



FACULTY OF PHARMACY STUDENT WORKSHOP 26 REPORT

10th of March 2026



Science and knowledge are the truest guides for everything in the world—for civilization, for life, and for success.

Mustafa Kemal Atatürk

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INTRODUCTION

The quality of services provided in the healthcare sector is determined not only by the generation of knowledge but also by how effectively this knowledge is applied in practice. From this perspective, pharmacy education stands out as a holistic field where theoretical knowledge is supported by real-life experiences. In this context, pharmacy internships represent a crucial learning process in terms of drug preparation, storage, prescription interpretation, establishing effective communication with patients, and mastering pharmacy operations.

The Student Workshop '26, held within this framework, created an environment where internal and external stakeholders could come together to share their experiences and observations regarding the internship process. The views expressed during the workshop highlighted not only the challenges encountered during internships but also opportunities for improvement. Furthermore, the outcomes highlight the need to strengthen the practical component of pharmacy education while emphasizing the decisive role of stakeholder interaction in this process.

We extend our gratitude to the professional representatives, academics, and students who contributed to the workshop and enriched its content by sharing their experiences. We believe this collaborative effort will contribute to the development of pharmacy education and serve as a guiding framework for decision-makers.



Prof. Dr. H. Ozan GÜLCAN

Dean of the Faculty of Pharmacy, Eastern
Mediterranean University

On behalf of our Faculty, I would like to express my great honor and joy in sharing the report of the “Student Workshop 2026,” organized by the Faculty of Pharmacy at Eastern Mediterranean University on March 10, 2026. Our Faculty, which began its educational activities in 2011, has continued its academic work in accordance with contemporary pharmacy education standards. I would like to sincerely thank the academic and administrative staff of the EMU Faculty of Pharmacy for their contributions to this journey, which could only be realized through the unwavering dedication of a large family to their profession and the institution they serve. Just as we take pride in the achievements we have attained so far, we continue our work with the awareness that we must embark on the task of passing on the legacy we have received to future generations with the same seriousness and determination. Our primary goal is to elevate our educational standards above contemporary levels. Guided by these sentiments, we are pleased to note that we have launched our “Student Workshops” in close consultation with our students.

Our focus for 2026 has been our internship projects. Building on the experience we have gained, our primary goal was to address the current challenges we face. In our subsequent session, we discussed together what steps needed to be taken regarding the issues raised and which solutions could be effective in overcoming the difficulties encountered. A valuable report emerged from these discussions, and we chose to publish it alongside this book. Based on the findings, we highlighted the positive contributions that university units, our faculty, and our academic and administrative staff could make in collaboration with other representatives.

We hosted many people from a wide range of different professional groups. In this regard, I would like to thank Ms. Pharm. Duygu Adahan Kuran, President of the Turkish Cypriot

Pharmacists' Association, and Ms. Pharm. Bahar Nurluöz, a member of the board of directors, for their contributions to our work. Similarly, I would like to extend my heartfelt thanks to the community pharmacy pharmacists who enlightened us with their participation and valuable insights: Ms. Dr. Pharm. Eylem İlkaç Körçeğez, Ms. Pharm. Esra Halkın, and Ms. Pharm. Rana Salamah Yontar, as well as Ms. Pharm. Yenay Altıntaş, who serves at the Gazimagusa State Hospital Pharmacy. I would also like to extend my heartfelt gratitude to the highly valued faculty members of our department and the student representatives from the 3rd, 4th, and 5th grades who have gained internship experience.

A special thank is undoubtedly to our faculty's academic staff member, Dr. Ertuğrul Özbil. The dedication he has shown for over a decade in archiving our students' internship documents and guiding our students, along with the meticulousness of his work, deserves the highest praise.

Dr. Jülide Erdal Üngör, who provided us with great support during last year's strategic planning workshop, did not leave us alone in this endeavor either. We cannot thank her enough for the valuable contributions she made through the questions she posed to all participants, the development of the answers, and most importantly, the preparation of this report. We hope to successfully carry out many more projects with her.

I would also like to extend my heartfelt thanks to our faculty's esteemed secretaries, Ms. Sedef Dağyaran and Ms. Nazen Cancuri, who assisted us both before and during the workshop; to our valued assistants, Ms. Sultan Öğmen and Ms. Gizem Kinel; and to our faculty administrative director, Ms. Emine Ertoprak.

As I mentioned earlier, the organization of this meeting—held with the participation of representatives from both internal and external stakeholders—is the result of an intensive effort spanning from the initial concept to its implementation. The outcomes achieved represent the translation of our accumulated knowledge into words. Given that the topic is internships and that the internship program is an indispensable component of pharmacy education, there are, of course, numerous parameters in this ever-evolving field that require improvement and where solutions can be proposed by both internal and external stakeholders. As a key faculty of health sciences at EMU, the only state university established by law in the Turkish Republic of Northern Cyprus, the Faculty of Pharmacy closely monitors the evaluations regarding internships by the Higher Education Council (YÖK), the Higher Education Accreditation Council (YÖDAK), the Turkish Pharmacists' Association (ECZAK-DER), and other

accrediting bodies. Particularly, following the European Union Harmonization Laws initiated after 1995, the concept of internships in education has become a standard practice in many developed countries.

Based on these evaluations, our pharmacy faculty students have assessed their internship activities—primarily mandatory community pharmacy internships—and clearly articulated the areas needing improvement or further development during our meeting. Similarly, our representatives from community and hospital pharmacists have clearly articulated their expectations of the student interns in plain language. As academics, we have also seized the opportunity to evaluate the necessary updates to our internship courses based on the information we have gathered.

In this report, which I believe will be a pleasure to read, the areas requiring improvement and potential solutions have been discussed together. Additionally, participants were given the opportunity to freely express their personal views through an additional feedback page.

It is an indisputable fact that the workshop we conducted and its results will guide the new steps we take. On this occasion, I express my hope that our workshop and its results will make significant contributions to our education.

Sincerely



Pharmacist Duygu Adahan Kuran

President of the Turkish Cypriot
Pharmacists' Association

The Student Workshop '26, hosted by the Faculty of Pharmacy at Eastern Mediterranean University, provided a valuable platform for addressing key topics related to internship activities in pharmacy education and the development of the profession from a multifaceted perspective. On behalf of the Turkish Cypriot Pharmacists' Association, I was greatly pleased to participate in this meaningful workshop and to contribute to this platform.

The development of the pharmacy profession depends on the advancement of a strong educational infrastructure and professional practice areas within a complementary framework. In this context, internship activities constitute one of the most critical educational stages where students integrate their theoretical knowledge with professional practice and directly experience the responsibilities of the profession.

One of the most valuable aspects of the workshop was the opportunity to evaluate students' views and expectations regarding their educational processes alongside the experiences and observations of practicing professionals in the field, all within the same platform. The convergence of the student perspective with experience drawn from professional practice has created an important collaborative evaluation environment for the development of pharmacy education. Such platforms contribute to strengthening the link between education and professional practice and help prepare future pharmacists for the profession with greater competence.

As the Turkish Cypriot Pharmacists' Association, we view supporting the development of pharmacy education and contributing to the enhancement of internship processes as an important part of our professional responsibility. In this regard, we believe that the constructive communication and collaboration environments established between academia and

professional representatives make significant contributions to the development of educational processes.

