

## Interactive Discussion Related to the Preparation of Pharmacy Professional Work Practice at the Health Center and Health Office

Yuneka Saristiana<sup>1\*</sup>, Fendy Prasetyawan<sup>2</sup>, Ratna Mildawati<sup>3</sup>, Yogi Bhakti Marhenta<sup>4</sup>, Mujtahid Bin Abd Kadir<sup>5</sup>, Chandra Arifin<sup>6</sup>, Abd Rofiq<sup>7</sup>, Widhi Astutik<sup>8</sup>, Eka Hayati Rohmah<sup>9</sup>

<sup>1,2</sup>Prodi Pendidikan Profesi Apoteker, Fakultas Ilmu Kesehatan, Universitas Kadiri

<sup>3</sup>Prodi Farmasi, STIKes Ganesha Husada

<sup>4,8</sup>Prodi Farmasi, Fakultas Farmasi, Institute Ilmu Kesehatan Bhakti Wiyata

<sup>8</sup>Prodi Farmasi, Akademi Kesehatan, Arga Husada

<sup>9</sup>Prodi D3 Farmasi, Fakultas Psikologi, Universitas Darul Ulum Jombang

\*Corresponding author, email: [yunekasaristiana@gmail.com](mailto:yunekasaristiana@gmail.com)

**Abstract**— The Professional Pharmacy Practice Experience (PKPA) at Community Health Centers and Health Offices plays a crucial role in developing the professional competence of pharmacy students before they enter the actual workforce. To facilitate this preparation, an interactive discussion activity has been conducted as a means of training and collective reflection among students, supervising lecturers, and resource persons from the Health Office and community health centers. This discussion aims to enhance students' understanding of the roles and responsibilities of pharmacists within primary healthcare facilities (FKTP), while also identifying the challenges and solutions involved in the implementation of PKPA. The execution of the discussion demonstrated a high level of enthusiasm among students in exploring both the technical and non-technical aspects of the pharmacy profession, including the integration of clinical and managerial roles. The evaluation of the questionnaire reveals that over 85% of participants believe this activity significantly aids in preparing them to confront the PKPA with greater confidence. Group discussions highlight the significance of interpersonal communication skills, professional ethics, and teamwork collaboration as essential factors for the success of practice. A representative from the Health Department assessed that this activity is effective in aligning the perspectives between educational institutions and practical venues, thereby fostering ongoing synergy.

Keywords: Pharmacist Professional Work Practice, Health Center, Health Office, Interactive Discussion, Student Readiness.

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### 1. Introduction

The Professional Work Practice for Pharmacists (PKPA) is a crucial phase in the education process for pharmacists, aimed at developing the skills of graduates who are prepared to enter the workforce, especially in the field of pharmaceutical services [1]. Community Health Centers and Health Offices are two essential institutions that serve as significant learning platforms for pharmacy students, as both provide a clear understanding of primary health care services and the public health system in its entirety [2].

The community health center, or Puskesmas, serves as a primary healthcare facility and plays a crucial

role in making healthcare services more accessible to the community. At the community health center, pharmacists are responsible not only for managing pharmaceutical preparations, medical devices, and consumable medical supplies but also for ensuring the rational use of medications, providing education to patients and the public, and actively participating in community-based health programs [3]. Pharmaceutical activities conducted at the public health center reflect how the knowledge gained in university is applied in real-world services, while also reinforcing students' understanding of the crucial role of pharmacists in primary care [4].

The Health Department acts as a governmental institution responsible for formulating policies, monitoring, and evaluating health programs, including pharmaceutical programs [5]. The Pharmaceutical Management and Regulatory Affairs (PKPA) department at the Health Office broadens students' understanding of managerial and regulatory aspects in the pharmacy field, which includes medication planning, distribution, and supervision, as well as the implementation of national strategic policies in health. Consequently, students gain an understanding not only of the technical aspects of services but also of the policy and decision-making elements within the national health system [6].

Through an interactive discussion during the preparation for PKPA at the community health center and the Health Office, students are provided with the opportunity to comprehend the expectations, challenges, and opportunities they will encounter during their practical experience [7]. This discussion serves as a vital tool for bridging the gap between theory and practice, while also instilling professional ethics and fostering a spirit of cross-sector collaboration. Direct interaction among students, supervising lecturers, and field practitioners offers a comprehensive perspective that enhances the mental, emotional, and professional preparedness of the students [8].

