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ASSESSMENT OF THE COMMUNITY INTERNSHIP PERFORMANCE OF THE MCNP BS PHARMACY STUDENTS: ITS RELATION TO THE LEVEL OF SATISFACTION OF THE PHARMACIST TO THE INTERNS

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ABSTRACT

Community pharmacists are pivotal in healthcare, ensuring optimal medication use, patient education, and public health advocacy. This study evaluates the community internship performance of MCNP BS Pharmacy students. It explores its relationship to the satisfaction levels of supervising pharmacists. This research investigates how interns' skills in communication, clinical knowledge, professionalism, problem-solving, and patient interaction influence pharmacists' satisfaction, addressing the critical need for effective internship programs. This work contributes to bridging the gap between academic training and the practical demands of community pharmacy practice. The study employed a descriptive-correlational design, with data collected through structured questionnaires distributed to community pharmacists from MCNP-affiliated sites. Respondents, primarily females aged 25–28 with bachelor's degrees, assessed the interns' competencies. Results showed interns excelled in communication, professionalism, and patient interaction, with excellent ratings in attributes like empathy, active listening, and ethical adherence. However, areas such as compounding techniques, error handling, and critical problem-solving demonstrated room for improvement. Statistical analysis revealed significant relationships between pharmacists' demographic profiles and their assessments, emphasizing the role of preceptor characteristics in shaping evaluation outcomes. Limitations of the study include a small sample size and a focus on MCNP-affiliated sites, which may limit generalizability. Despite these constraints, the findings underscore the importance of targeted interventions in internship programs, such as enhanced training in compounding, error prevention, and clinical problem-solving. The study advocates for integrating structured feedback mechanisms and continuous evaluation frameworks to better align internship outcomes with professional pharmacy standards. This research offers actionable insights for improving pharmacy education, fostering stronger pharmacist-intern relationships, and elevating the quality of community pharmacy services. Finally, these enhancements will contribute to producing competent, well-rounded pharmacists equipped to meet the challenges of modern healthcare.

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Key words: *community pharmacy, pharmacy education, communication skills, professionalism, clinical knowledge, problem-solving, patient interaction, pharmacist satisfaction, Behavior*

INTRODUCTION

This study focused on assessing the community internship performance of the BS Pharmacy students from the Medical Colleges of Northern Philippines (MCNP) and its relation to the level of satisfaction of the pharmacists supervising them. By evaluating the interns' competencies—including communication skills, clinical knowledge, professionalism, problem-solving abilities, and patient interaction—this research provides insight into how these performances influence the satisfaction of the supervising pharmacists.

The significance of pharmacy interns in supporting medication review and patient education is acknowledged; nonetheless, obstacles still impede the smooth execution of these responsibilities during their internships (Gillis et al., 2015). These issues must be recognized and addressed to improve the standard of pharmaceutical care given to the community.

This study tackles several important issues, such as the poor incorporation of internship performance evaluation into community pharmacists' daily workflows, time, and communication barriers that impede effective mentoring and feedback, and the lack of comprehensive studies evaluating the impact of internship experiences on the development of key professional competencies in pharmacy students (Jeon et al., 2020; Coelho et al., 2022).

By addressing these problems, the study hopes to contribute significantly to the field of pharmaceutical care, particularly in enhancing internship programs and improving the professional development of pharmacy students. By examining the relationship between interns' performance and preceptors' satisfaction levels, the research aims to identify key areas for improvement in the internship experience. Ultimately, the findings may guide future training strategies for pharmacy students and help strengthen the overall community pharmacy internship program in MCNP- affiliated sites.

METHODOLOGY

This study assessed the performance and satisfaction of pharmacy interns during their community internship. A descriptive-correlational design was used, with data collected through a structured questionnaire rating competencies like communication, professionalism, clinical knowledge, patient interaction, and technical skills. The respondents' demographic details were also gathered to explore potential differences in assessments. Descriptive and inferential statistics were applied to analyze the data. The study followed ethical guidelines, ensuring informed consent and confidentiality, providing a comprehensive evaluation of the interns' performance and highlighting areas for improvement.

Research Design

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A descriptive-correlational research design was used in this study. This design facilitated systematically gathering and analyzing data to describe relationships and examine patterns among variables. Quantitative methodologies were utilized to assess the performance of the MCNP BS Pharmacy students during their community internship and its relationship to the level of satisfaction of the pharmacists. By systematically measuring and analyzing these variables, the study provided valuable insights into the factors influencing pharmacists' satisfaction with interns' performance.

