

# Reflective Paedagogy Paradigm Learning Improves Pharmacotherapy Competence

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Pharmacy lecturer from Universitas Sanata Dharma (USD) Yogyakarta, Yosef Wijoyo, S.Si., Apt., M.Si., has earned a doctorate after successfully maintaining his dissertation in an open promotional doctoral examination at Universitas Gadjah Mada's Faculty of Medicine on Monday (22/2). In front of team of examiners, Yosef Wijoyo submitted his research entitled *Development of Learning Strategy based on Reflective Paedagogy Paradigm to Increase Competence in Pharmacotherapy and Information Communication Skills and Education of Students in Pharmacy Profession*.

Yosef said currently society demanded the real act of pharmacists in health services among pharmacist' and community. To be able to do the standard services, pharmacists should have pharmacotherapy competence and communication. They are expected to have good knowledge on drugs, able to give descriptions and purpose of drugs, drug storing, side-effects as well as solution. "Pharmacists have to have information on the importance of having prescribed regular medication as well giving suggestions when asked," he said.

The performance of pharmacists, however, is still under the standard services of pharmacists. There is still the impression that pharmacists are not yet professional as they have no good command of pharmacotherapy competence and communication skills. "Strengthening of pharmacotherpay competence and communication skills of students in pharmacy profession is very much needed," he said.

To increase the competence, development of reflective paedagogy paradigm based learning is



needed that can develop the personality of student. It works by forming the student's personality through exposure to an experience of a humanistic value, later the student will be facilitated with questions in order that they can reflect on such experience.

The implementation of learning strategy based on reflective paedagogy paradigm can increase pharmacotherapy competence and skills for pharmacist profession students.

According to Yosef, this was based on the research he conducted at Faculty of Pharmacy USD. There were 68 students undertaking pharmacy studies and all lecturers at that Faculty participating in the research. He found out that lecturers' knowledge on reflective paedagogy paradigm learning strategy had increased significantly, but in terms of implementation, still stagnant.

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