I would like to thank **Prof. Dr. H. Ozan Gülcan**, Dean of the Faculty of Pharmacy at Eastern Mediterranean University, the faculty members, all the students who contributed, and the professional representatives who shared their experiences for their efforts in organizing this valuable event.

I believe that the views and recommendations presented at this workshop will contribute to the development of pharmacy education, and I hope that similar platforms will continue to grow and expand.



Dr. Jülide Erdal Üngör
Workshop Moderator
EMU Strategy and Project Development
Coordinator

I was delighted to serve as a moderator at the “Student Workshop ’26” organized by the Faculty of Pharmacy at Eastern Mediterranean University. The workshop was highly productive as it provided an opportunity to comprehensively assess the current situation by bringing together students’ internship experiences, academic perspectives, and field observations from representatives. The broad range of participants—including representatives from the Turkish Cypriot Pharmacists’ Association, academics, community and hospital pharmacists, and students from various grade levels—gave the workshop a participatory and multi-voiced character.

Throughout the workshop, professional representatives, academics, and students shared their views and recommendations within a systematic framework, identifying areas that need improvement in internship processes. Furthermore, participants did not merely identify problems but developed concrete and actionable solutions from a holistic perspective and established a roadmap for the short and medium term. The participants’ open communication and high motivation to contribute significantly enhanced the value of the outcomes.

I would like to extend my heartfelt thanks to esteemed mentor, **Prof. Dr. H. Ozan Gülcan**, who led the implementation of this valuable initiative and propelled the process forward with his vision and solution-oriented approach. I would also like to thank all stakeholders who contributed to this process. I sincerely believe that the areas for improvement and proposed solutions identified during the workshop will be translated into concrete actions in the coming period.

PURPOSE OF THE WORKSHOP

Organized by the Faculty of Pharmacy at Eastern Mediterranean University, the Student Workshop '26 was held with the aim of enhancing the effectiveness of internship processes—a fundamental component of pharmacy education—and identifying areas for improvement.

In this context, the workshop aimed to conduct a multidimensional assessment of the current situation by bringing together students' experiences in internship processes, an academic perspective, and field observations from representatives. Identifying the issues arising in internship practices was not the sole objective; prioritizing these issues and developing feasible solution proposals were also among the workshop's primary goals.

The outcomes of the workshop were intended to strengthen the connection between theory and practice in pharmacy education, enhance students' professional competencies, and establish sustainable improvement steps capable of adapting to the evolving dynamics of the healthcare sector.

WORKSHOP METHODOLOGY

The workshop process was conducted using a structured method that prioritized participant diversity. In line with the theme “problems students face during their internship processes and proposed solutions,” identified under the leadership of the pharmacy faculty, a broad participant profile representing various stakeholders was established.

In this context, the workshop included representatives from the Turkish Cypriot Pharmacists’ Association, academics, community and hospital pharmacists, and students from various grade levels, thereby creating a multifaceted evaluation environment. To ensure participants could contribute effectively to the process, the workshop topic was shared in advance, and they were encouraged to prepare accordingly.

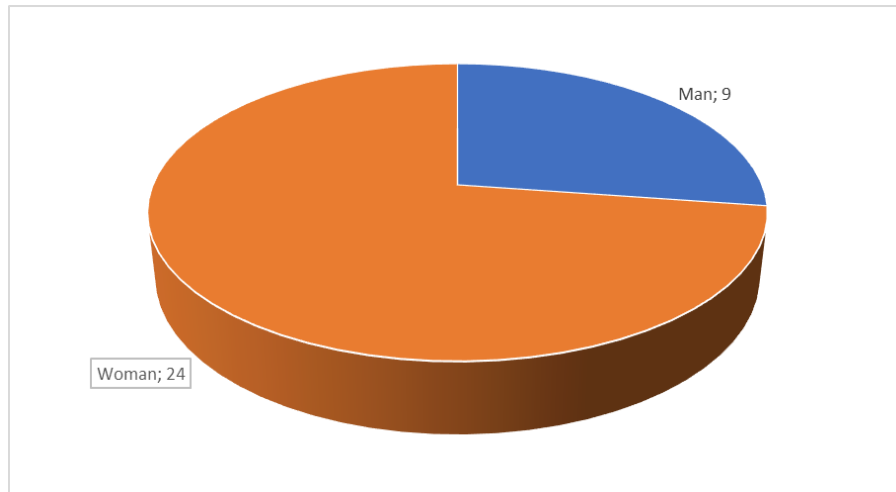
During the workshop, the nominal group technique was employed to ensure that participants’ views were presented systematically and equitably. Through this method, individual assessments were collected, developed within a collaborative discussion setting, and subsequently prioritized via a voting process.

This structured approach enabled both the balanced reflection of diverse stakeholders’ perspectives and the analytical evaluation of the results. Thus, the workshop was successfully concluded as an effective process conducted in a participatory and systematic manner, with outcomes transformed into concrete and actionable recommendations.

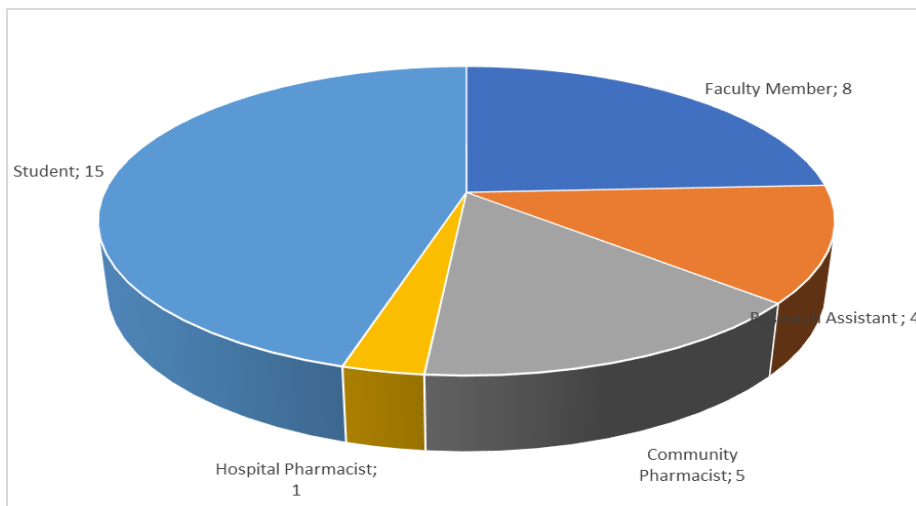
PARTICIPANT PROFILE

The workshop was conducted with a total of 33 participants representing both internal and external stakeholders. The distribution of participants by stakeholder type and gender is provided below.

Gender-Based Distribution of Participants



Stakeholder-Based Distribution of Participants



WORKSHOP RESULTS

Internships are a crucial process for pharmacy students to apply their theoretical knowledge in the field and experience the dynamics of the profession. Issues identified regarding the internship process by the stakeholders—students, academic staff, and pharmacists—were addressed. Subsequently, proposed solutions for the most critical issues were evaluated.