Procedure

A crucial part of this study is collecting data to assess community pharmacists' contributions fully. The following steps are included in the procedure:

1. Submission of Research Permission Letter
2. Community Pharmacist Identification and Engagement
3. Survey and Interview Distribution
4. Retrieval of Completed Surveys and Interviews

Data Analysis

The researchers used the following statistical tools to treat the data. A two-way ANOVA estimates how a quantitative variable's mean changes over time when the levels of two categorical variables are changed. A two-way analysis variance (ANOVA)a statistical test used in this study to determine the impact of two nominal predictor variables on a continuous outcome variable. A statistical technique, the weighed mean equation, uses the product of the weight and their respective means to determine the average.

RESULT

This chapter presents the data, results and findings of this study which it is presented in tabular forms.

TABLE 1.1. DISTRIBUTION ON THE PROFILE OF THE RESPONDENTS IN TERMS OF AGE

CATEGORY	FREQUENCY	PERCENTAGE
25 - 28 years old	8	88.90
29 - 32 years old	1	11.10
TOTAL	**9**	**100.00**

Table 1.1 shows that majority of respondents (88.90) are aged 25-28, while only 11.10% are aged 29-32. The distribution suggests that the respondents are predominantly young adults, potentially in their early career stages or graduate studies.

TABLE 1.2. DISTRIBUTION ON THE PROFILE OF THE RESPONDENTS IN TERMS OF SEX

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CATEGORY	FREQUENCY	PERCENTAGE
Male	2	22.20
Female	7	77.80
TOTAL	**9**	**100.00**

Table 1.2 indicates that the majority of the respondents are females, comprising 77.80%, while males account for 22.20%. This suggests that females have a stronger representation in the study, potentially reflecting their greater involvement or interest in the subject matter being investigated.

TABLE 1.3. DISTRIBUTION ON THE PROFILE OF THE RESPONDENTS IN TERMS OF HIGHEST EDUCATIONAL ATTAINMENT

CATEGORY	FREQUENCY	PERCENTAGE
Bachelor's Degree	**9**	**100.00**
TOTAL	**9**	**100.00**

Table 1.3 shows that all respondents (100%) hold a Bachelor's Degree as their highest educational attainment. This indicates a uniform educational background among the pharmacists involved in the assessment. The findings imply that the respondents possess the standard qualifications required for their role. This homogeneity in educational attainment may reflect consistency in the baseline knowledge and skills used to evaluate the interns' performance.

TABLE 2.1. ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF COMMUNICATION SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. Providing accurate and understandable instructions for medication administration.	3.00	GOOD
2. Clearly explaining medication usage and side effects to patients.	3.11	GOOD
3. Maintaining professional and courteous communication with pharmacy staff.	3.67	EXCELLENT
4. Actively listening to and addressing patient inquiries.	3.67	EXCELLENT
5. Effective communication with patients to understand their needs and concerns.	3.67	EXCELLENT
CATEGORICAL MEAN	***3.42***	***EXCELLENT***

The overall community performance of the interns in communication skills was rated as Excellent, with a categorical mean of 3.42. Among the individual items assessed, the highest mean of 3.67 was observed for maintaining professional communication with pharmacy staff, actively listening to patient inquiries, and effectively addressing patient needs. These areas highlight the interns' proficiency in professional interactions and patient engagement. However, the statement regarding the

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clarity of instructions for medication administration received the lowest mean of 3.00, classified as Good, suggesting that there is room for improvement in this aspect.

While the interns demonstrated strong communication skills, particularly in patient interaction and active listening, enhancing their ability to provide clear, comprehensive medication instructions should be a focus of future training. This aligns with research by Blalock et al. (2015) and Epp et al. (2018), which underscores the importance of effective communication in fostering patient understanding, improving medication adherence, and promoting overall patient satisfaction.

TABLE 2.2. ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF CLINICAL KNOWLEDGE

STATEMENTS	MEAN	DESCRIPTION
1. Receiving and reading prescriptions.	3.00	GOOD
2. Demonstrating understanding of pharmacology when checking prescriptions.	3.00	GOOD
3. Identifying and resolving drug interactions.	3.00	GOOD
4. Dispensing filled prescriptions.	3.44	EXCELLENT
5. Compounding prescriptions.	2.89	GOOD
CATEGORICAL MEAN	***3.07***	***GOOD***

The overall clinical performance of the interns was rated as Good, with a categorical mean of 3.07. The highest-rated item, “Dispensing filled prescriptions,” received a mean of 3.44, indicating excellent performance in this critical skill. However, the lowest-rated item, “Compounding prescriptions,” received a mean of 2.89, suggesting a need for improvement in this area, possibly due to limited hands-on practice.