Interactive discussions serve as a means to enhance two-way communication between educational institutions and practical platforms. This activity allows for the expression of expectations from each party and the alignment of the curriculum with field requirements [9]. In this context, the discussion serves not only as a platform for sharing information but also as a means for collective reflection on the evolving dynamics of professional education.

In the era of healthcare transformation that prioritizes service integration and the strengthening of primary care, the role of pharmacists is becoming increasingly complex and challenging. Therefore, the readiness of pharmacy students to confront these challenges must begin with a learning process that is based on real experiences, active involvement, and a deep understanding of the context of the national health system [10]. An interactive discussion prior to the PKPA is a strategic step in preparing students to become adaptable, critical, and solution-oriented health professionals. Through this activity, it is hoped that students will be able to internalize the values of professionalism, comprehend their roles and functions comprehensively in various service settings, and enhance their confidence and sense of responsibility in carrying out their professional practices [11]. The discussion is also expected to create a collaborative network among educational institutions, practical training facilities, and students to produce pharmacists who are not only knowledgeable but also competitive and actively contribute to the development of national health [12].

The organization of interactive discussions as part of the preparation for the PKPA at community health centers and health departments reflects a commitment to maintaining the quality of pharmacist professional education [14]. This commitment reflects the synergy between theory and practice, between knowledge and policy, as well as between educational institutions and the workforce in shaping future pharmacists who are professional and have integrity [15].

## **2. Metodology**

This interactive discussion activity is conducted using a participatory and collaborative approach that

positions students as active subjects in the learning process. The implementation method is divided into several main stages, namely: preparation, execution, and evaluation.

