Pharmacy, Medicine and Nursing Students’ Perceptions about Learning Pharmacology

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Authors’ contributions

This work was carried out in collaboration among all authors. Author NJA designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript. Authors ASA and FZA managed the analyses of the study. Author NJA managed the literature searches. All authors read and approved the final manuscript.

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ABSTRACT

Aim: This study aims to evaluate health students’ perceptions toward pharmacology. 

Methodology: This study included a self-administered questionnaire that inquired concerning their perceptions about learning pharmacology. The survey was translated to Arabic language and after that it was validated and converted to online Google Form and then the link was sent to the students.

Results: Most of the students was less than 22 years old (67.90%) in addition to that most of them were females (81.48%). About 38.27% of the respondents were pharmacy students. More than 90% of the respondents said that pharmacology is an interesting subject in the university courses. Most of the students agreed that there should be more emphasis on studying case studies not only theoretical teaching (88.89%).

Conclusion: The study found that the perceptions of students regarding pharmacology were positive. It is important to add a practical training for pharmacology in the hospital not only teaching it theoretically. Moreover, it is important to integrate pharmacology horizontally with other related course such as pathophysiology and pharmacotherapy.

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1. INTRODUCTION

Students' perceptions comprise effective methodologies for improvement on teaching basic medical sciences including pharmacology [1,2]. Several educational studies have been conducted regarding the perceptions of students toward learning and teaching as well as the factors that affect students learning in undergraduate programs [3,4]. The majority of these studies focused on students' feedback about teaching and assessment methodologies, learning outcomes, educational environment and academic staff [5].

The perception of the student is an accepted means of developing teaching methodologies and revising teaching and evaluation methods for undergraduate curriculums globally [1,2,6,7]. Furthermore, student perception is used in order to facilitate the learning of pharmacology material by identifying which teaching approaches students perceive to be the most effective strategies [8].

Student feedback has been considered to be an effective methodology for alteration of the curriculum of undergraduate students and also for making pharmacology learning more practicable and interesting [2]. Numerous studies on the perceptions of students about pharmacology learning documented the improvements in students' performance by improved learning and teaching processes [9]. Thus, the feedback of student is considered a helpful tool for improving the performances of the students when suggestions obtained from students are applied [10].

Pharmacology is a vital subject for health students who are going to be future health care professionals [11] and so it is important that these students appreciate the principles of pharmacology and are able to relate and implement them in the clinical practice [1]. Traditionally, pharmacology teaching in health schools follows a lecture-based and a discipline-based approach with a heavy emphasis on acquiring factual knowledge about medications [12] and does not train the students sufficiently in their therapeutic application [13]. Generally, the knowledge of pharmacology is poor among health care specialists [1]. Though the need for improved clinical pharmacology education is clear, there is slight modifications in the teaching approaches during the past several decades [12,17,18].

Understanding recent perceptions held by future health care professionals regarding pharmacology and its role in both clinical practice and research may be helpful for improving the teaching on this subject and also for introducing suitable modifications into the curricula where and when needed. This study aims to evaluate health students' perceptions toward pharmacology.

2. METHODOLOGY

This study included a self-administered questionnaire that inquired concerning their perceptions about learning pharmacology in Saudi Arabia. The survey was adapted from a study that was conducted at a single private institute in Malaysia [11].

The survey was translated to Arabic language and after that it was validated and converted to online Google Form and then the link was sent to the students.

The survey included 2 parts; the first part was the personal data of the students and the second part included the main questions about the students' perceptions. Students in the colleges of pharmacy, medicine and nursing were included in the study. The exclusion criteria include students in other colleges. Furthermore, all of the incomplete surveys were excluded.

The data were collected and analyzed using excel software and after that the data were represented by percentages and numbers.

3. RESULTS AND DISCUSSION

The survey was filled by 81 health students. Most of the students was less than 22 years old (67.90%) in addition to that most of them were females (81.48%). About 38.27% of the respondents were pharmacy students. Table 1 shows the personal data of the students.

Table 2 shows the main questions about the students' perceptions toward pharmacology. The present study shows that more than 90% of the respondents said that pharmacology is an interesting subject in the university courses and about 34.57% of them said that pharmacology is
the best subject in the university courses. Most of the respondents agreed that studying pharmacology help health students in choosing and administering drugs rationally in the future.
practice (92.59%) and about 55.56% of them agreed that pharmacology should be integrated horizontally with some other course such as pathophysiology and pharmacotherapy.

Furthermore, most of the students agreed that there should be more emphasis on studying case studies not only theoretical teaching (88.89%), there should be a practical course for pharmacology in the lab not only theoretical part (92.59%), there should be a practical training for pharmacology in the hospital not only theoretical part (88.89%) and that health colleges’ students should take more credit hours and more courses about pharmacology during your study (64.20%).

Regarding the best methods for examinations and studying, most of the students said that case studies (69.14) and objective structured clinical examination (OSCE exam) (50.62) are the best methods for examinations. Additionally, 60.49% of them preferred to study using class notes (PowerPoint slides) not textbooks. About 58.02% of the students think or wish to work in a profession related to pharmacology.

In contrast to our results, Abdulghani and Al-Naggar [11] reported that only 4% of the students find pharmacology lecturers interesting and stimulating and only 28% agreed that pharmacology is the favorite subject in the basic sciences. Amberkar et al. [14] showed also that students don’t consider pharmacology as a favorite subject.

But similar to the results of the present study, Abdulghani and Al-Naggar reported that 62% of the students would like pharmacology to be more closely integrated with the clinical sciences and would like real cases in hospital to be used during problems stimulated learning [11]. Moreover, Abdulghani and Al-Naggar [11] reported that 42.6% of the students agreed that they will consider Pharmacology as one of their subjects for post-graduation. Dhami et al. [15] stated that about 61.3% of the students in their study agreed that pharmacology is a favorite subject but the preferences for pharmacology as a subject in post-graduation was low (18.5%). They also stated that high proportion of students wanted the faculty members to make more use of case based learning (96.6%), more clinical pharmacology (97.5%) and more use of Audio-Visual aids (93.3%) to be introduced in the curriculum for effective learning [15].

Similar to the results of the presents study, the need for more integration of pharmacology with clinical sciences has been supported by several organizations [16,17].

4. CONCLUSION

The study found that the perceptions of students regarding pharmacology were positive. It is important to add a practical training for pharmacology in the hospital not only teaching it theoretically. Moreover, it is important to integrate pharmacology horizontally with other related course such as pathophysiology and pharmacotherapy. Furthermore, it is important to encourage students to participate in the regular assessment of teaching methods and to implement the suggestions of the students about improving the teaching method as reported by Prasad et al. [18] because the regular reviewing of the perception and feedback of the students help the academic lecturers to plan the curriculum and improve the methodologies of teaching.

CONSENT

As per international standard or university standard, Participants’ written consent has been collected and preserved by the author(s).

ETHICAL APPROVAL

It is not applicable.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES


