

ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋԻ  
ՏԵՂԵԿԱԳԻՐ



**ВЕСТНИК**  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
ИМ. МЕГРАБЯНА

**BULLETIN  
OF THE MEDICAL COLLEGE  
AFTER MEHRABYAN**

**VOL. 16 TOM**

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Dear colleagues!

The Armenian State Institute of Physical Culture and Sport as a unique Higher educational institution in the region has its constant investment in Sports Science, the Doctors and professors of the institute share their scientific thoughts, discoveries and achievements in leading journals and collections.

I am profoundly grateful for your talent, your dedication, and your willingness to share your knowledge with all of us, your researches with the world, for the countless hours of work and discovery included in your journal.

I wish your journal a progressive future, may it pave the way for groundbreaking discoveries, foster collaboration, and inspire generations of researchers. Wishing you success in illuminating the path of knowledge.

Sincerely,

PhD in Pedagogy, associate professor,  
Rector of «Armenian State Institute  
of Physical Culture and Sport» foundation

**Tigran Simonyan**



Esteemed Authors and Editorial Board Members,

The dedication you exhibit in the field of medical science is truly commendable. Such work demands not only a profound commitment but also significant amounts of time, energy, and relentless hard work. Science is a realm where we can unfold the mysteries of the world around us. It delivers solutions to daily challenges and offers answers to some of the greatest questions we face. At the heart of scientific inquiry is creativity – a vital skill for all researchers.

As you navigate the challenging path of scientific exploration, I wish each of you – authors and editorial board members a like – creative breakthroughs and success. May you overcome all obstacles, achieving new heights in your professional endeavors and personal lives.

Best regards,

Doctor of Law, Professor,  
Founder-Rector of Yerevan  
Gladzor University, Armenia

**Zhora Jhangiryan**



ՀԱՅԱՍՏԱՆԻ ՀԱՆՐԱՊԵՏՈՒԹՅՈՒՆ  
ՄԵՀՐԱԲՅԱՆԻ ԱՆՎԱՆ ԲԺՇԿԱԿԱՆ ՔՈԼԵՋ

ՏԵՂԵԿԱԳԻՐ

РЕСПУБЛИКА АРМЕНИЯ  
**ВЕСТНИК**  
МЕДИЦИНСКОГО КОЛЛЕДЖА  
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«ВЕСТНИК» Медицинского колледжа имени Меграбяна является научно-информационным органом медицинского колледжа, в котором представлены теоретические и практические научно-образовательные монографии, статьи, работы и предложения армянских и иностранных ученых в сфере общественного здравоохранения и медицинского образования. Все статьи содержат ключевые слова, краткие аннотации на разных языках с целью облегченного доступа исследователей.

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◆ ФАРМАЦИЯ ◆ PHARMACY ◆ ԴԵՂԱԳԻՏՈՒԹՅՈՒՆ ◆


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**НАУЧНЫЕ БЕСЕДЫ О ПРОФЕССИОНАЛЬНЫХ ПЕРСПЕКТИВАХ  
ФАРМАЦЕВТОВ: ВПЕЧАТЛЕНИЯ И ОЦЕНКИ КЛЮЧЕВОГО ВОПРОСА  
О ФАКТОРАХ, ВЛИЯЮЩИХ НА ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ  
ФАРМАЦЕВТОВ В ГРУЗИИ В ЦЕЛОМ**


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**Аннотация.** Основная цель исследования состояла в том, чтобы проанализировать впечатления о профессиональных перспективах фармацевтов и оценить ключевые факторы, влияющие на профессиональное развитие фармацевтов в Грузии в целом. Исследование представляло собой количественное исследование и анализ впечатлений о профессиональных перспективах фармацевтов и оценку ключевых факторов, влияющих на профессиональное развитие фармацевтов в Грузии, в целом с использованием анкет. Было проведено опросное исследование. В исследовании использовался метод глубинного интервью респондентов. Использовались утвержденные анкеты (Респонденты были выбраны случайным образом): Анкета для специалиста-провизора, в исследовании приняли участие 810 специалистов-провизоров. Были использованы методы систематического, социологического (опрос, анкетирование), сравнительного, математико-статистического, графического анализа. Данные обрабатывались и анализировались с помощью программы SPSS. Была проведена описательная статистика и регрессионный анализ для выявления связи между переменными. Статистический анализ проводился в SPSS версии 11.0. Для оценки статистической значимости и различий применялся критерий Хи-квадрат. Мы определили  $p < 0,05$  как значимое для всех анализов. Для реализации исследования потребовались следующие дополнительные исследования: научные беседы о впечатлениях от профессиональных перспектив фармацевтов и оценка ключевых вопросов факторов, влияющих на профессиональное развитие фармацевтов в Грузии в целом. По результатам исследования установлено: Фармацевты выполняют множество функций общественного здравоохранения, которые могут извлечь выгоду из уникального опыта фармацевтов, который может включать фармакотерапию, фармацевтическую помощь и аптечную помощь. Помимо отпуска лекарств, фармацевты оказались доступным источником информации о здоровье и лекарствах. Быть медицинским работником – значит быть частью команды, которая сосредоточена на одной цели – помочь пациенту улучшить здоровье. Фармацевты являются частью этой команды здравоохранения, и их обязанность – помочь пациентам наилучшим образом использовать свои лекарства. Таким образом, в рамках своей профессии фармацевты разработали другие категории аптечных работников, которые помогают выполнять


работу более эффективно и позволяют фармацевтам быть более сосредоточенными на пациенте. Были обнаружены и оценены факторы, влияющие на профессиональное развитие фармацевтов, такими факторами были: Интересная и ценная (познавательная) работа; Благоприятный (благополучный) психологический климат внутри коллектива, в коллективе коллег; Возможность карьерного роста (развития); Возможность профессионального образования или стажировки; Социальная значимость профессии; Независимость в работе.

**Ключевые слова:** *Фармацевты, профессия, перспективы, оценка, факторы, влияние, профессия, развитие, Грузия.*

**THE SCIENTIFIC TALKS OF PHARMACISTS' VOCATIONAL  
PERSPECTIVES IMPRESSIONS AND EVALUATIONS OF KEY ISSUE  
OF FACTORS HAVING INFLUENCE ON PHARMACISTS' OCCUPATIONAL  
DEVELOPMENT IN GEORGIA, IN GENERAL**


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**Abstract.** The main goal of the study was to analyze the pharmacists' vocational perspectives impressions and evaluations of key issue of factors having influence on pharmacists' occupational development in Georgia, in general. The study was a quantitative investigation and analysis of pharmacists' vocational perspectives impressions and evaluations of key issue of factors having influence on pharmacists' occupational development in Georgia, in general by using questionnaires. Were conducted a survey study. The in-depth interview method of the respondents was used in the study. The approved questionnaires were used (Respondents were randomly selected): Questionnaire for pharmacist specialist, 810 pharmacist specialists participated in the study. Were used methods of systematic, sociological (surveying, questioning), comparative, mathematical-statistical, graphical analysis. The data were processed and analyzed with the SPSS program. Were conducted descriptive statistics and regression analyses to detect an association between variables. Statistical analysis was done in SPSS version 11.0. A Chi-square test was applied to estimate the statistical significance and differences. We defined  $p < 0.05$  as significant for all analyses. The research implementation required the following sub studies: The scientific talks of pharmacists' vocational perspectives impressions and evaluation of key issue of factors having influence on pharmacists' occupational development in Georgia, in general. According the study results found: Pharmacists have a lot of public health functions that can benefit from the unique experience of pharmacists, which may include pharmacotherapy, pharmaceutical care, and pharmacy assistance. In addition to dispensing medicines, pharmacists have proved to be an accessible resource for information on health and medicines. Being a health care professional means being part of a team that is focused on one goal- helping the patient achieve better health. Pharmacists are a part of this health care team, and their duty is to help the patients make the best use of their medication. Thus, within their profession, pharmacists have developed other categories of pharmacy workers to help get the work done more efficiently and allow pharmacists to be more focused on the patient. The were found and estimated factors having influence on pharmacists' professional development, these factors were: Interesting and valuable (informative) work; The favorable (prosperous) psychological climate within the collective in the col-




leagues' team; The possibility of career growth (development); The possibility of professional education or training; The social importance of the profession; Independence in work.

**Keywords:** *Pharmacists', vocational, perspectives, evaluation, factors, influence, occupational, development, Georgia.*

**ԳԻՏԱԿԱՆ ԶԵԿՈՒՅՑՆԵՐ ԴԵՂԱԳՈՐԾՆԵՐԻ ՄԱՍՆԱԳԻՏԱԿԱՆ  
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ՄԱՍՆԱԳԻՏԱԿԱՆ ԶԱՐԳԱՑՄԱՆ ՎՐԱ ԱԶԴՈՂ ԳՈՐԾՈՆՆԵՐԻ ՎԵՐԱԲԵՐՑԱԼ**


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**Ամփոփագիր:** Հետազոտության հիմնական նպատակն էր վերլուծել դեղագործների մասնագիտական հեռանկարների տպավորությունները և գնահատել ընդհանրապես Վրաստանում դեղագործների մասնագիտական զարգացման վրա ազդող հիմնական գործոնները:

Հետազոտությունը դեղագործների մասնագիտական հեռանկարների տպավորությունների քանակական ուսումնասիրություն և վերլուծություն էր և Վրաստանում դեղագործների մասնագիտական զարգացման վրա ազդող հիմնական գործոնների գնահատում, հիմնականում՝ օգտագործելով հարցաթերթիկներ: Իրականացվել է հարցման ուսումնասիրություն: Հետազոտության մեջ օգտագործվել է հարցվողների խորը հարցազրույցի մեթոդը: Օգտագործվել են հաստատված հարցաթերթիկներ (Հարցվողներն ընտրվել են պատահականորեն): Օգտագործվել են համակարգված, սոցիոլոգիական (հարցում, հարցաշար), համեմատական, մաթեմատիկական-վիճակագրական, գրաֆիկական վերլուծության մեթոդներ: Տվյալները մշակվել և վերլուծվել են SPSS ծրագրի միջոցով: Փոփոխականների միջև փոխհարաբերությունները պարզելու համար իրականացվել են նկարագրական վիճակագրություն և ռեգրեսիոն վերլուծություններ: Վիճակագրական վերլուծությունները կատարվել են SPSS 11.0 տարբերակով:

**Հիմնաբառեր՝** *դեղագետներ, մասնագիտություն, հեռանկար, գնահատում, գործոններ, ազդեցություն, մասնագիտություն, զարգացում, Վրաստան:*

**THE SCIENTIFIC ARTICLE IS DEDICATED  
TO THE BRIGHT MEMORY OF PROFESSOR MEDEA CHIKAVA**

**INTRODUCTION**

Pharmacists should see themselves as the main health care providers who can use their clinical experience in various public institutions. Pharmacists will always be an important health care provider based on their availability to patients through community pharmacy setting. This specific role of provider should never be reduced, as it serves the critical needs of patients (eg, dispensing and counseling for drug experience in nonprescription drugs, compounding, vaccinations, and the use of medication administration or monitoring devices) that not addressed by other health care providers [1–2]. However, this does not exclude pharmacists serving as suppliers of innovative alternative settings, such as outpatient clinics located in pharmacies and other retail outlets; in independent practice with a focus on medication management therapy, medication reconciliation, drug counseling or Pharmacogenomic; institution or organization, where they are responsible for the integration and promotion of patient care through the many other health care providers to facilitate continuity of care community; or organizations that coordinate research to improve practice through pharmacy practice based research networks [3–4]. Pharmacy providers should look for opportunities to engage in professional activities between patient care, when and where they occur or as they develop in communities. For example, alternative practices may change to concentrate on providing pharmacy and health services for adults and retirement communities, given the growing number of them as Georgian population continues to age. Pharmacy graduates who serve in the health services of Georgia, as these pharmacists to develop innovative practice settings, they should be drivers for expansion within the pharmacy practice in community, state and national levels. Pharmacy educators must ensure that graduates have the necessary knowledge, skills, attitudes/values, and practice experience, as well as confidence, drive, and entrepreneur spirit to be a driving force for change in order to facilitate these and other advances in the scope and type of community pharmacy practice [5–6]. Hospitals and other institutions and facilities, such as outpatient clinics, drug-dependency treatment facilities, poison control centers, drug information centers, and long-term care facilities, may be operated by the government or privately. While many of the pharmacist’s activities in such facilities may be similar to those performed by community pharmacists, they differ in a number of ways. Additionally, the hospital, clinic or institutional pharmacist has more possibility to interact closely with the prescriber and, therefore, to promote the rational prescribing and use of drugs in larger hospital and institutional pharmacies, is usually one of several pharmacists, and thus has a greater opportunity to interact with others, to specialize and to gain greater expertise, having access to medical records, is in a position to effect the option of drugs and dosage regimens, to monitor patient