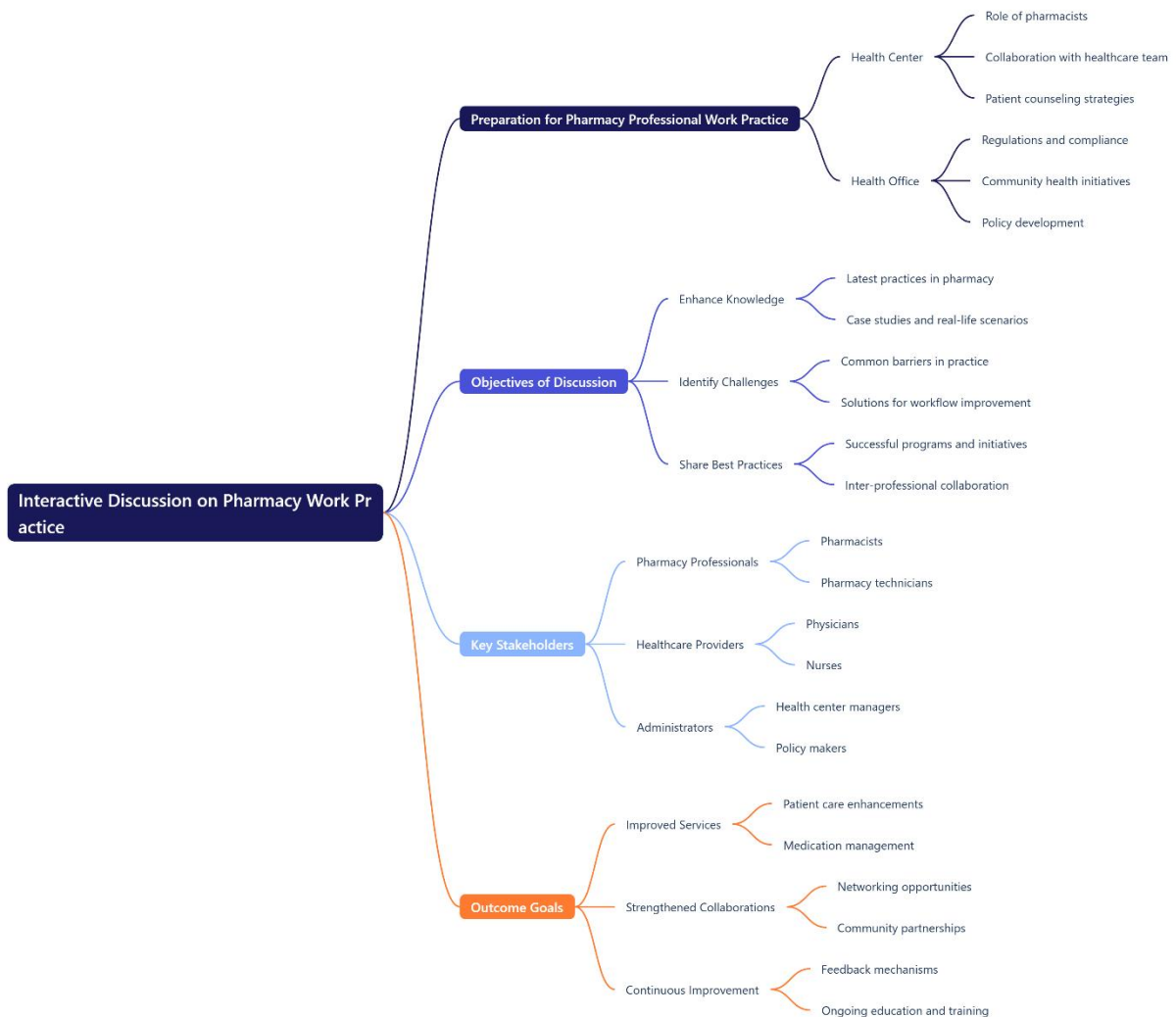


Figure 1. Mind Maps

In the preparation phase, coordination is carried out among higher education institutions in pharmacy, the administrators of the pharmacist professional program, and representatives from community health centers and the Health Office. The purpose of this coordination is to create an activity agenda, identify relevant speakers, and prepare discussion materials that align with the needs of students and the actual conditions in the field. Additionally, there will be the preparation of a module or discussion guide that includes important topics such as pharmaceutical logistics management, clinical pharmacy services, the role of pharmacists in public health programs, and pharmacy regulations at the regional level.

The implementation of activities is conducted either in person or online, depending on the conditions and policies of each institution. The discussion activity is organized into several sessions, beginning with a presentation of the material by the speaker, followed by a question and answer session, a case study, and small group discussions. Each session is designed for students to comprehensively understand the practical challenges and roles of pharmacists in community health centers and health agencies. The participants involved include practicing pharmacists from community health centers, structural officials from the Health Department, as well as scholars with experience in community pharmaceutical services.

In the case study session, students are divided into several small groups and tasked with analyzing real cases drawn from field experiences. These cases involve issues related to drug procurement, challenges in prescription services, communication among healthcare professionals, and the role of pharmacists in

promotional and preventive activities. Students are encouraged to identify issues, formulate solutions, and present the results of their discussions to other groups. This approach aims to develop skills in analysis, communication, and collaborative problem-solving.



Figure 2. The Coordination Process

Furthermore, the implementation method includes a simulation of pharmaceutical services designed to resemble real situations in community health centers. In this simulation, students take on the roles of pharmacists, patients, and other members of the healthcare team. This activity aims to enhance students' awareness of the dynamics of work in the field, as well as to develop communication skills, patient education, and clinical decision-making abilities. The simulation is conducted using pre-prepared scenarios and is assessed by a team of lecturers and practitioners.

The evaluation phase takes place after all activities have been completed. The evaluation includes an assessment of students' active participation, their understanding of the material, as well as feedback from both speakers and participants. The evaluation is conducted through questionnaires, reflective discussions, and written reports from students. The results of the evaluation are utilized as a basis for improving similar activities in the future and serve as an indicator of students' readiness to face the PKPA.

Overall, the method for conducting this interactive discussion is intended to provide a meaningful, contextual, and practical learning experience. Through a participatory approach, students acquire not only theoretical knowledge but also practical skills and ethical understanding, which will serve as essential preparation for their professional practice as pharmacists in community health centers and health departments. Thus, this activity serves as an effective link between the educational sector and the workforce, while also enhancing the role of pharmacists within the public health system.

### **3. Results and Discussion**

The execution of this interactive discussion demonstrates that most students possess a strong enthusiasm for understanding the roles and responsibilities of pharmacists at the Community Health Center and the Health Department. This is evident from their active participation in the question-and-answer sessions and their careful responses to the provided case studies. Several student inquiries reflect critical thinking regarding the integration of the clinical and managerial roles of pharmacists in primary healthcare facilities.