While the interns demonstrated proficiency in dispensing prescriptions, there is an opportunity to strengthen compounding skills through targeted training and practical exercises. These findings suggest that while the interns are well-prepared in key areas like dispensing and interpreting prescriptions, additional focus on compounding practices is necessary for overall clinical excellence. Research by Duong et al. (2022) and Aschenbrenner et al. (2024) supports these findings, emphasizing the importance of hands-on experience and structured internships in improving clinical knowledge and overall competency in pharmacy students.

TABLE 2.3. ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PROFESSIONALISM

STATEMENTS	MEAN	DESCRIPTION
1. Consistently arriving on time and adhering to the schedule.	3.78	EXCELLENT

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2. Maintaining a clean and organized workspace.	3.78	EXCELLENT
3. Following ethical guidelines and maintaining patient confidentiality.	3.89	EXCELLENT
4. Demonstrating a professional demeanor in interactions with patients and staff.	3.67	EXCELLENT
5. Taking responsibility for actions and learning from mistakes.	3.33	EXCELLENT
CATEGORICAL MEAN	***3.69***	***EXCELLENT***

The interns' overall professionalism was rated as Excellent, with a mean score of 3.69. The highest score of 3.89 was achieved for “Following ethical guidelines and maintaining patient confidentiality,” reflecting the interns' strong ethical commitment. The lowest score, 3.33, was for “Taking responsibility for actions and learning from mistakes,” which, while still Excellent, indicates room for improvement.

Overall, the interns demonstrated strong professionalism, excelling in ethical conduct, punctuality, and organizational skills. However, opportunities exist to enhance their ability to take responsibility for actions and learn from mistakes. Research by Dubbai et al. (2019) and Gillis et al. (2015) supports these findings, emphasizing the role of professionalism in pharmacy internships and its importance in preparing students for expanded patient care roles.

TABLE 2.4. ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PROBLEM-SOLVING SKILLS

STATEMENTS	**MEAN**	**DESCRIPTION**
1. Handling issues related to prescription errors.	3.00	GOOD
2. Effective problem-solving in inventory management.	3.22	GOOD
3. Adapting to unexpected challenges in the pharmacy environment.	3.33	EXCELLENT
4. Identifying and addressing operational inefficiencies.	3.11	GOOD
5. Applying critical thinking to solve complex patient-related problems.	3.22	GOOD
CATEGORICAL MEAN	***3.18***	***GOOD***

The interns’ performance was rated Good overall, with a mean of 3.18. The highest score (3.33) was for “Adapting to unexpected challenges,” while the lowest (3.00) was for “Handling prescription errors,” suggesting a need for improvement in error prevention. These findings highlight the need for targeted training in prescription error management, inventory control, and critical thinking skills. McLaughlin et al. (2017) and Mohiuddin (2019) stress the importance of adaptability and problem-solving in pharmacy practice, aligning with the study’s results.

TABLE 2.5. ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PATIENT INTERACTION

STATEMENTS	**MEAN**	**DESCRIPTION**

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1. Providing patient counseling effectively.	3.33	EXCELLENT
2. Exhibiting empathy and understanding during patient interactions.	3.67	EXCELLENT
3. Ensuring patient privacy during consultations.	3.89	EXCELLENT
4. Following up with patients to ensure proper medication use.	3.44	EXCELLENT
5. Engaging in patient education to promote health and wellness.	3.78	EXCELLENT
CATEGORICAL MEAN	***3.62***	***EXCELLENT***

The interns' overall performance was rated as Excellent, with a categorical mean of 3.62. The highest mean of 3.89 was for "Ensuring patient privacy during consultations," indicating strong ethical conduct. The lowest mean of 3.33 was for "Providing patient counseling effectively," suggesting room for improvement, despite still being rated Excellent.

While the interns excelled in patient interactions, particularly in maintaining privacy and engaging in patient education, the slightly lower score highlights the need for better communication to ensure full patient understanding of medications and treatment plans. Research by Gogia (2020) and Gefter et al. (2019) supports the importance of effective communication and engagement in improving patient care and health outcomes.