ISSUES IDENTIFIED REGARDING THE INTERNSHIP PROCESS

- 1.** Pharmacists' lack of sufficient knowledge regarding the internship process
- 2.** Insufficient internship orientation for students
- 3.** Failure to convey information about the pharmacy profession to students
- 4.** Inconsistency between theoretical and practical knowledge
- 5.** The pharmacist not taking the student seriously
- 6.** The pharmacist's failure to engage sufficiently with the student
- 7.** The student's lack of self-confidence
- 8.** The student not being given enough responsibility
- 9.** The lack of a job description for the pharmacy intern
- 10.** The pharmacist not supervising the apprentice
- 11.** Failure to pay the pharmacy intern
- 12.** Lack of information provided by the faculty regarding the internship
- 13.** Hospital and industrial pharmacy not being counted toward the required internship days
- 14.** Inconsistencies between regulations and practice
- 15.** Difficulties students face in the arrangement of practice site
- 16.** Differences in national regulations
- 17.** The student having an ineffective internship
- 18.** The faculty's failure to adequately supervise the student at the internship site
- 19.** The pharmacist not having enough time for the student
- 20.** Inadequate physical conditions
- 21.** The pharmacy intern's low motivation
- 22.** Lack of evaluation reports
- 23.** Student seriousness deficiency in practice
- 24.** Failure to inform students that flexibility may be possible during the internship process in pharmacies
- 25.** The student's lack of awareness of the benefits they can gain from the internship
- 26.** Language-related issues
- 27.** The student's reactive and emotional approach

28. The pharmacist's lack of knowledge regarding customer management and motivation
29. Resistance shown by the parties involved in the inspection (pharmacist and student)
30. The imbalance between the number of pharmacies and the number of students
31. The Pharmacists' Association's failure to supervise internships according to protocols
32. The lack of seriousness regarding report writing
33. Insufficient number of faculty members
34. The ineffective implementation of the internship evaluation process
35. Communication problems between pharmacists and students
36. The student's transportation issues
37. The pharmacist's and student's approach to unethical issues

Among the issues identified by participants, the following were determined through a vote to be of critical importance and requiring urgent solutions.

ISSUES OF CRITICAL IMPORTANCE REQUIRING IMMEDIATE SOLUTIONS

1. Ineffective implementation of the internship evaluation process
2. The pharmacist's failure to adequately engage with the student
3. Failure to pay the pharmacy intern
4. The pharmacist's lack of time for the student
5. Insufficient supervision of faculty students at the internship site
6. The lack of a job description for the pharmacy intern

Solution proposals addressing critical issues requiring urgent resolution have been identified.

SOLUTION PROPOSALS

1. Monitoring the weekly reporting process
2. Checking the pharmacist's availability prior to the internship
3. Maintaining a balanced number of interns
4. Revision of the pharmacist evaluation system
5. Review of the internship logbook by the pharmacist
6. Making the evaluation system more objective

7. Effective feedback regarding the internship process
8. Strengthening the relationship between the pharmacy and the university
9. Conducting scheduled meetings between the pharmacist and the intern
10. Review of regulations regarding payment
11. Preparing an internship guide
12. Pharmacists providing feedback to the faculty
13. Conducting a portion of internship exams orally
14. Increasing patient education competitions
15. Setting the passing grade for internship courses to '70' (current grade is '50')
16. Regular training for preceptors (pharmacists)
17. Including job descriptions for pharmacists and pharmacy interns in theoretical internship courses
18. Increasing the pharmacist's role in the evaluation process
19. Transition to a digital evaluation process
20. Informing the pharmacist about the internship process
21. Revision of the internship evaluation form
22. Preparing the report in a thorough and comprehensive manner
23. Transferring reports to a digital platform
24. Preparation of guidelines by the Pharmacists' Association
25. Incorporating case analysis and prescription reviews into the evaluation process
26. Preparation of a 'checklist' for pharmacists and interns
27. Conducting the evaluation process in a closed setting
28. Rewarding successful student interns
29. Evaluation of case analyses and prescription reviews by academics
30. Preparation of internship training videos
31. The Dean's Office contacting the Ministry of Health regarding payment
32. Conducting a pre-internship interview
33. The pharmacist conducting evaluations at regular intervals during the internship
34. Active involvement of the Pharmacists' Association
35. Allowing a portion of the Pharmacists' Association's funds to be used for students
36. Inclusion of penalties in the regulations regarding payments

37. Involving the pharmacist in the evaluation process during the weekly reporting cycle
38. Evaluation questions should be more realistic and practice-oriented
39. Using the bonus system as an incentive tool
40. The job description should be prepared with due care
41. Transferring pre-made templates to a digital platform

The list of suggestions has been voted on by participants, and the suggestions that should be implemented as a priority are listed below.

PRIORITY SOLUTION RECOMMENDATIONS

1. Preparation of an internship guide
2. Regular training sessions for preceptors (pharmacists)
3. Transition to a digital evaluation process

CONCLUSION AND EVALUATION

The findings obtained during the workshop reveal that there are areas for improvement in the current structure of pharmacy internship processes based on operational practices. Issues such as the ineffective implementation of internship evaluation processes, insufficient pharmacist-student interaction, unclear job descriptions, lack of compensation for interns, and limited faculty oversight mechanisms have emerged as critical problem areas. These findings indicate that internship processes must be addressed not merely through individual effort but through a systematic and institutional approach.

Furthermore, the solutions proposed during the workshop are of great value in that they demonstrate that the problems were not merely identified but that feasible and sustainable solutions were also put forward. In particular, the prioritization of recommendations such as the preparation of an internship guide, the regularization of preceptor (mentor pharmacist) training, and the transition to digital evaluation systems is crucial for the standardization, transparency, and traceability of the process. These recommendations will contribute to reducing the disconnect between education and practice and to establishing a more systematic structure for internship processes.

Another key outcome of the workshop is the strong emphasis on the fact that improving the quality of pharmacy education is only possible through the active participation and collaboration of all stakeholders. Bringing together students, academics, pharmacists, and professional organizations on a common ground not only facilitates a more accurate analysis of existing issues but also ensures that the developed solutions are effectively implemented in practice.

In conclusion, the outcomes obtained within the scope of the Student Workshop '26 provide an important roadmap for the restructuring of pharmacy internship processes and the strengthening of professional education. Once the evaluations and recommendations included in this report are considered by all relevant stakeholders and translated into concrete actions, they will make significant contributions to both improving the quality of education and preparing future pharmacists to enter the profession in a more well-equipped, informed, and competent manners. In this regard, it is of great importance to regularly maintain similar participatory platforms and adopt a continuous improvement approach based on the outcomes

achieved.

In parallel with the priority solutions, the following timeline has been proposed for the implementation of the targeted parameters:

- Preparation and finalization of the internship guide prior to the start of the 2026/2027 Fall semester. Additionally, the final version of this guide will be made available on the faculty website and kept up to date.

- Conducting preceptor training sessions every April. In this regard, an event in collaboration with Turkish Cypriot Pharmacists' Association is planned for April 4, 2026. Furthermore, it is proposed to determine the topics for preceptor training in consultation with community pharmacy pharmacists during the fall semester of each academic year.

