



Is there a need for pharmacovigilance education in our future healthcare professionals? A review.

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Introduction

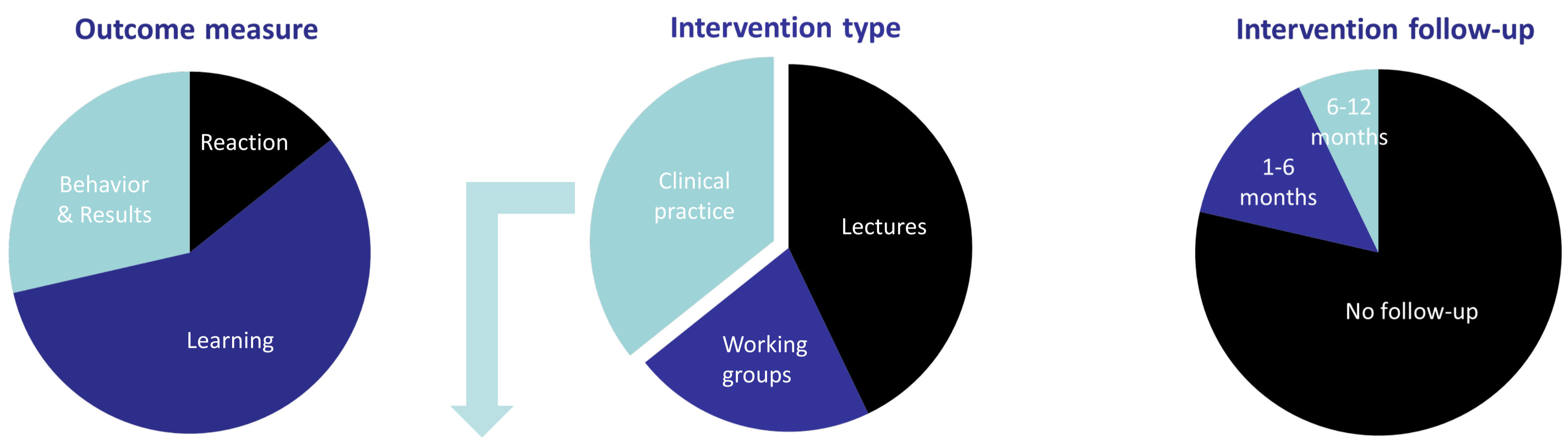
Adverse drug reactions (ADRs) contribute to unnecessary patient burden. Healthcare professional (HCP) have shown little awareness for ADR reporting and a limited number of multifaceted educational interventions have shown durable effects. By studying attitudes and knowledge in students, being our future healthcare professionals (fHCP), we hope to identify effective education interventions to promote pharmacovigilance in an early phase of their career.

Aim

Analyze the competencies on ADR-reporting in fHCP and explore educational interventions that promote pharmacovigilance.

Results

Search yielded 2387 unique hits, of which 14 intervention studies.



Auteur (year)	fHCP	Intervention	Outcome	MERSQI-score	Clinical value
Schutte (2017)		Assessments of ADR-reports, submitted to the pharmacovigilance center.	High quality student assessments and significant increase in student pharmacovigilance awareness.		
Christensen (2011)		Detecting and reporting ADRs through direct questioning drug users in a pharmacy setting.	Forty five ADRs, possibly linked to ibuprofen use, were reported.		
Durrieu (2010)		Standard 2-year clinical internship.	Students perception of risk of ADRs are modified after clinical training.		
Sullivan (2008)		Collecting and documenting ADR-data in a hospital setting.	Significant increase in number of documented ADRs.		
Armando (2003)		Identification of ADRs in a pharmacy setting.	Students are non-inferior to pharmacist in identifying ADRs.		



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Conclusions:

Educational interventions are unsuccessful in promoting pharmacovigilance in fHCP:

- Inferior outcome measures
- Outdated educational methods
- No long-term effects

Pharmacovigilance education requires:

- Real and legitimate interventions
- Clinical practice & clinical value

Methods

A literature review and snowball search method was performed in the PubMed, EMBASE, PsycINFO, Cochrane, CINAHL and ERIC databases. Included articles were reviewed and the study quality was assessed using the MERSQI instrument.