compliance and therapeutic response to drugs, and to recognize and report adverse drug reactions; can more easily than the community pharmacist assess and monitor patterns of drug usage and thus recommend changes where necessary serves as a member of policy-making committees, including those concerned with medicine choice, the use of antibiotics, and hospital infections and thereby actions of the preparation and composition of an essential-drug list or formulary is in a better position to educate other health professionals about the rational use of drugs, more easily participates in studies to determine the beneficial or adverse effects of drugs, and is involved in the analysis of drugs in body fluids ,can control clinical manufacture and acquisition of drugs to ensure the supply of high-quality products, takes part in the planning and implementation of clinical trials [7–8].

Patient safety is a priority for all professionals – pharmacists – who care about the health. Patient safety is defined as the prevention of harm to patients, including by errors. For centuries, pharmacists were guardians / safeguards against "poisons" of substances that can cause harm to society. Now more than ever, pharmacist's responsibility is receiving safely the medication to the patient [9–10].

Protecting the people is the primary goal of pharmacy boards. On a broad scale, this mission requires a pharmacist to attend university for a specific number of years and to pass the state competency examination. Boards also set the parameters for what happens if a law or regulation is violated, what penalties result, and what infractions can cause if a pharmacist lose his or her license [11–12].

Pharmacy is one of the most regulated professions in the western countries and pharmacist profession is one of the most ethically challenging position. In EU countries state boards regulate, administer and influence every phase of pharmacy practice, including the demands and licensing testing for pharmacist. In western countries each state board is staffed up of pharmacists who come from every practice area – hospitals, clinic, chains, independent pharmacies, pharmaceutical factory, industrial pharmacy – as well as at least one consumer (non pharmacist) representative. In most states, pharmacy board members are appointed by the government [13–14].

The health care brigade composes of the patient and all the health care professional specialists who have liability for patient care. This health care brigade demands to be well determined, and cooperation needs to be actively sought. Pharmacists have considerable character and role to play in this brigade. Pharmacists must demand to acclimatize their skills, knowledge, information and attitudes to this innovated role, which consolidates all traditional pharmaceutical sciences with hospital/clinical aspects of the patient care, clinical/hospital skills, management, administration and communication skills, active cooperation with medical brigade and solving of drug-related issues. If they are to be recognized as full members of the health care brigade,



pharmacists will demand to adopt the essential attitudes required by health professional specialists laboring in this space: visibility, liability, duty, responsibility, accessibility in a working practice targeted at the general population, commitment to confidentiality and patient orientation. Pharmacists will demand to be competent, qualified, knowing and possess all that vision, opinion and a voice to fully integrate themselves into the health care brigade [15–16].

In western countries are actively working clinician pharmacist, pharmacist and family doctor system, it plays an important role in pharmaceutical care. In western countries and in many developing countries pharmacist professions a regulated sector in health, as well as family medicine. Pharmacist, as well as the family doctor, needs higher education, further Diploma, and continuing pharmaceutical education, Pharmacist's license and periodic accreditation in pharmacy, on pharmacists position works only higher pharmaceutical education specialists, Who graduated by the state recognized and accredited universities, and colleges. In Georgia pharmacist further diploma, continuing pharmaceutical education, pharmacist licensing and accreditation regulatory legislative base is not perfect. Today, the pharmacist profession in Georgia is impaired, pharmacist profession is deleted from health adjustable medical fields, Therefore degree in pharmacy or higher education in pharmacy losing profession opinion and values. In Georgia not conducted pharmacists certification, re-certification, accreditation and licensing state programs. Therefore profession pharmacist specialty becomes given position by the pharmacy owner, and not only from the university awarded qualification. Because of the above reasons in Georgia in drug-stores for pharmacist position is no longer necessary higher pharmaceutical education, in drug-store any person has the right to work as a pharmacist position, any educated person or a person without medical or pharmaceutical education may be given a "position" Pharmacist "according pharmacy owner desired, pharmacy profession granting needs 4–5 year study at medical and other universities. In Georgia drugstore pharmacist interpreted as the only drug-dealer-seller. Pharmacist as regulated medical specialists ignored in Georgian Health-care System. That is why higher pharmaceutical education system should be moved to a new model direction, which will be more focused on pharmacotherapy, pharmaceutical care, and clinical pharmacy. Therefore, in future pharmacist profession in Georgian health care system should become most important link. In the state health policy, it is necessary to develop pharmacist profession's concepts and common principles. pharmacist profession should become regulated health care job, look like family doctor. In Georgia should be developed and implemented pharmacists registration, licensing, and accreditation new standards accordance with international pharmaceutical programs. Also qualified pharmacist in Georgia should have the right to work as pharmacist in other European Countries. Georgian pharmacist Certificate should have recognition in western countries, and Georgia

should create pharmacist registration standard which is exist in Great Britain and other Western countries [17–20].

### **Goal**

The main aim of the study was to analyze the pharmacists' vocational perspectives impressions and evaluations of key issue of factors having influence on pharmacists' occupational development in Georgia, in general.