- A digital system enabling the preceptor to conduct evaluations and grading is planned to be developed prior to the start of the Fall 2026/2027 semester.

PARTICIPANTS

NO	EXTERNAL STAKEHOLDERS	ROLE
1	Pharmacist Duygu Adahan Kuran	President of the Turkish Cypriot Pharmacists' Association
2	Pharmacist Bahar Nurluöz	Member of the Board of Directors, Turkish Cypriot Pharmacists' Association
3	Pharmacist Yenay Altıntaş	Pharmacist at Gazimağusa State Hospital
4	Dr. Pharm. Eylem İlktaç Körceğez	Community Pharmacy Pharmacist - Ada Pharmacy
5	Pharmacist Esra Halkın	Community Pharmacy Pharmacist - Halkın Pharmacy
6	Pharmacist Rana Salamah Yontar	Community Pharmacy Pharmacist - Rana Pharmacy
INTERNAL STAKEHOLDERS - FACULTY OF PHARMACY FACULTY MEMBERS AND ASSISTANTS		RESPONSIBILITIES
7	Prof. Dr. H. Ozan Gülcan	Dean
8	Assoc. Prof. Dr. Mehmet İlktaç	Vice Dean
9	Assistant Professor Dr. Jale Yüzügülen	Vice Dean
10	Assoc. Prof. Dr. Emre Hamurtekin	Faculty Member
11	Assoc. Prof. Dr. İmge Kunter	Faculty Member
12	Assistant Professor Dr. E. Dilek Özyılmaz	Faculty Member
13	Assistant Professor Dr. Leyla Beba Pozharani	Faculty Member
14	Instructor Mustafa Akpınar	Faculty Member
15	Dr. Pharm. Açelya Mavideniz	Research Assistant
16	Dr. Pharm. Beste Atlı	Research Assistant
17	Dr. Ertuğrul Özbil	Research Assistant
18	Pharmacist Nesrin Öztinen	Research Assistant
INTERNAL STAKEHOLDERS - PHARMACY FACULTY STUDENTS		RESPONSIBILITY
19	Emirhan Tuğal	Faculty Representative of the Turkish Pharmacists' Association Youth Commission, 3rd-Year Student
20	Ecem Kazan	TPA Youth Commission Treasurer and Faculty Coordinator for Social Projects, 4th-Year Student
21	Celile Öngörür	Faculty Coordinator for Education and Outreach, Youth Commission of the Turkish Pharmacists' Association; 4th-Year Student
22	Adak Atakan Şener	Faculty Coordinator for International Relations, Youth Commission of the Turkish Pharmacists' Association, 3rd-Year Student
23	Ada Cankoy	4th-Year Student
24	Bedriye Beril Afşin	4th Grade Student
25	Çisem Katılmış	5th Grade Student
26	Efe Aktan	4th Grade Student
27	İrem Nural	5th Grade Student
28	Mustafa Balcıoğlu	4th Grade Student
29	Melek Deniz Akı Eke	3rd Grade Student

30	Neginalsadat Shahzeidi	4th-Grade Student
31	Selenay Aladađlı	5th Grade Student
32	Yađmur Aktaş	5th Grade Student
33	Yaren Karayel	5th Grade Student

PARTICIPANT FEEDBACK

Assoc. Prof. Dr. MEHMET İLKTAÇ
Vice Dean



This workshop was organized to evaluate the challenges students face during their internships and develop solutions to address these issues. It aimed to strengthen communication between the faculty and professional stakeholders to contribute to the more efficient implementation of internship programs. As internal stakeholders, faculty members and students from the EMU Faculty of Pharmacy participated in the workshop; external stakeholders included representatives from the Turkish Cypriot Pharmacists' Association and practicing pharmacists representing the profession. In this context, both the educational and professional practice dimensions of the internship process were examined from the perspectives of various stakeholders.

As the Vice Dean of the EMU Faculty of Pharmacy, I also participated in the workshop and had the opportunity to closely follow the discussions and shared views. Throughout the workshop, a highly interactive communication environment developed among the participants, and all attendees were able to express their views and thoughts openly. This situation significantly contributed to the mutual understanding of different experiences and expectations regarding the internship process.

During the workshop, students had the opportunity to voice the challenges they faced during their internships, their expectations, and the practices they wished to see improved. Similarly, community pharmacists shared their views on the situations they encountered while working with student interns, their professional expectations, and the aspects they deemed necessary for conducting the internship process more efficiently. In this way, while students gained the opportunity to better understand the pharmacists' perspective, the pharmacists also gained direct insight into the students' complaints and suggestions regarding the internship process.

This environment of mutual communication contributed to fostering empathy between the parties and developing a shared understanding aimed at improving internship practices. Additionally, various recommendations were put forward to ensure that internship practices—an important component of the professional education process—are conducted in a more systematic, efficient, and sustainable manner.

From the perspective of the faculty administration, the workshop proved highly beneficial in clearly identifying the issues frequently encountered during the internship process and discussing potential solutions. The feedback received from stakeholders served as a crucial data source for enhancing internship practices and making students' professional education processes more effective.

In conclusion, this workshop contributed to strengthening communication and collaboration between students and professional stakeholders; it also provided a constructive forum for discussing improvements to internship practices. I believe that such stakeholder-involved events will make significant contributions to enhancing the quality of pharmacy education

and strengthening the connection between professional practice and academic education. I would like to thank everyone who contributed to the organization and participated in the workshop, particularly our Faculty Dean, Prof. Dr. H. Ozan Gülcan, and Dr. Jülide Erdal, who served as the moderator.

Assoc. Prof. Dr. EMRE HAMURTEKİN
Faculty Member



I believe that the workshop, held with the participation of our Pharmacy Faculty students, faculty members, DÖSAP staff, and Turkish Cypriot Pharmacists' Association, was successful and achieved the desired goal by leading to significant outcomes, serving both as a self-assessment and a platform for sharing stakeholder perspectives. I have attempted to summarize my impressions and views from the workshop below:

1- It was made very clear by the participating students that our faculty's students have certain expectations regarding internships. I believe that certain points among these need to be emphasized.

a) They believe that the pharmacists with whom they are interning should share more information with them. While participating in the pharmacy's routine operations, they highlighted a need for more information regarding medication knowledge, disease knowledge, approaches to common symptoms and complaints, communication between pharmacists and the pharmacy warehouse, and health regulations. I believe the following steps should be taken (within available resources):

- It is important to take initiatives to boost the motivation of pharmacist colleagues who accept interns. Meetings and workshops should be organized with EMU, Turkish Cypriot Pharmacists' Association, and the Ministry of Health to discuss the feasibility of this goal and how it would be implemented if deemed appropriate.

- It is important for our academic staff to visit the pharmacies where our students are completing their internships and to conduct pharmacist-academic-student meetings within the pharmacy for a set number of hours each week.

- It would be appropriate to prepare a checklist of objectives that students must achieve by the end of their internship before they begin their internship.

- I believe it is necessary for students to include in their final internship reports an assessment of their own shortcomings (self-evaluation), so that these gaps can be addressed by the relevant faculty members.

b) Organizing continuing education seminars and informational meetings for the responsible pharmacists at the pharmacies where internships are conducted, and ensuring our pharmacists' participation in these meetings

2- It has become clear that the internship evaluation system implemented at our faculty also needs to be reviewed. I would like to share some points I believe should be addressed

for this purpose.

