

STUDENTS' PERCEPTION OF RISK IN PHARMACEUTICAL PROCESSES

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INTRODUCTION

Skills in risk assessment and risk mitigation are becoming increasingly relevant for pharmacists and the pharmaceutical workforce. An understanding of the perception of risk by pharmacy students contributes to the development of activities in curricula that make graduates prepared to contribute to risk analysis and handling in pharmaceutical processes.

AIMS

The aim of this study was to evaluate the perception of risk in pharmacy amongst pharmacy students.

METHOD

- Two two-hour tutorials about risk in pharmaceutical processes were given to final year pharmacy students, enrolled in the Master of Pharmacy programme.
- Before the initiation of the first tutorial, students were asked to describe their perception of the term 'risk in pharmacy'.
- Students were provided with a documentation sheet listing various pharmaceutical scenarios and were asked to rate the level of their perceived risk in each case on a 5-point Likert scale, ranging from 1 'Most risky' to 5 'Not risky at all'.
- After the end of the second tutorial, students were asked whether their perception of impact of risk in different pharmaceutical processes changed after having been exposed to the subject.

RESULTS

- Twenty-three students out of the 25 enrolled in the programme during the academic year 2018-2019 participated in the first tutorial, of which 17 students participated in the second tutorial.
- When asked about the perception of the term 'risk in pharmacy', 14 students claimed that risk in pharmacy can be exemplified by the occurrence of a dispensing error due to the dispensing process being fast, due to look alike sound-alike drugs or due to similarly-packed medicines being stored next to each other.
- Dispensing the wrong drug because the prescription is illegible was the pharmaceutical scenario associated with most risk from 20 students. Knowledge, after the second tutorial, increased with respect to the understanding of risk in pharmacy and perception of the impact of risk in pharmaceutical processes. The interest to read more about risk in pharmacy also increased after the second tutorial.

CONCLUSION

Inferences derived from this study show a positive measurable outcome on students' understanding of risk in different pharmaceutical processes following these tutorials.