

# THE DEPARTMENT OF THE AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY

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## PRESCRIPTION INCOMPATIBILITIES AND THEIR PROBLEMS FROM THE TEACHING STANDPOINT.

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(These articles continued from page 364, April Journal.)

From the teacher's standpoint, the presentation of the subject of Prescription Incompatibilities has many problems. There are three outstanding factors which warrant discussion at this time. These may be termed: Time, Content, Method.

*Time.*—This factor might be subdivided into two distinct units; placement in the course of this subject and the amount of time allotted to the study of the subject. Time in relationship to placement in the course needs very little mention for universally the study of Prescription Incompatibilities is reserved until the final term. This is as it should be and no attempt should be made to introduce it at any earlier period even as a so-called "student interest" bait. The fact that this is the most technical of all the courses offered in the Pharmacy curriculum demands the completion of the basic subjects. There is also the possibility of confusing the student by applying some of the facts before he is well grounded in the fundamentals.

Another important factor of *Time* is the question of how much time is to be allotted to the work. Again differences in what should be taught as part of the course will cause considerable differences in time devoted. This question of *Content* is to be discussed later, but a basic quantity of time should be assigned to the work. A minimum number of clock hours might be specified, however, and it is hoped that during the discussion of this problem some opinions may be expressed on this question.

*Content.*—While the question of incompatibilities may be stated as a relative thing; there is no doubt but that certain reoccurring difficulties do arise. To the novice almost any formula has possibilities of trouble; experience shows the way to avoid these hitches. Therefore, in the teaching of the subject, we are facing two distinct phases; *first*, we must carefully arrange the exercises in such a way that they are of a progressive nature, and *second*, these should be of a practical nature where possible. Progression can be secured only by careful selection. One of the best devices to start out the work is to use an exercise which the student has previously completed in the regular work, and by restating the formula in slightly changed wording, profit by the student's experience. Many times this "carry-over" will be disappointing to the teacher, but the student will recall the earlier exercise when the instructor explains it and there is an important feature here not to be overlooked; that of a repeated experience. And all learning is simply repeating experiences until they become habits. Therefore, the device of starting the subject on a familiar base should be used.

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