- a) Internship exams should be conducted over an extended period in the form of face-to-face oral and practical exams by panels composed of faculty members and practicing pharmacists, and this evaluation should take place at our faculty's teaching pharmacy
- b) Submission of pharmacist evaluation grades in internship reports to the faculty in sealed envelopes,
- c) For students completing internships abroad, arranging for them to be in contact with the pharmacists where they are interning to prepare interim reports on the student
- d) Clearly defining the percentage contributions of the student's internship report, the pharmacist's evaluation report, and the oral exam score to the final internship grade, with the oral exam score constituting at least 50%

3- It has also been determined that the Turkish Cypriot Pharmacists' Association should assume a more active role in pharmacy internships.

4- In addition to community pharmacy internships, hospital internships should be added and made mandatory, considering future potential employment opportunities and needs; our faculty's academics should actively take roles in the field regarding the monitoring and evaluation of these internships,

5- I firmly believe that the active participation of our faculty members in the process (during the monitoring and evaluation stages) is an absolute necessity for internships to be conducted appropriately and effectively. Given the responsibilities and workload this entails, it will be necessary for the EMU administration to implement certain arrangements to compensate the faculty members involved for their efforts. For this reason, I believe it is essential for EMU administration to act as a stakeholder and provide support in this process.

I believe this was a workshop that yielded very important and beneficial outcomes. I think that organizing another meeting on the same topic to share the workshop's outcomes and objectives, and to establish a roadmap for achieving these goals, would complement the benefits of the first workshop.

Assoc. Prof. Dr. İMGE KUNTER
Faculty Member



The student workshop we held at our faculty on March 10, 2026, was much more than a typical meeting for me; it was a vibrant gathering of collective wisdom where I both contributed to the maturation of ideas and actively participated—a session brimming with ideas, lively discussion, and moments that made one exclaim, “Yes, that’s exactly the issue!” The main topic of the discussion was internships, but the best part was that we didn’t just view the issue as “there’s a problem with internships”; instead, we discussed how we could make this process fairer, more transparent, and truly educational.

The most enjoyable aspect of the workshop was that we were able to view the same problem not through a single lens, but from a panoramic perspective. Students shared their own experiences; our alumni, drawing on nearly a decade of experience gained in the field

as independent and hospital pharmacists, presented “snapshots of real life”; and representatives from the professional association added a more institutional framework to the discussion. Thus, it became clear that some internship issues were actually no surprise to anyone—they were simply described using different words.

With Dr. Jülide Erdal’s professional and smooth moderation, we had a highly productive brainstorming session. We generated over forty proposed solutions to the issues raised. It was emphasized that preparing guidebooklets clarifying exactly what is expected of both students and pharmacists is crucial. In a way, we tried to bring order to the question: “Who will do what, when will they do it, and why can’t anyone read each other’s minds?”

From my perspective, this workshop was a productive and enjoyable gathering where solutions were shaped just as much as problems were discussed—serious yet not boring. Sometimes the best ideas emerge when everyone speaks openly at the same table.

Asst. Prof. Dr. E. DİLEK ÖZYILMAZ
Faculty Member



The student workshop held on March 10, 2026, at the EMU Faculty of Pharmacy served as an extremely important and productive platform for evaluating the current state of our Faculty’s internship processes, identifying fundamental challenges encountered in the field, and developing proposals as a solution. Conducted with broad stakeholder participation—including a high number of students, community pharmacists, and faculty members—the workshop ensured a multidimensional examination of internship practices. Based on participants’ evaluations, the weakest aspects of the internship program were identified as follows: the pharmacist not paying sufficient attention to the intern during the internship, the lack of compensation for the intern, the pharmacist not allocating enough time to the intern due to work overload, insufficient supervision, and the absence of a clear job description for the intern.

The solutions proposed at the workshop are considered highly appropriate, feasible, and systemic. In order of priority, the following were recommended: the preparation of an internship guide, the implementation of preceptor training, and the necessity of applying digital evaluation processes. Among these, the preparation of an internship guide stands out as a fundamental and urgent need. This is because a well-structured guide can significantly eliminate existing uncertainties by clearly outlining the intern’s duties and responsibilities, expectations from the internship, the preceptor’s role, and evaluation criteria.

When the workshop is evaluated with all these ideas in mind, a highly valuable feedback framework has emerged for our Faculty. The key step moving forward is to translate the identified issues and recommendations into concrete action plans. In this context, it was noted during the workshop that the Dean’s Office of our Faculty will assume the necessary responsibility. I would like to thank everyone who contributed to the workshop and extend my regards.

Asst. Prof. Dr. LEYLA BEBA POZHARANI
Faculty Member



I consider the internship workshop held on March 10, 2026, at the Faculty of Pharmacy, Eastern Mediterranean University—initiated and supported by our Faculty Dean, Prof. Dr. H. Ozan Gülcan, and coordinated by Dr. Jülide Erdal—to be a high-quality consultation platform that enables a more comprehensive examination of internship processes.

The gathering of the President and representatives of the Turkish Cypriot Pharmacists' Association, our alumni, faculty members, and students contributed to the meeting proceeding in a multifaceted, productive, and constructive manner. In particular, the fact that our students were able to directly express the difficulties they face during their internship and that our alumni and professionals in the field shared their views has helped us, as an academic institution, to see the problems encountered in the field more clearly. While various issues were raised and discussed during the meeting, I believe the following points are particularly important:

1. Strengthening communication and coordination with the Turkish Cypriot Pharmacists' Association:

One of the most frequently mentioned issues by our students has been the difficulties encountered in finding suitable internship placements. For this reason, I believe that the role the Turkish Cypriot Pharmacists' Association could play in establishing a more regular and structured communication mechanism between the university and the field would be beneficial. I believe that the coordination developed with the association could facilitate the process in terms of planning and directing internship placements.

2. Making the current internship flowchart more functional:

I believe it would be beneficial to transform the current internship flowchart into a brochure or short guide that is more understandable and easier for students to follow. This issue was also raised during the meeting and can be considered a practical step that can be implemented in the short term.

3. Digitizing internship application and tracking processes:

I believe that moving internship application and tracking processes to a digital platform is a critical need. This topic was also discussed at the meeting, and the process could begin by creating forms using practical tools like Google Forms in the initial phase.

In conclusion, I believe this workshop has made a significant contribution to making issues related to the internship process more visible, bringing together the perspectives of various stakeholders, and creating a foundation for solution-oriented evaluation. I believe that holding such meetings more frequently will strengthen communication and collaboration among stakeholders; it will also contribute to the development of internship programs in a more systematic, efficient, and sustainable manner.