### **Methodology**

Research objectives are materials of sociological research: the study was quantitative investigation by using survey (Questionnaire). The study was quantitative investigation by using survey (Questionnaire). The in-depth interview method of the respondents was used in the study. The approved questionnaires were used (Respondents were randomly selected. Questionnaire for pharmacist specialist, 810 pharmacist specialists participated in the study. We used methods of systematic, sociological (surveying, questioning), comparative, segmentation, mathematical-statistical, graphical analysis. The data was processed and analyzed with the SPSS program. Results and discussion: Questions and answers are given in the tables. On each question are attached diagrams or table. Questionnaire and diagrams are numbered. Study of the data was processed and analyzed with the SPSS program. We conducted descriptive statistics and re-gression analyses to detect an association between variables. Statistical analysis was done in SPSS version 11.0. A Chi-square test was applied to estimate the statistical significance and differences. We defined  $p < 0.05$  as significant for all analyses. The study's ethical items. In order to provide the study's ethical character each participant of it was informed about the study's goal and suggested of willingness of the work to be done. So, the respondents' written or oral compliance was got on that issue. All the studies were carried out by the selected organizations administrations' previous compliance. Were used Informed consent form for each respondent to participate in an anonymous survey. During the whole period of research, the participants incognita was also provided. For the international rules and criteria' conformity this human subject comprising given study was discussed and confirmed on the Bioethics Committee sessions of the YSMU. In order to meet the objectives, set in the research we also used the results obtained through analysis of available official information, studies and opinions about pharmacists, as well as the methods of quantitative studies. The research implementation required the following sub studies: The pharmacists' vocational perspectives impressions and evaluations of key issue of factors having influence on pharmacists' occupational development in Georgia, in general.

**RESULTS AND DISCUSSION:**

Pharmacists have a lot of public health functions that can benefit from the unique experience of pharmacists, which may include pharmacotherapy, pharmaceutical care, and pharmacy assistance. In addition to dispensing medicines, pharmacists have proved to be an accessible resource for information on health and medicines. The centralized position of the pharmacist in the society and clinical competence are invaluable. It is important to review and integrate public health practices into pharmacological training and pharmaceutical care. Encouraging cross-training will also increase the resources and help meet the needs of the workforce in the fields of pharmacy and public health. The Georgian Pharmacists Association has strongly supported the role of the pharmacist in public health. Through Trans disciplinary approaches, it is assumed that the pharmacist's contribution to public health, health care, health education, disease prevention and health promotion, public health promotion and the quality of health will help in achieving optimal public health outcomes [21–25].

As pharmacists proceed to become more clinically-oriented health care professionals, with increased responsibilities, liability and accountabilities for pharmaceutical care clear pathways for workforce development, coupled with professional recognition and credentialing of practitioners, is an important consideration. This represents a clear opportunity for transnational collaboration and further opportunities for transnational recognition of advanced capabilities for the pharmacy workforce. An obviously display and assurance of competence and facilities that is well-proportioned with progressive and expert practice is an obviously message to fostered public that pharmacists own this competence; occupational recognition, credentialing and quality assured specialism are part of this to show of competence, skills and capability. There is in the interest of patients, health systems and pharmacist profession that were develop a common and shared understanding of what we mean by specialization and by innovative practice. This is a key driver for future workforce perfection [26–28].

The rational use of drugs remains the exception rather than the rule. For those people who do take medicines, more than half of all prescriptions are incorrect and more than half of the people involved fail to get them correctly. In additive, there is growing concern at the increase in the global spread of antimicrobial resistance, a major public health challenge. The global trend is for pharmacy to continue to become a more clinical, patient-facing profession, with enhanced responsibilities and accountabilities for pharmaceutical care in clinical environments; hence, clear pathways for workforce development, coupled with professional acknowledgment and credentialing of practitioners, becomes an important consideration. There is a clear opportunity for transnational collaboration and further opportunities for transnational recognition of advanced skills, capabilities for the pharmacy workforce management [29–32].

Responsible use of medicines implies that health-system stakeholder activities and capabilities are aligned to ensure that patients receive the right medicines at the right time, use them appropriately, and benefit from them. Bringing the right drugs to the patients who need them demands the engagement of all actors, including state, governments, and a vision on how to integrate society, public, people and private interests and to mobilize resources. While appropriate drug therapy is safer and more cost-effective than other treatment alternatives, there is no doubt that the personal and economic consequences of inappropriate drug therapy are enormous. It is important for public and people to be guaranteed that spending on pharmaceuticals represents good value for money. In view of their extensive academic background and their traditional role in preparing and providing medicines and informing patients about their use, pharmacists are well positioned to expect responsibility for the management of drug therapy [33–36].

Pharmacists, as well noted as druggists, who are health care team professionals, they working in pharmacy (drug-story), the field of health sciences focusing on safe and effective using drugs. The pharmacist is a part of the health care team directly engaged with patient care services. The pharmacists hold university degree level training and education to consider the pharmacological mechanisms and actions of drugs, pharmacology, pharmacotherapy, toxicology, drug uses, therapeutic roles, side effects of drugs, possible drug interactions, and checking parameters [3]. This is engaged to Botany, biology, anatomy, chemistry, physiology, histology, Biophysics and pathophysiology. Pharmacists interpret and communicate this particularized information to patients, physicians, doctors and other health care producers [37–39].

Being a health care professional means being part of a team that is focused on one goal: helping the patient achieve better health. Pharmacists are a part of this health care team, and their duty is to help the patients make the best use of their medication. This is a big job one that pharmacists cannot do alone. Thus, within their profession, pharmacists have developed other categories of pharmacy workers to help get the work done more efficiently and allow pharmacists to be more focused on the patient [40–42].

Common pharmacies have been providing health care for many years, via giving consultation, advice, providing and delivering medicine when needed, or referring patients to other health care professionals. This report, however, reflects and represent the embedding of a formalized approach whereby pharmacies are covering for these services, and where self-care through pharmacists is measured as an integral part of the health system [43–45].

Pharmacists are health professionals who are dispensing prescription drugs to patients, also provide information about the medicines ordered by doctors. They explain the doctors' instructions to patients so that, people can safely and effectively use these medications. Another big issue is ensuring that drugs are used reasonably and rationally. This demands that patients get



drugs assign to their clinical/hospital necessity, in doses that meet their own individual needs for the sufficient period of time, and at the lowest cost to them and their public [46–49].