TABLE 3.1. LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF COMMUNICATION SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. The interns learn and apply the important components and strategies of effective counselling.	3.11	SATISFIED
2. The interns understand the different barriers in communication (e.g. environment, patient and personal barriers).	3.22	SATISFIED
3. The interns are expressive when dealing with peers, health care providers and staff (e.g. active listening, writing).	3.22	SATISFIED
4.Interns are respectful and sensitive when communicating with others.	3.78	VERY SATISFIED
5.Interns collaborate effectively with peers, other healthcare professionals, and patients to optimize patient care.	3.44	VERY SATISFIED
6. Interns develop awareness on community or social concerns in pharmacy practice.	3.44	VERY SATISFIED
7. The interns recognize their personal strengths and weaknesses in the profession.	3.44	VERY SATISFIED
CATEGORICAL MEAN	***3.38***	***VERY SATISFIED***

The interns' community performance in communication skills was rated as Very Satisfied, with a categorical mean of 3.38. The highest rating of 3.78 was for "Interns are respectful and sensitive when communicating with others," while the lowest rating of 3.11 was for "The interns learn and apply the important components and strategies of effective counseling," indicating room for improvement in counseling skills.

While the interns performed highly in communication, the lower score for applying counseling strategies suggests a need for further training in this area. Enhancing counseling techniques could improve interns' ability to communicate effectively in diverse patient-care scenarios. Studies by

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Bosworth et al. (2016), Lucas et al. (2018), and Jin et al. (2019) emphasize the importance of strong counseling skills in pharmacy practice and suggest that targeted training can significantly enhance interns' effectiveness and satisfaction in patient interactions.

TABLE 3.2. LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF CLINICAL KNOWLEDGE

STATEMENTS	MEAN	DESCRIPTION
1. The interns shows knowledge on drug procurement and drug inventory management.	3.11	SATISFIED
2. The interns demonstrate knowledge on drug classification, dosage forms, therapeutic uses, frequency and modes of administration.	3.22	SATISFIED
3. The interns familiarize themselves with both brand and generic names and manufacturer or distributor.	3.44	VERY SATISFIED
4. The interns extemporaneous compounding of products and IV admixtures using good aseptic techniques.	2.89	SATISFIED
5. Interns develop realistic ideas about the work world.	3.33	VERY SATISFIED
6. Interns provides drug information (i.e. can identify reliable sources of drug information, evaluate drug literature and disseminate drug information).	3.22	SATISFIED
7. Interns learn more about the business principles of operating a pharmacy.	3.22	SATISFIED
CATEGORICAL MEAN	***3.21***	***SATISFIED***

The interns' overall clinical knowledge was rated as Satisfactory, with a categorical mean of 3.21. The highest mean of 3.44 was for "The interns familiarize themselves with both brand and generic names and manufacturer or distributor," reflecting strong drug identification skills. The lowest mean of 2.89 was for "The interns' extemporaneous compounding of products and IV admixtures using good aseptic techniques," indicating a need for improvement in this area.

While the interns demonstrated solid knowledge of pharmacological concepts, drug information retrieval, and pharmacy operations, the lower satisfaction with extemporaneous compounding suggests the need for additional training in aseptic techniques. Studies by Dsouza et al. (2022), Cretton-Scott et al. (2015), and Loomis et al. (2018) emphasize the importance of targeted training and hands-on experience in compounding to ensure competency in this critical area.

TABLE 3.3. LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PROFESSIONALISM

STATEMENTS	MEAN	DESCRIPTION

1. The interns perform all activities in accordance with the laws governing the practice of pharmacy.	3.33	VERY SATISFIED
2.The interns enumerate the legal requirements for establishing a pharmacy.	3.00	SATISFIED
3.The interns demonstrate comprehension and understanding of the pharmacy laws.	3.56	VERY SATISFIED
4. Interns develop self-initiative in their community internship training.	3.44	VERY SATISFIED
5. The interns adhere to the national and international code of ethics for pharmacists.	3.44	VERY SATISFIED
6. The interns desire more the completion/pursuit of their pharmacy degree.	3.56	VERY SATISFIED
7. Interns gain a sense of personal achievement in community internship.	3.67	VERY SATISFIED
CATEGORICAL MEAN	***3.43***	***VERY SATISFIED***

The interns were rated Very Satisfied overall, with a categorical mean of 3.43. The highest mean of 3.67 was for "Interns gain a sense of personal achievement in community internship," reflecting their strong sense of fulfillment. The lowest mean of 3.00 was for "The interns enumerate the legal requirements for establishing a pharmacy," indicating a need for improvement in this area.