Pharm. MUSTAFA AKPINAR
Instructor

On March 10, 2026, I participated in the “Pharmacy Faculty Student Workshop” held at the Faculty of Pharmacy as a lecturer with experience in community pharmacy practice. The focus of the workshop was to identify issues encountered during internship processes and to develop solutions for these issues. The participants represented a broad stakeholder group comprising students, community pharmacists, and academics. In this regard, the workshop provided a productive discussion environment that brought together diverse perspectives. During the meeting, issues were addressed through brainstorming, and various problems experienced in internship practices were brought to light with the contributions of the participants. One of the primary issues that particularly caught my attention and which I found significant is the lack of motivation among some pharmacy-owning pharmacists when it comes to transferring knowledge to student interns. Additionally, the fact that some pharmacists do not sufficiently understand what the faculty expects students to gain during the internship process has emerged as a significant communication and guidance gap.

Another significant problem is the students’ difficulty in integrating theoretical knowledge with practical experience. Additionally, the observed lack of motivation among students has been identified as one of the key factors affecting the effectiveness of the internship. The view that allowing students to see the internship evaluation report could create pressure on the pharmacist and negatively impact the objective evaluation process was also noted as a notable finding. Consequently, the idea that the evaluation process should be conducted in a more independent and confidential manner has gained prominence. A total of 41 solution proposals were developed using the brainstorming method to address the identified issues. While I believe all the proposed solutions are valuable, as a pharmacist and academic, the solution headings I found particularly important are as follows:

Revision of the grading system,

Preparing a comprehensive internship guide,

Conducting a specific portion of internship exams orally, Establishing a digital evaluation process,

Redesigning the internship evaluation form,

Including the pharmacist’s active evaluation contribution in the weekly reporting process.

At the end of the workshop, the three most important solutions were determined through a voting process from among the proposed solutions, demonstrating that the process was conducted in a participatory and democratic manner. In line with my overall assessment, this broad-spectrum initiative, which brought together students, independent pharmacists, and academics, has created an opportunity to view internship processes from a multifaceted perspective. The sharing of perspectives by different stakeholders on the same platform has significantly contributed to a more realistic understanding of the issues and the development of feasible solutions. In this regard, I believe the workshop was a highly beneficial and constructive event. I would like to thank everyone who contributed to the organization of this valuable and productive event, especially our Dean, Prof. Dr. Hayrettin Ozan Gülcan.

Dr. Pharm. AÇELYA MAVİDENİZ



The student workshop held on March 10, 2026, was a productive event that provided an opportunity to evaluate internship processes—which play a significant role in pharmacy education—from various perspectives. The gathering of different stakeholders contributed to a clearer identification of existing issues and the development of proposed solutions.

An examination of the issues raised during the workshop reveals that while internships are conducted within a specific framework, certain areas continue to experience shortcomings. In particular, the lack of clear definitions of interns' duties and responsibilities, along with the absence of standardized evaluation processes, are among the primary factors negatively impacting the efficiency of the process. Additionally, communication gaps and unclear expectations complicate the process for both students and pharmacist mentors.

When considering potential solutions, certain practices stand out as ways to make the internship process more structured and effective. Developing a comprehensive internship guide would be a crucial step toward clarifying the roles and responsibilities of all parties involved. Furthermore, providing regular preceptor (instructor pharmacist) training to strengthen pharmacists' instructional roles could enhance the educational quality of the internship. These trainings will help pharmacists develop their skills in communicating effectively with interns, using appropriate teaching methods, and motivating students.

Furthermore, incentivizing pharmacists who take on the preceptor role is of great importance. Certification systems could encourage pharmacists to approach this role with greater enthusiasm. As a result, the internship process could evolve from being merely a requirement into a more high-quality educational environment.

In conclusion, it is believed that this workshop has raised significant awareness regarding internship processes and offered concrete solutions. I believe that if the proposed recommendations are implemented; internships will become more efficient, well-planned, and student-centered. Continuing such events is of great importance for the development of professional education.

Dr. Pharm. BESTE ATLI



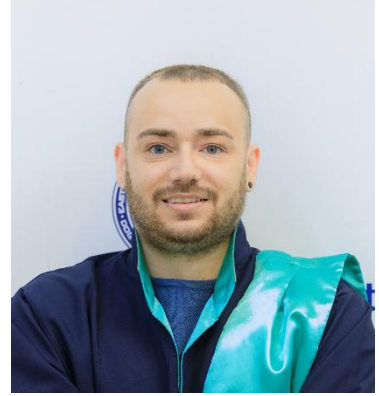
The student workshop held on March 10, 2026, at the Faculty of Pharmacy, Eastern Mediterranean University, was a highly productive and noteworthy event for evaluating internship processes—a crucial component of pharmacy education—and exchanging ideas regarding the future of the profession. The participation of not only students but also academic pharmacists, academics from various disciplines, community pharmacists, hospital pharmacists, and representatives of the Turkish Cypriot Pharmacists' Association contributed to presenting a multifaceted perspective.

The workshop's approach of openly addressing issues encountered during internship processes and having all participants vote to prioritize these issues was particularly appropriate. Among the issues receiving the most votes were the ineffective implementation of the internship evaluation process, pharmacists not showing sufficient interest in interns, the lack of compensation for pharmacy interns, pharmacists' time constraints, insufficient supervision, and the lack of clear job descriptions for interns. These issues clearly demonstrate that the internship should be viewed not merely as a requirement, but as an active component of the educational process.

In my opinion, the root of these issues lies in a lack of systematic structure. In particular, the ambiguity of job descriptions and the lack of standardized evaluation processes create an environment that fails to meet the expectations of both students and pharmacists. Additionally, failure to compensate interns is a significant factor that negatively impacts professional motivation.

Among the proposed solutions, the development of an internship guide, the regular conduct of preceptor training, and the transition to a digital evaluation system can be considered highly feasible and effective steps toward resolving these issues. In particular, the creation of an internship guide will serve as a roadmap for both students and pharmacists and help clarify expectations. Preceptor training, on the other hand, will strengthen pharmacists' educational role and contribute to a more efficient internship process. Thanks to digital evaluation systems, the process can be conducted in a more transparent, trackable, and objective manner. In conclusion, it is highly valuable that this workshop not only identified the issues but also facilitated the development of concrete and actionable solutions. It is anticipated that if the decisions made are implemented by the relevant institutions, the quality of pharmacy internships will improve and contribute more significantly to students' professional development. The continuation of such participatory and solution-oriented events holds great protractor the future of the profession.

Dr. ERTUĞRUL ÖZBİL



One of the most fundamental challenges pharmacy students face during their internship is the lack of a clear definition of the intern's duties and responsibilities. The absence of a clear job description creates uncertainty for both the student and the pharmacist, leading to an inefficient internship process.

One of the most effective steps toward resolving this issue is the development of a comprehensive and standardized internship guide. The internship guide should generally include the student's duties, responsibilities, and evaluation criteria. Additionally, the roles and obligations of pharmacists during the internship process must be detailed in this guide. Furthermore, it is important that the internship guide not remain merely a written document but be digitized and made accessible to all stakeholders. To enhance the guide's practicality, organizing brief informational training sessions for both students and pharmacists prior to the internship would also be beneficial.

Pharmacist NESRİN ÖZTİNEN



The student workshop held on March 10, 2026, was a highly beneficial event for evaluating internship processes—a crucial component of pharmacy education—from the perspectives of various stakeholders. The participation of students, academics, community pharmacists, hospital pharmacists, and representatives of professional organizations ensured that issues were addressed from multiple angles and enhanced the quality of discussions.