A pharmacist is a personality who is professionally competent and qualified to prepare and dispense medicine. The Pharmacist dispense drugs, check patient's health, and make sure that drugs do not interact in a harmful route. Pharmacist are drug experts eventually interested about their patients' wellness and health. Public health service interventions, higher level pharmaceutical care, rational pharmacotherapy and effective medicines supply chain management are main components of an accessible, sustainable, affordable and equitable health care system which ensures the efficacy, safety and quality of drugs. It is clear that pharmacy has a great role to play in the health sector reform process [50–53]. To do it so, although, the role of the pharmacist needs to be redefined and reoriented. Pharmacists have the capability and possibility to enhance therapeutic results and patients' quality of life within accessible resources, and must position themselves at the forefront of the health care system. The movement towards pharmaceutical care is a critical factor in this matter. While efforts to communicate the proper information to patients are as significant as providing the medicine itself. Pharmacists also have a vital contribution to make to patient care through managing pharmacotherapy and concurrent non-prescription or alternative therapies [54–56].

On the question to what extent, you have realized your professional capabilities, skills and habits? Pharmacists' 18.4% answer – to the full extent, pharmacists' 46.3% answer – partially, more than 50% of own potential, pharmacists' 24.7% answer – partially, less than 50% of own potential, pharmacists' 10.6% answer – cannot say (See *Table 1*).

**Table 1**

**To what extent respondents have realized professional capabilities, skills and habits**

To what extent you have realized your professional capabilities, skills and habits?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 To the full extent	149	18.4	18.4	18.4
	2 Partially, more than 50% of own potential	375	46.3	46.3	64.7
	3 Partially, less than 50% of own potential	200	24.7	24.7	89.4
	4 Can not say	86	10.6	10.6	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor). Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Interesting and valuable (informative) work. On the question-Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Interesting and valuable (informative) work-pharmacists' 2.6% evaluate by 1-point, pharmacists' 4.9% evaluate by 2-points, pharmacists' 14.7% evaluate by 3-points, pharmacists' 42% evaluate by 4-points, pharmacists' 35.8% evaluate by 5-points (See *Table 2*).

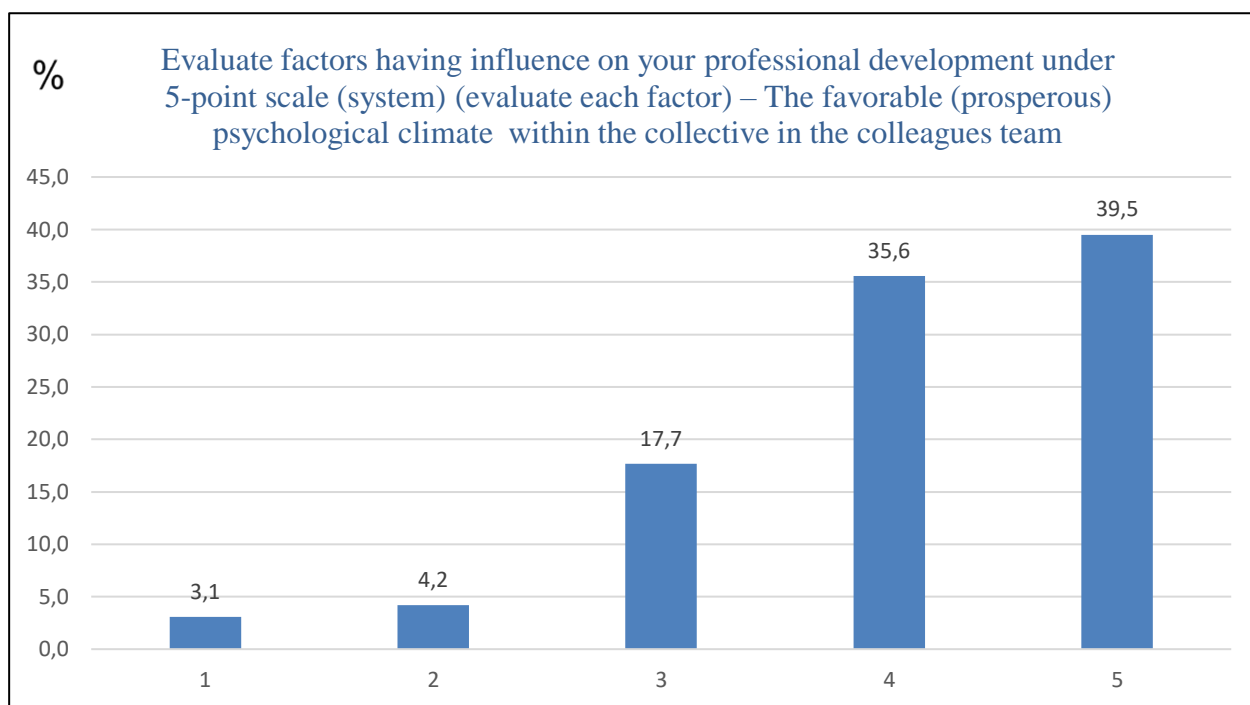
**Table 2**

**Interesting and valuable (informative) work of respondents', having influence on professional development, evaluated under 5-points scale (system)**

<b>Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Interesting and valuable (informative) work</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	2.6	2.6	2.6
	2	40	4.9	4.9	7.5
	3	119	14.7	14.7	22.2
	4	340	42.0	42.0	64.2
	5	290	35.8	35.8	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The favorable (prosperous) psychological climate within the collective in the colleagues' team. On the question-Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The favorable (prosperous) psychological climate within the collective in the colleague's team – pharmacists' 3.1% evaluate by 1-point, pharmacists' 4.2% evaluate by 2-points, pharmacists' 17.7% evaluate by 3-points, pharmacists' 35.6% evaluate by 4-points, pharmacists' 39.5% evaluate by 5-points (See *Illustration 1*).



**Illustration 1.** The favorable (prosperous) psychological climate within the collective in the colleague's team of respondent's, having influence on professional development, evaluated under 5-points scale (system).

Source – study results.

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of career growth (development). On the question-Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of career growth (development)-pharmacists' 5.1% evaluate by 1-point, pharmacists' 5.2% evaluate by 2-points, pharmacists 17.2% evaluate by 3-points, pharmacists' 39.6% evaluate by 4-points, pharmacists' 33% evaluate by 5-points (See Table 3).