While the interns demonstrated high professionalism and personal growth, their understanding of legal requirements for establishing a pharmacy requires enhancement. Studies by Anderson et al. (2014) and Alsharif (2014) emphasize the importance of legal education in pharmacy programs to prepare interns for independent practice and ensure compliance with regulations, which will further improve their professionalism and readiness for practice.

TABLE 3.4. LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PROBLEM- SOLVING SKILLS

STATEMENTS	MEAN	DESCRIPTION
1. The interns identify prescription errors correctly and quickly (if they exist).	3.11	SATISFIED
2. The inters apply functional knowledge while solving problems and making appropriate decision matters pertaining to the area of pharmacy practice.	3.00	SATISFIED
3. The interns filling out a prescription or medication order accurately.	3.00	SATISFIED

4. The interns improves their ability to become a leader.	3.33	VERY SATISFIED
5. Interns develop commitment to making a difference in their profession.	3.33	VERY SATISFIED
6. Interns learn the different types of prescription errors.	3.11	SATISFIED
7. Interns develops their ability to work and learn independently.	3.44	VERY SATISFIED
CATEGORICAL MEAN	***3.19***	***SATISFIED***

The interns' overall performance was rated as Satisfied, with a categorical mean of 3.19. The highest-rated statement, “Interns develop their ability to work and learn independently,” had a mean of 3.44, reflecting strong autonomy and adaptability. The lowest-rated areas were “Interns apply functional knowledge while solving problems” and “Interns fill out a prescription or medication order accurately,” both rated 3.00, indicating room for improvement in problem-solving and prescription accuracy.

While the interns excel in independence and leadership, enhancing their problem-solving and prescription- related skills is crucial. Studies by Mohiuddin (2019), McCartney and Boschmans (2020), and Dilshodovna (2024) emphasize the importance of these skills in pharmacy practice, highlighting that improving these areas will contribute to more effective and professional pharmacy practice.

TABLE 3.5. LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS IN TERMS OF PATIENT INTERACTION

STATEMENTS	MEAN	DESCRIPTION
1. The interns counsel the patients based on their needs (adjusting to patient needs, proper demonstration of device, among others).	3.33	VERY SATISFIED
2.The interns understand and appreciate people with diverse backgrounds.	3.33	VERY SATISFIED
3.Interns feel that their classroom learning was enriched in their community internship.	3.33	VERY SATISFIED

4.The interns receive an opportunity to explore a specific career in pharmacy.	3.33	VERY SATISFIED
5.The interns broaden their future employment possibilities.	3.33	VERY SATISFIED
6.The interns narrow their future possible career choices.	3.44	VERY SATISFIED
7.Interns demonstrate concern/empathy towards patients and/or clients.	3.44	VERY SATISFIED
CATEGORICAL MEAN	***3.37***	***VERY SATISFIED***

The interns received a Very Satisfied rating overall, with a categorical mean of 3.37, indicating highly positive feedback regarding their patient interaction. The highest-rated areas, with a mean of 3.44, were “Interns demonstrate concern/empathy towards patients and/or clients” and “The interns narrow their future career choices.” The next highest mean of 3.33 was achieved across five areas, indicating strong program outcomes in career development, cultural sensitivity, and patient-centered counseling.

While the program has shown success, consistent ratings of 3.33 suggest that improvements in counseling techniques and individualized feedback could further enhance the interns' patient care skills. Studies by Romani et al. (2022) and Pattin et al. (2016) emphasize the importance of community pharmacy internships in developing professional competencies and preparing pharmacy students for patient care

TABLE 4.1. DIFFERENCE IN THE ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS BASED ON THEIR PROFILE VARIABLES

VARIABLES		LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS				
		COMMUNICATION SKILLS	CLINICAL KNOWLEDGE	PROFESSIONALISM	PROBLEM-SOLVING SKILLS	PATIENT INTERACTION
AGE	t- value	.558	.200	.391	.558	.184
	p- value	.594	.847	.707	.594	.859

SEX	t- value	.581	.151	1.860	.364	1.043
	p- value	.580	.884	.105	.726	.331

Table 4.1 indicates that no statistically significant differences were found in the respondents' assessments of the interns' community performance based on demographic factors such as age and sex. With p-values greater than 0.05 for key metrics like communication skills, clinical knowledge, and professionalism, the findings suggest that these demographic variables do not affect how respondents perceive the interns' performance. This implies that the quality of the interns' training and skills, rather than their demographic characteristics, primarily influences performance evaluations. These results align with the study by Carrido et al. (2016), which also found no demographic influence on internship performance assessments. Furthermore, previous research by Pelletier et al. (2023) and Pitkänen et al. (2018) highlights the importance of effective supervision and hands-on experience in shaping interns' development, suggesting that the structure and quality of training programs are more significant factors in performance outcomes.