During the workshop, the identification of problems encountered during internships through a vote by participants contributed to clearly highlighting common problem areas. Among the most prominent issues are the ineffective implementation of the internship evaluation process, pharmacists' inability to dedicate sufficient time and attention to interns, the lack of any financial support for interns, oversight deficiencies, and the ambiguity of interns' job descriptions. These issues highlight the need for a more systematic and planned approach to the role of internships within the educational process.

In my assessment, deficiencies in communication and expectation management constitute a significant portion of these issues. While it is understandable that pharmacists cannot dedicate sufficient time to interns due to their demanding work schedules, it is also clear that this situation lowers the quality of education. Similarly, the lack of a clear definition of what interns are expected to do leads to an inefficient process.

Among the proposed solutions, the development of an internship guide, the regularization of preceptor training, and the transition to a digital evaluation system have the potential to offer more sustainable solutions to these problems. In particular, the use of digital systems will enable more consistent monitoring of the process. Additionally, increasing preceptor training will help pharmacists assume their educational role more consciously.

Overall, this workshop is considered highly significant both for bringing these issues to light and for offering a solution-oriented approach. I believe that if the outcomes are implemented, internship processes will become more efficient and more educational for students.

Dr. Pharm. EYLEM İLKTAÇ KÖRCEĞEZ
Ada Pharmacy



On March 10, 2026, a highly constructive and productive workshop was held at the EMU Faculty of Pharmacy with the participation of academics, community pharmacists, and pharmacy students. As community pharmacists, the challenges we face regarding internships and my proposed solutions are as follows:

1. Pharmacists' inability to devote sufficient attention to students during internships, with apprentices instead taking on this responsibility: Due to the intensity of their daily work routines, pharmacists are unable to allocate enough time to students. This situation occurs more frequently, particularly when we are required to accept more than one intern. It is important for pharmacists to be more diligent in this regard and make time for students.
2. The lack of a defined job description for pharmacy interns and the absence of a guide outlining the topics that should be demonstrated or taught to the student during the internship: This issue leaves both the pharmacist and the student adrift and hinders the standardization of internships across different pharmacies. The pharmacist does not know what to teach, and the student is unaware of the fundamental topics they need to learn. Preparing a guide on this matter could serve as a guide for both the pharmacist and the student.
3. Issues encountered during the evaluation process for students who have completed their internships: Student evaluation and grading documents are handed over to the student in an open format rather than via a sealed envelope. This places pressure on the pharmacist and creates an obstacle to an accurate evaluation. Additionally, students may occasionally contest the grades they receive here, leading to disputes. If the evaluation process were conducted digitally instead, pharmacists could make more objective decisions, and a more transparent feedback process could be established.
4. Insufficient university-pharmacist relations: This issue leads to a disconnect, particularly due to a lack of mutual understanding regarding the expectations of the different parties. Universities holding meetings with pharmacists regarding internships, training pharmacists on internship matters, and having pharmacists visited by academics at certain intervals would strengthen these relationships.

Pharmacist ESRA HALKIN
Halkin Pharmacy



I would like to emphasize that my participation in the EMU Faculty of Pharmacy Student Workshop 2026, hosted by the Faculty of Pharmacy at Eastern Mediterranean University on March 10, 2026, and focusing on internship activities in pharmacy education, was of immense value to me. This workshop, which brought together diverse perspectives, provided a productive environment where we could share our current knowledge and ideas both academically and professionally. Listening to the students' perspectives in this event helped us better envision the future of our profession, while collaborations and the exchange of ideas boosted my professional motivation. I believe that such inspiring events play a critical role in shaping the future of the pharmacy profession. I extend my gratitude to everyone who contributed, and especially to Prof. Dr. Hayrettin Ozan Gülcan, Dean of the Faculty of Pharmacy at EMU.

Pharmacist RANA SALAMAH YONTAR
Rana Pharmacy



The workshop held on March 10, 2026, between pharmacists and interns marked an important step toward strengthening the practical application of professional education. The suggestions and solutions discussed during the meetings not only identified existing issues but also highlighted the need for a more structured, efficient, and mutually transparent internship process. Topics such as strengthening communication, clarifying job descriptions, and increasing the active participation of interns emerged as key elements supporting professional development. Ensuring the continuity of such collaborative platforms will not only enhance the quality of pharmacy practice but also better prepare future pharmacists for the profession.

EMİRHAN TUĞAL
Student



Participating in this workshop was an extremely valuable experience for me, both in terms of professional awareness and personal motivation, as a student still at the very beginning of my pharmacy education. Throughout our educational journey, we go through various processes while trying to integrate theoretical knowledge with practice; however, we do not always have the opportunity to directly convey the challenges we face or our suggestions for improvement to the authorities.

Although I am a student who has only had a single internship experience, I found the opportunity to voice the shortcomings I observed and the challenges I faced during this short period on such a comprehensive platform for the first time. While we usually just discuss our issues among ourselves and move on, being listened to attentively by our faculty members and industry representatives here—with notes taken and solution-oriented questions asked—made us feel that our voices were truly being heard. This approach was not just a “listening” session; it was proof that students are viewed as genuine stakeholders in the process.

One of the most educational aspects of the workshop was being able to see not only our own perspectives as students but also those of practicing pharmacists. During my internship, I used to view situations solely through my own lens, but this platform gave me the opportunity to understand the expectations of the supervising pharmacists and the challenges they face within the system. This environment of mutual empathy demonstrated that we could find common ground to create a more meaningful internship experience. In particular, the fact that not only complaints but also actionable solutions were brought to the table, along with the commitment to follow through on these suggestions, has increased my hope for the future. As a student, being part of a process aimed at improving the quality of our education has strengthened my sense of belonging to my profession. In conclusion, I believe that this workshop—conducted in a sincere and constructive dialogue setting where diverse stakeholders came together—will elevate internship processes in pharmacy education to a much more productive level. The continuation of such democratic and solution-oriented events as a tradition will be one of the greatest contributions to our professional development as students.

ECEM KAZAN
Student



I was delighted to participate in the EMU Faculty of Pharmacy Student Workshop 2026, hosted by the Faculty of Pharmacy at Eastern Mediterranean University on March 10, 2026. The workshop, moderated by Dr. Jülide Erdal Üngör, addressed the topic of “Internship Activities in Pharmacy Education.” The productive discussions among students, academics, and industry representatives were highly valuable in terms of improving internship processes and strengthening professional education.

I believe this workshop, which once again highlighted the importance of practical experience in pharmacy education, represents a significant step toward contributing to students’ professional development. Being part of such a platform was very meaningful to me. I would like to thank everyone who contributed to this event.

CELİLE ÖNGÖRÜR
Student



First, I would like to thank our esteemed Dean and all the faculty members who made this possible, including me in this workshop. It was a great workshop. Although it was the first time it was held and had some shortcomings, it was a success. I would also like to thank our visiting pharmacists and the Turkish Cypriot Pharmacists’ Association president for taking the time to join us. From my perspective, it was a wonderful and productive workshop. It was a workshop where I could hear opposing viewpoints and listen to others’ ideas. Both sides had valid points. The important thing was to find a middle ground and a solution—and we found that solution together. I was particularly pleased about that. Once again, I would like to extend my sincere thanks to our faculty for inviting me to participate in this workshop and for listening to the concerns I raised and the solutions I proposed.