**Table 3**

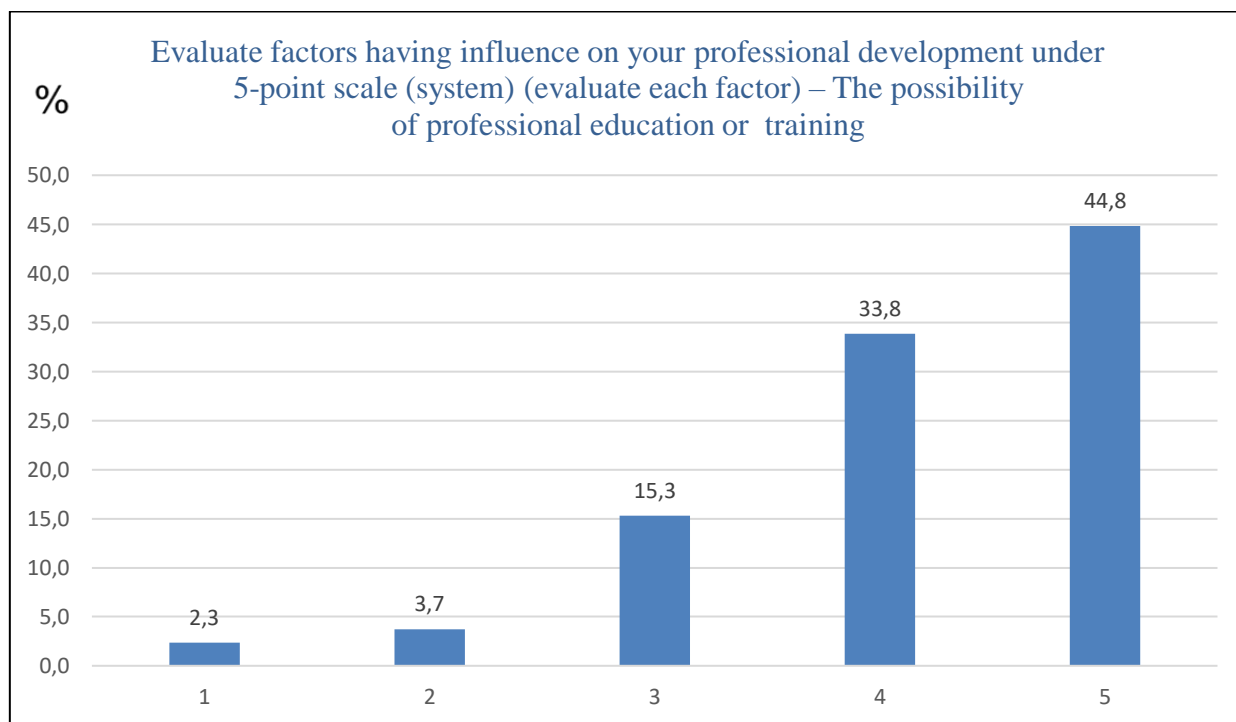
**The possibility of career growth (development) of respondents', having influence on professional development, evaluated under 5-points scale (system)**

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of career growth (development)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	41	5.1	5.1	5.1
	2	42	5.2	5.2	10.2

3	139	17.2	17.2	27.4
4	321	39.6	39.6	67.0
5	267	33.0	33.0	100.0
<b>Total</b>	810	100.0	100.0	

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – “The possibility of professional education or training”. On the question-Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of professional education or training-pharmacists ‘2.3 % evaluate by 1-point, pharmacists’ 3.7% evaluate by 2-points, pharmacists’ 15.3% evaluate by 3-points, pharmacists’ 33.8% evaluate by 4-points, pharmacists’ 44.8% evaluate by 5-points (See *Illustration 2*).



**Illustration 2.** *The possibility of professional education or training of respondents', having influence on professional development, evaluated under 5-points scale (system).*

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – “The social importance of the profession”. On the question-Evaluate factors having influence on your professional development under 5-points scale (sys-



tem) (evaluate each factor) – The social importance of the profession-pharmacists’ 3.5% evaluate by 1-point, pharmacists’ 3.8% evaluate by 2-points, pharmacists’ 14% evaluate by 3-points, pharmacists’ 36% evaluate by 4-points, pharmacists’ 42.7% evaluate by 5-points (See *Table 4*).