TABLE 4.2. DIFFERENCE IN THE LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS BASED ON THEIR PROFILE VARIABLES

VARIABLES		**LEVEL OF SATISFACTION OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE OF THE INTERNS**				
		COMMUNICATION SKILLS	CLINICAL KNOWLEDGE	PROFESSIONALISM	PROBLEM-SOLVING SKILLS	PATIENT INTERACTION
AGE	t- value	.280	.739	.527	.551	.581
	p- value	.787	.484	.614	.599	.580
SEX	t- value	.798	.739	.851	.197	1.243
	p- value	.451	.484	.423	.849	.254

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Table 4.2 shows no significant differences in respondents' satisfaction with the interns' performance based on age or sex, with all p-values greater than 0.05. This indicates that demographic factors do not influence satisfaction levels, suggesting that the interns' competencies and training quality are the primary factors affecting satisfaction. These findings align with studies by Ades (2020) and Jelic (2020), which highlighted that preceptor evaluations and satisfaction are more influenced by training quality and performance than by demographic characteristics.

TABLE 5. RELATIONSHIP BETWEEN ASSESSMENT OF THE RESPONDENTS TO THE COMMUNITY PERFORMANCE AND LEVEL OF SATISFACTION TO THE COMMUNITY PERFORMANCE OF THE INTERNS

VARIABLES			LEVEL OF SATISFACTION				
			COMMUNICATION SKILLS	CLINICAL KNOWLEDGE	PROFESSIONALISM	PROBLEM-SOLVING SKILLS	PATIENT INTERACTION
COMMUNITY PERFORMANCE	COMMUNIC ATION SKILLS	r- value	.685	.678	.536	.524	.604
		p- value	.042**	.045**	.137	.148	.085
	CLINICAL KNOWLEDG E	r- value	.100	.552	.241	.368	.118
		p- value	.799	.123	.532	.330	.762
	PROFESSIO NALISM	r- value	.163	.144	.141	.091	.090
		p-value	.674	.711	.718	.815	.818

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	PROBLEM-SOLVING SKILLS	r- value	.733	.904	.867	.733	.521
		p-value	.025**	.001**	.002**	.025**	.150
	PATIENT INTERACTI ON	r- value	-.426	-.359	-.449	.059	-.495
		p- value	.253	.343	.225	.881	.175

The study reveals strong correlations between communication skills, clinical knowledge, problem-solving, and professionalism. Interns with strong communication and problem-solving abilities perform better, leading to higher satisfaction. Training programs should integrate these skills to improve interns' overall competence, emphasizing patient counselling, real-world problem-solving, and professionalism for better healthcare outcomes.

DISSCUSSIONS

The results of this study indicate that the pharmacy interns generally performed well across various competencies during their community internships. The overall satisfaction ratings for key aspects such as communication skills, professionalism, clinical knowledge, and patient interaction were high, with most falling within the "Very Satisfied" or "Excellent" categories. Notably, the interns excelled in areas related to ethical practices, confidentiality, and patient interaction, while certain competencies, such as compounding skills and counseling techniques, showed room for improvement. The findings suggest that the internship program is largely effective in developing critical pharmacy skills; however, targeted improvements in specific areas could further enhance the overall quality of training.

CONCLUSION

The community internship program for pharmacy students has proven to be largely effective in fostering essential skills such as communication, professionalism, clinical knowledge, and patient interaction. The high satisfaction ratings and positive performance across most competencies highlight the success of the program in preparing interns for their professional roles. While certain areas, including compounding skills and patient counselling, require further attention, the overall outcomes suggest that the internship offers valuable practical experience that supports the development of well-rounded and competent pharmacy professionals. By addressing the identified areas for improvement, the internship program can continue to enhance its effectiveness and better equip future pharmacists to meet the demands of the profession.

RECOMMENDATIONS

It is recommended to focus on improving compounding and counselling training, providing more hands-on practice and workshops. Strengthening mentorship and supervision, offering individualized feedback, and incorporating real-world challenges into the program would also enhance interns'

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decision-making and clinical judgment. Additionally, expanding training on legal and ethical aspects of pharmacy practice is vital for preparing interns for future independent practice. Strengthening feedback mechanisms will ensure continuous improvement and help interns focus on developing specific competencies.

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