Based on the evaluation of the distributed questionnaire, over 85% of participants indicated that this activity is very beneficial in preparing them for the PKPA. They believe they have a better understanding of the organizational structure at the Community Health Center and the Health Department, the service flow,

and the significance of effective communication in fulfilling their professional responsibilities.



Figure 3. Interactive Discussion Process

The group discussion led to several interesting conclusions, one of which is the importance of interpersonal communication training and effective documentation during the PKPA. Students recognize that in addition to technical competencies, non-technical aspects such as ethics, communication, and teamwork play a crucial role in achieving success during their practical experience. This creates a broader opportunity for reflection on how pharmacy education not only emphasizes pharmacology and pharmaceutical sciences but also equips students with the soft skills that support professional practice.

The speakers from the Community Health Center and the Health Department provided a realistic overview of the daily work dynamics. One of the informants from the Health Department emphasized the significance of understanding regulations and administration, considering that pharmacists also play a role in government programs such as monitoring drugs and food, e-Monitoring and Evaluation reporting, as well as involvement in the procurement of pharmaceutical logistics.

Students also have the opportunity to simulate the service flow at the community health center through a case study designed to resemble real conditions in the field. They are requested to identify pharmaceutical issues, develop solutions based on evidence-based medicine (EBM), and create service records that meet established standards.

The response from the institution where the PKPA is held was also quite positive. They indicate that discussions of this nature assist them in recognizing the initial readiness of students, while also serving as a means to align perceptions between educational institutions and practical platforms. In terms of the quality of discussion, there is a noticeable knowledge gap between students who have work experience and those who have just graduated from academic programs. However, this gap can be bridged through facilitating equal discussions and experience-based approaches.

Several challenges have also been identified, such as the limited time for discussions to explore specific topics like pharmacovigilance, medication error reporting, and quality management. Therefore, it is recommended that similar activities in the future be designed as a series of workshops or mini-training sessions that are more focused and in-depth. Another discussion also highlights the significance of integrating academic activities with field practice within the context of the Independent Learning – Independent Campus (MBKM) program. By adopting the MBKM approach, students have a greater opportunity to comprehend the context of service in a holistic and adaptable manner.



Figure 4. Completed PKPA Discussion Activity

Interactive discussion activity has made a significant contribution to developing the cognitive, affective, and psychomotor readiness of students before they enter the PKPA at the community health center and the health service. In the future, close collaboration among educational institutions, healthcare facilities, and regulators will be essential for successfully training professional pharmacists who are responsive to the dynamics of the national healthcare system.

#### **4. Conclusion**

The implementation of this interactive discussion successfully contributed significantly to enhancing the readiness of pharmacy students to undertake their Pharmacist Professional Practice (PKPA) in the environment of community health centers and health departments. The enthusiasm of the participants, their active engagement in the question-and-answer sessions, and their in-depth responses to the case studies demonstrate the curiosity and commitment of the students to comprehensively understand the role of pharmacists, both in clinical and managerial aspects.

Evaluation through a questionnaire shows that most participants feel more confident and have a clearer understanding of the organizational structure, workflows, and challenges they may encounter during the PKPA. Group discussions also led to a new awareness of the significance of non-technical skills, such as interpersonal communication, professional ethics, and the ability to produce accurate documentation, as essential elements of responsible pharmacy practice.

This activity serves not only as an educational tool but also as a collective means of reflection to connect theory with practical experiences. Therefore, similar activities are highly recommended to be conducted regularly and systematically as part of a strategy to prepare students for the dynamic and complex professional practice, particularly in the field of public health services.

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presence and involvement of the speaker from the Tulungagung Health Office offer valuable insights for students, particularly regarding the strategic role of pharmacists in public health services and the health system at the local government level.

We greatly appreciate the willingness of the Tulungagung Health Office to share real experiences from the field, as well as its commitment to supporting the improvement of the quality of pharmacy education. It is hoped that the synergy established will continue in the form of other collaborations that mutually strengthen the relationship between higher education institutions and the public health service sector.

Expressions of gratitude are also extended to all partner community health centers, the supervising lecturers, and all participating students who contributed to the success of this event. I hope this activity serves as a positive initial step in preparing future pharmacists who are professional, have integrity, and can effectively address the challenges encountered in practical settings.

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