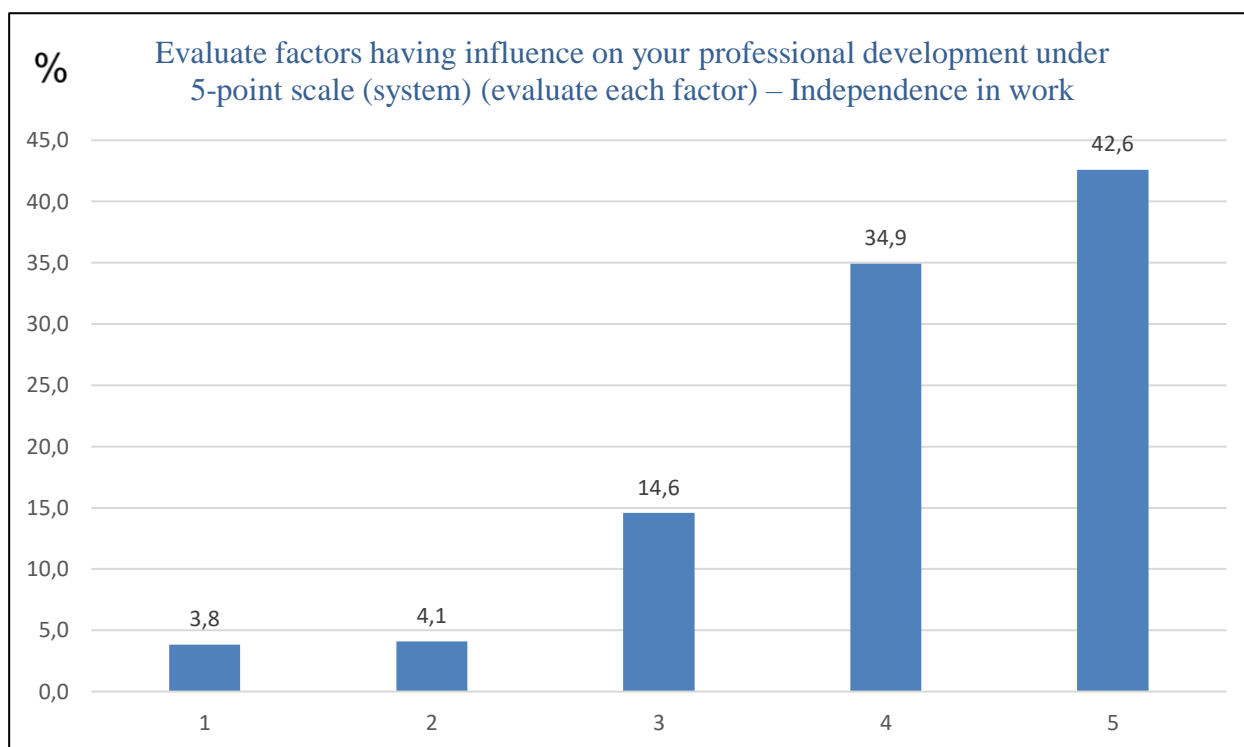
**Table 4**

**The social importance of the profession of respondents, having influence on professional development, evaluated under 5-points scale (system)**

<b>Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The social importance of the profession</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	3.5	3.5	3.5
	2	31	3.8	3.8	7.3
	3	113	14.0	14.0	21.2
	4	292	36.0	36.0	57.3
	5	346	42.7	42.7	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – “Independence in work”. On the question-Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Independence in work-pharmacists’ 3.8% evaluate by 1-point, pharmacists’ 4.1% evaluate by 2-points, pharmacists’ 14.6% evaluate by 3-points, pharmacists 34.9% evaluate by 4-points, pharmacists’ 42.6% evaluate by 5-points (See *Illustration 3*).



**Illustration 3.** *Independence in work of respondents', having influence on professional development, evaluated under 5-points scale (system).*

*Source – study results.*

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor). Report on the question – Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) (See *Table 5*).

**Table 5**

**Report of factors having influenced of respondents' professional development evaluated under 5-points scale (system)**

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor)			
Report	Mean	Median	Std. Deviation
Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Interesting and valuable (informative) work	4.03	4.00	0.967

Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The favorable (prosperous) psychological climate within the collective in the colleagues' team	4.04	4.00	1.008
Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of career growth (development)	3.90	4.00	1.075
Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The possibility of professional education or training	4.15	4.00	0.969
Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – The social importance of the profession	4.11	4.00	1.010
Evaluate factors having influence on your professional development under 5-points scale (system) (evaluate each factor) – Independence in work	4.08	4.00	1.036

*Source – study results.*

In your opinion, at what level it is possible to cease education? On the question – In your opinion, at what level it is possible to cease education? Pharmacists' 4.3% answer – after getting specialist diploma (degree), pharmacists' 11.2% answer – after getting the specialist certificate, pharmacists' 84.4% answer – education should not be ceased (See *Table 6*).

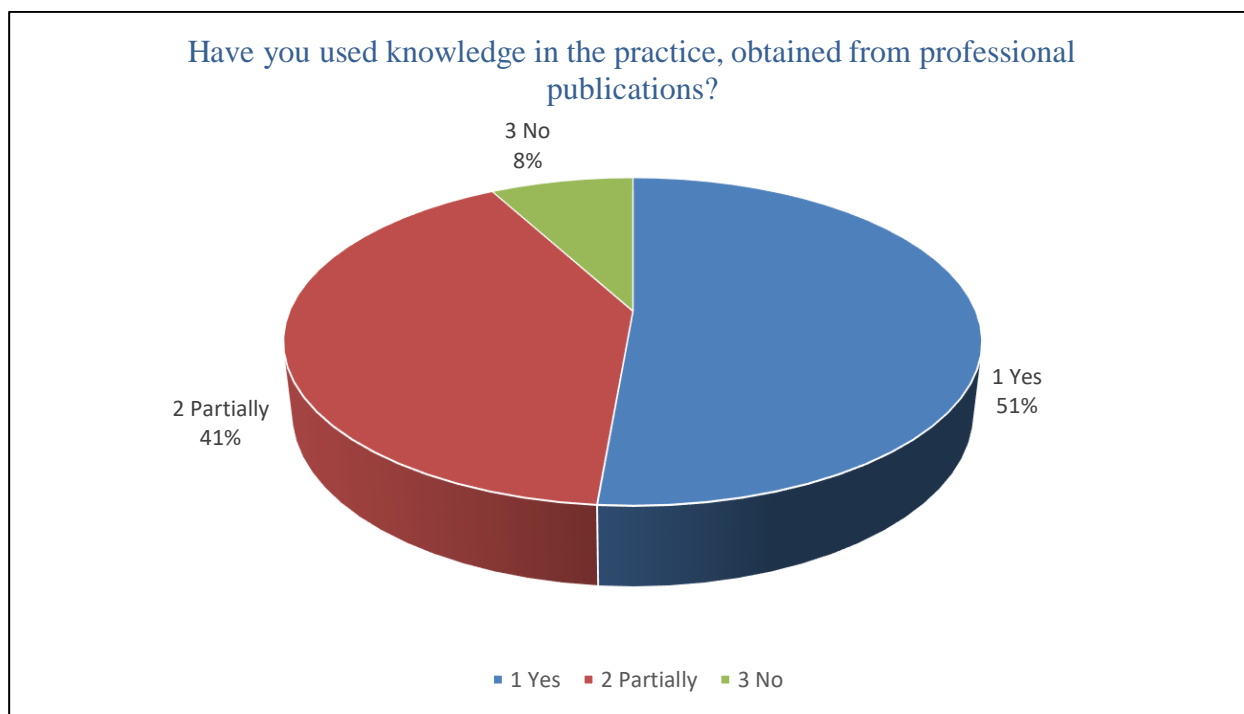
**Table 6**

**Respondents' opinion, at what level possible to cease education**

In your opinion, at what level it is possible to cease education?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. After getting specialist diploma (degree)	35	4.3	4.3	4.3
	2. After getting the specialist certificate	91	11.2	11.2	15.6
	3. Education should not be ceased	684	84.4	84.4	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results.*

On the question – have you used knowledge in the practice, obtained from professional publications? Pharmacists' 51.4 % answer yes, pharmacists' 40.7% answer – partially, pharmacists' 7.9% answer – no (See *Illustration 4*).



**Illustration 4.** Opinion of respondents having used knowledge in the practice, obtained from professional publications.

Source – study results.

What issues (questions) of pharmaceutical activity are the most essential (relevant) for you? (You can specify several answers). On the question – What issues (questions) of pharmaceutical activity are the most essential (relevant) for you? Pharmacists' 64% answer new drugs (medications), about drugs generic, chemical and brand names, pharmacists' 59% answer psychology of communication (relations) with customers, pharmacists' 66.8% answer issues of pharmacotherapy of certain diseases, pharmacists' 68.9% answer the safety, effectiveness and quality of the drugs (medications), pharmacists' 70.6% answer pharmacology, pharmacodynamics and pharmacokinetics issues, pharmacists' 44.9% answer the normative legal regulation of pharmaceutical activity, pharmacists' 29.8% answer drug technology issues, pharmacists' 13.6% answer pharmacognosy, pharmacists' 19% answer pharmaceutical organization and economics and pharmaceutical business, pharmacists' 34.7% answer pharmacy management and pharmaceutical marketing, pharmacists' 11.1% answer pharmacochemistry, pharmacists' 11.9% answer toxicology, pharmacists' 33% answer clinical pharmacy, pharmacists' 60.1% answer pharmaceutical care, pharmacists' 9.5% answer pharmaceutical analysis, pharmacists' 6.2% answer to-

xicological chemistry, pharmacists' 10.6% answer pharmaceutical technologies, pharmacists' 11.7% answer nutrition, pharmacists' 22% answer pharmaceutical cosmetics and perfume, pharmacists' 18% answer social pharmacy and public health, pharmacists' 17.3% answer computer technology and pharmaceutical information, pharmacists' 16.3% answer phytotherapy, pharmacists' 22.6% answer routes of drug administration, pharmacists' 19.5% answer drug forms and drug design, pharmacists' 24.2% answer drugs toxic effects, pharmacists' 29.3% answer rules of drug administration, pharmacists' 15.3% answer cost-effectiveness and cost-benefits of drugs, pharmacists' 32% answer terms and conditions of storage of drug (Conditions and shelf-life) (See *Table 7*).

**Table 7**

**Mostly essential pharmaceutical activity issues for respondents**

What issues (questions) of pharmaceutical activity are the most essential (relevant) for you? (You can specify several answers).		
	Count	Column № %
1. New drugs (medications), about drugs generic, chemical and brand names	518	64.0%
2. Psychology of communication (relations) with customers	478	59.0%
3. Issues of pharmacotherapy of certain diseases	541	66.8%
4. The safety, effectiveness and quality of the drugs (medications)	558	68.9%
5. Pharmacology, pharmacodynamics and Pharmacokinetics issues	572	70.6%
6. The normative legal regulation of pharmaceutical activity	364	44.9%
7. Drug Technology issues	241	29.8%
8. Pharmacognosy	110	13.6%
9. Pharmaceutical organization and economics and pharmaceutical business	154	19.0%
10. Pharmacy Management and pharmaceutical Marketing	281	34.7%
11. Pharmachemistry	90	11.1%
12. Toxicology	96	11.9%
13. Clinical Pharmacy	267	33.0%
14. Pharmaceutical care	487	60.1%
15. Pharmaceutical Analysis	77	9.5%
16. Toxicological Chemistry	50	6.2%
17. Pharmaceutical Technologies	86	10.6%
18. Nutrition	95	11.7%
19. Pharmaceutical cosmetics and perfume	178	22.0%
20. Social Pharmacy and Public Health	146	18.0%
21. Computer Technology and Pharmaceutical Information	140	17.3%

22. Phytotherapy	132	16.3%
23. About routes of drug administration	183	22.6%
24. Drug forms and drug design	158	19.5%
25. About drugs toxic effects	196	24.2%
26. About rules of drug administration	237	29.3%
27. About cost-effectiveness and cost-benefits of drugs	124	15.3%
28. About terms and conditions of storage of drug (Conditions and shelf-life)	259	32.0%
29. Other	0	0.0%

*Source – study results*

What is your attitude to qualification upgrading (improvement) study courses? On the question – What is your attitude to qualification upgrading (improvement) study courses? Pharmacists' 55.6% answer – I learn with great pleasure, pharmacists' 38.6 % answer – learning process rise interest to me, pharmacists' 5.8% answer – I have indifferent attitude toward learning (See Table 8).

**Table 8**

**Attitude of respondents to qualification upgrading (improvement) study courses**

What is your attitude to qualification upgrading (improvement) study courses?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1. I learn with great pleasure	450	55.6	55.6	55.6
	2. Learning process rise interest to me	313	38.6	38.6	94.2
	3. I have indifferent attitude toward learning	47	5.8	5.8	100.0
	<b>Total</b>	810	100.0	100.0	

*Source – study results.*

**Conclusion:**

So, Pharmacists have a lot of public health functions that can benefit from the unique experience of pharmacists, which may include pharmacotherapy, pharmaceutical care, and pharmacy assistance. In addition to dispensing medicines, pharmacists have proved to be an accessible resource for information on health and medicines. Being a health care professional means being part of a team that is focused on one goal- helping the patient achieve better health. Pharmacists are a part of this health care team, and their duty is to help the patients make the best use of their



medication. This is a big job one that pharmacists cannot do alone. Thus, within their profession, pharmacists have developed other categories of pharmacy workers to help get the work done more efficiently and allow pharmacists to be more focused on the patient. They were found and estimated factors having influence on pharmacists' professional development, these factors were: Interesting and valuable (informative) work; The favorable (prosperous) psychological climate within the collective in the colleagues' team; The possibility of career growth (development); The possibility of professional education or training; The social importance of the profession; Independence in work.

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