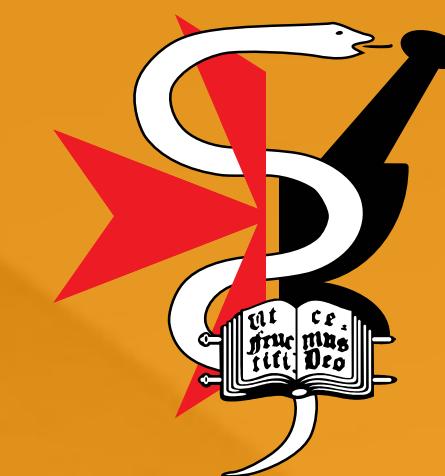


EVALUATION OF NEW PHARMACEUTICAL COMPOUNDING PRACTICALS

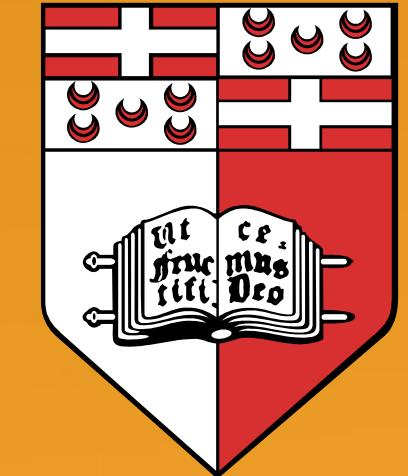
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INTRODUCTION

In 2011, the Bachelor of Science (Honours) in Pharmaceutical Technology course was launched to cater primarily for the needs of the local pharmaceutical industry. Part of the course involves the preparation of extemporaneous preparations to compliment the material covered during lectures on compounding process.

Practical sessions encourage students to assimilate topics covered during the lectures into practice.

AIMS

To evaluate the newly introduced compounding practicals developed for the first year students following the Bachelor of Science (Honours) in Pharmaceutical Technology course.

METHOD

The practicals consist of 2 sessions of 2 hours each and are intended to complement the lectures given in the module. During each session, two different preparations, including ointment and paste and powders and solutions, are compounded. A self-administered questionnaire was developed and distributed to all the 12 first year students.

The questionnaire was divided into 3 parts. In the first part demographic data was collected.

In the second part of the questionnaire the practical sessions were evaluated using a Likert scale (1 strongly disagree - 5 strongly agree)

for clarity, ease to follow, skills developed, connection between practicals and material covered during lectures, whether the practicals stimulated them to learn more about the subject and whether enough time was allocated to carry out the practical session. The third part consisted of open-ended questions assessing which practical was deemed to be the most and least interesting, whether there were any practicals which they would like to be implemented and whether they have any suggestions.

RESULTS

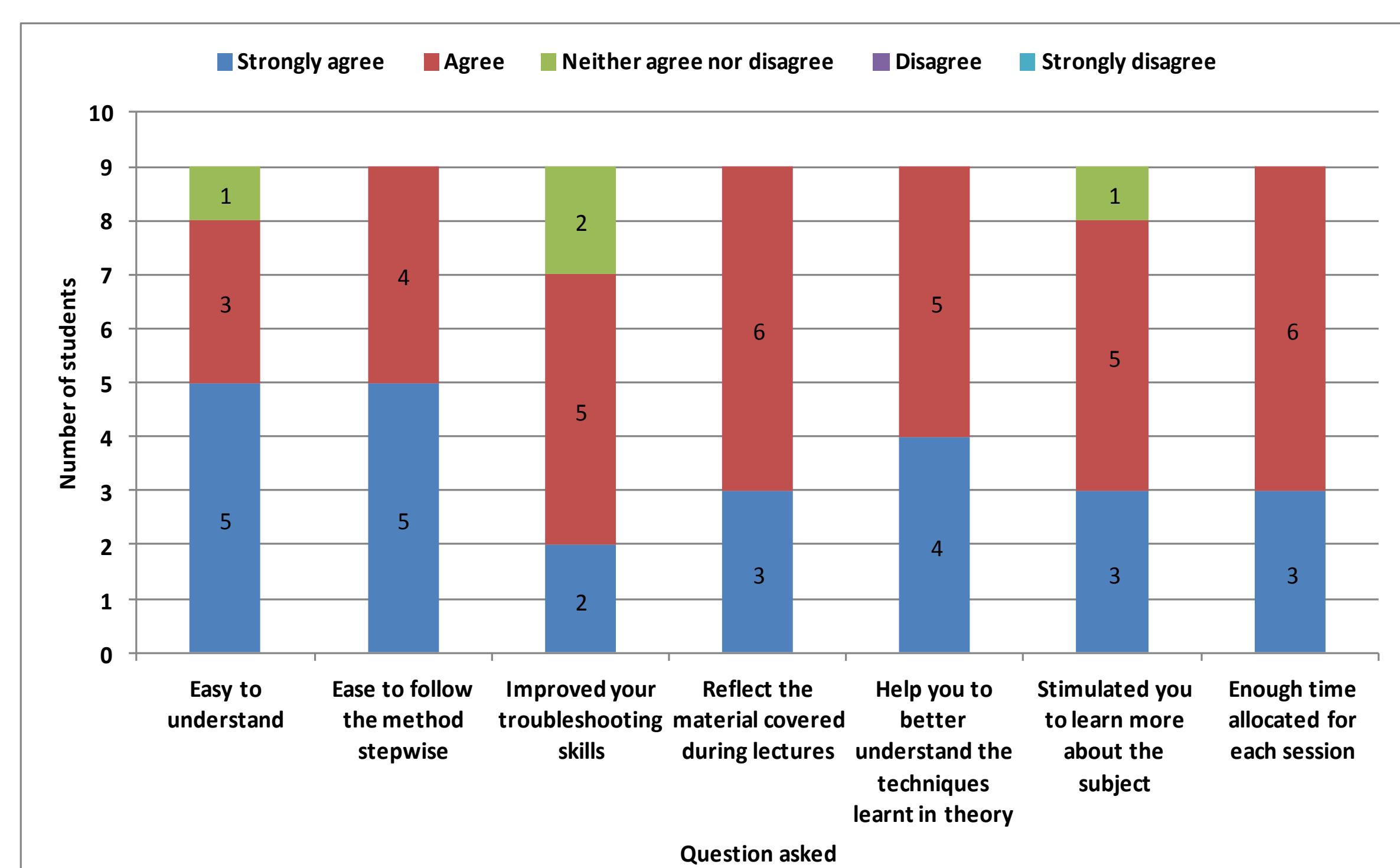
The age of the participants ranged between 18 and 23 years with the mean age being 18.9 years. Three of the participants were male and 6 were female.

Out of the 9 respondents who completed the questionnaire, 5 strongly agreed and 3 agreed that the practicals were easy to understand. Five strongly agreed and 4 agreed that it was easy to follow the method stepwise and 2 strongly agreed and 5 agreed that the practicals improved their troubleshooting skills. All students stated that practicals reflect the material covered during lectures and helped them to better understand the techniques learned in class.

Seven students stated that the practical session involving the preparation of an ointment and a paste was considered to be the most interesting practical, while 2 students stated that both practicals were interesting.

Six students suggested the addition of other dosage form preparations with the preparation of an emulsion being the most requested (n=4).

Figure 1: A graph showing the response obtained for each question asked in the second part of the questionnaire evaluated using the Likert scale (n=9).



CONCLUSION

Practical sessions stimulate students to learn more and understand better the theory learned during lectures. The developed practicals were positively evaluated by the students and the suggestions to include other dosage form preparations will be considered within the co-ordinating group.