesca Wirth<sup>1</sup>, Jennifer Pham<sup>2</sup>, Christina Haaf-Mactal<sup>2</sup>, Alan Lau<sup>2</sup>, Anthony Serracino-Inglott<sup>1</sup>, Lilian M. Azzopardi<sup>1</sup>

<sup>1</sup>Department of Pharmacy, University of Malta, Msida, Malta

<sup>2</sup>College of Pharmacy, University of Illinois, Chicago, USA.

**Introduction:** The 'Clinical Rotations' module within the Doctorate in Pharmacy programme, being offered by the University of Malta in collaboration with the College of Pharmacy of the University of Illinois at Chicago, presents two clinical practice experiences of four weeks duration. Each student is attached with a preceptor who will meet the student for one hour per week. At the end of each experience, two seminars of three hours each and two journal club sessions are held.

**Aims:** To review the method by which a journal club session within the Doctorate in Pharmacy programme is undertaken

**Method:** Students are sent a recent article from a peer-reviewed journal a month before the journal club session is to take place. They are requested to read and analyse the article well and fill in a 'Critical Appraisal Skills Programme (CASP)' tool<sup>1,2</sup> before attending the session, to help them gain a better understanding of the article content. Students are asked to find two additional articles related to the topic to stimulate further discussion. In preparation for the session, preceptors organise a presentation which engages the student in the discussion and ensures they are acquiring the necessary critical appraisal skills. Preceptors grade students on an assessment sheet designed to evaluate student participation in the journal club session and on the critical analysis of literature.

**Results:** The CASP tool is made up of a series of questions which help students acquire critical appraisal skills needed to evaluate the content of the article. With respect to the presentation that preceptors prepare, questions such as "Is the literature review comprehensive and well-researched?" and "Would you make any amendments to the data collection method?" are asked during the session. The documentation sheet used by preceptors to evaluate student participation is made up of six statements, rated on a 5-point Likert scale. The statements are intended to assess students' understanding of the introduction, subjects and study design, results, discussion, assessment of CASP tool and analysis of related articles.

**Discussion:** Journal club sessions help students how to critically assess clinically relevant data to facilitate monitoring and management of drug treatment plans in a practice scenario. Additionally, they will help students in the proper collection, analysis and application of literature sources for the appropriate clinical management of patients.

#### References

- <sup>1</sup>Guyatt G.H. *et al.* (1993). *JAMA*, **270**(21), 2598-2601.
- <sup>2</sup>Guyatt G.H. *et al.* (1994). *JAMA*, **271**(1), 59-63.

#### ~~P-5 The first steps in study course programme design for students training in industrial pharmacy~~

~~Hze Darene<sup>1</sup>, Daiba Galvina<sup>1,2</sup>~~

~~<sup>1</sup>Riga Stradiņš University, Riga, Latvia~~

~~<sup>2</sup>JSC "Grindeks", Riga, Latvia~~

~~**Introduction:** In accordance with creating a joint postgraduate study programme "Industrial Pharmacy" together with the Faculty of Materials Science and Applied Chemistry of Riga Technical University the Faculty of Pharmacy of Riga Stradiņš University (RSU) organises study opportunities to obtain the qualification of industrial pharmacist for persons already having a degree in pharmacy.~~

~~**Aim:** The aim of the study course is to give students currently working or intending to work in the pharmaceutical industries an understanding of the fundamentals of pharmaceutical technology relevant to product formulation, development and production.~~

~~**Method:** The "Industrial Pharmacy" study programme was developed, and a standard for the profession of industrial pharmacist study courses programme "Good manufacturing practice", "Dosage forms", "Registration of Medicine" was developed. The content of the study courses is based on the possibility of students possessing not only theoretical knowledge, but also developing professional skills with practical experience.~~

~~**Results:** Industrial pharmacy professionals are involved in the realisation of study courses "Good manufacturing practice", "Dosage forms", "Registration of Medicine".~~

~~The theoretical knowledge obtained according developed programmes students strengthened with practical experience visiting pharmaceutical industry for practicals, workshops and regulatory lectures.~~

~~**Discussion:** The obtained theoretical and practical knowledge demonstrate to graduates that a strong pharmaceutical background is a mandatory pre-requisite to ensure that medicinal products are designed and developed according to Good Manufacturing Practice requirements.~~