ADAK ATAKAN ŞENER

Student



I hereby present this report, which contains the strategic solution proposals and views I prepared regarding our professional future and the improvement of our internship standards, as part of the EMU Faculty of Pharmacy Student Workshop held on March 10, 2026.

During the practical phase of pharmacy education, it is essential to establish a concrete barrier against situations where students are made to perform tasks—such as courier work, dishwashing, serving tea and coffee, or cleaning duties—that are incompatible with the dignity of our profession. In this context, adding the "Intern Job Description" clauses to the acceptance form signed by the pharmacist and the intern on the first day of the internship, and having both parties sign off on these conditions with a "I have read and understood" declaration, is of vital importance for our professional integrity.

In line with our international career goals, aligning our school's internship education and evaluation system with European Union (EU) standards through our institution's visionary approach will elevate our graduates' global competitiveness to the highest level. Once these standards are met, the doors to countries like Canada—where graduates may be subject only to a professional licensing exam during equivalency processes—and EU member states will open much more easily for us. To achieve this goal, we believe the internship evaluation process must be restructured to include the OSCE (Objective Structured Clinical Examination), a centralized written exam, and a system where students analyze and enter one prescription per day into the school system with academic depth. This reform will not only train us as a "clinical force" but also certify our university's educational quality on the international stage. While these and other concerns I cannot fully address here persist, it is of great value to us that our senior professionals, the Dean's Office, and our esteemed faculty members listen to us carefully, grant us a voice, and provide the opportunity to negotiate our issues by sitting at the same table. Throughout this process, we did not merely convey our demands; by coming together with our professors and pharmacists, we had the chance to closely understand both the academic and the pharmacist's perspectives, engage in self-reflection, and gain entirely new visions.

I extend my deepest gratitude to our Dean's Office, our esteemed faculty members, and all our pharmacists—who have paved the way for student representation and a solution-oriented approach, invited us to the table as future colleagues, demonstrated a concrete commitment to change, and consistently kept their doors open to us whenever we faced an issue at the Faculty. I believe that with this shared vision, we will take our professional reputation and the quality of our education to new heights.

ADA CANKOY
Student



Participating in the workshop titled “Issues Encountered During Internships and Proposed Solutions,” organized for the first time by our university, was a truly unique experience for me. Since I had never had the opportunity to attend a workshop before, this event not only allowed me to approach the topic from different perspectives but also helped me see that the challenges students face during internships can be addressed within a broader framework. The discussions and shared views throughout the workshop highlighted that internship experiences involve not only individual but also common challenges and emphasized the importance of collectively generating solutions to these issues. After everyone shared their views on the challenges they faced during the internship, these issues were listed, and a vote was held to decide which ones to discuss. The results of the vote revealed that the most prominent issues were a lack of supervision, the pharmacist not paying sufficient attention to the intern, and the intern’s job description not being clear. We then exchanged ideas on potential solutions to these issues. Following the discussions, another vote was held, and the most supported solutions included better informing pharmacists and interns about the internship process and digitizing the evaluation process. Everyone shared their views on the challenges they faced during the internship.

BEDRIYE BERİL AFŞİN
Student



Pharmacy is a profession that relies not only on theoretical knowledge but also on the practical application of that knowledge. For this reason, internships are what transform pharmacy students into fully-fledged pharmacists. On March 10, 2026, a workshop titled “Issues Encountered During Internships and Proposed Solutions” was held at the Faculty of Pharmacy, Eastern Mediterranean University, to highlight the importance of this matter. The workshop was conducted from a broad perspective with the participation of faculty members and the Dean, the President of the Turkish Pharmacists’ Association, and numerous pharmacists and pharmacy students. The workshop began with students openly discussing the challenges they faced during their internships. Subsequently, the most common issues were identified, solutions were developed, and the most effective outcomes

were listed.

The most frequently cited internship issue was the ineffective implementation of the internship evaluation process. This issue was also the most striking topic for me. It led me to believe that it encompassed the other most common issues on the list and was the root cause of them. However, I believe that if the internship is effectively carried out from start to finish, leading to the intern gaining greater confidence within the pharmacy, this could resolve other issues such as the intern's lack of self-confidence or the pharmacist's reluctance to delegate responsibilities to the intern. It also became clear during the workshop that a few participants had not experienced this issue during their internships. These differences in internship experiences demonstrated that internships do not equally convey experience and knowledge to every student.

The most effective solution was the creation of an internship guide. It was suggested that specifying the learning outcomes interns should achieve weekly or throughout their entire internship in this accessible guide would serve as a roadmap for both the intern and the pharmacist. From my perspective, however, the aspect that deserves greater emphasis is the implementation of a digital evaluation process—for both the intern and the pharmacist, which is also listed among the most effective solutions. I believed that this system would ensure evaluations are more serious, realistic, and fair. I also believed that regularly conducting preceptor training would be a more powerful solution than any written document when it comes to implementing a practice like an internship.

In conclusion, I believe this workshop effectively addressed the challenges students face during internships and successfully developed practical solutions. The presence of students, academics, and pharmacists in the same setting highlighted the workshop's multifaceted perspective. I believe that through such meetings, students will be better prepared for their profession, and that fully competent pharmacists will be trained.

ÇİSEM KATILMIŞ

Student



1. Introduction

Pharmacy education is a professional training program that requires theoretical knowledge to be reinforced through practical application. In this context, internships are of critical importance for students to develop their professional skills. However, various structural issues exist in current internship practices, and this situation reduces the effectiveness of internships.

2. Current Issues

2.1 Ineffective Implementation of the Internship Evaluation Process

Systems for measuring the knowledge and skills students acquire at the end of an internship are inadequate. Evaluation is often superficial or viewed merely as a formality. This makes it difficult to objectively track the student's progress.

2.2 Lack of Sufficient Supervision by Pharmacists

It has been observed that, due to their heavy workload, pharmacists in the pharmacies where internships are conducted are unable to provide sufficient attention and guidance to interns. This negatively impacts the student's process of acquiring professional knowledge.

2.3 Lack of Time on the Part of the Pharmacist

Pharmacists struggle to allocate time to interns due to their daily workload, which prevents students from gaining sufficient experience in areas such as patient counseling, medication knowledge, and prescription evaluation.

2.4 Lack of Oversight

The lack of adequate oversight of pharmacies where internships are conducted leads to significant variations in internship quality. This situation results in an unequal learning experience among students.

2.5 Lack of Compensation for Intern Pharmacists

The lack of any incentives or compensation for pharmacists during the internship may, in some cases, lead to interns being viewed as an additional burden. This situation can indirectly reduce the attention given to interns.

2.6 Lack of a defined job description for the intern

The failure to clearly define the duties and responsibilities of interns leads to unplanned and inefficient work during the internship. This situation limits students' acquisition of professional skills.

3. Proposed Solution: Development of an Internship Guide

One of the most effective methods to address the issues mentioned above is for universities to prepare a comprehensive and standardized internship guide.

3.1 Purpose of the Internship Guide

The primary purpose of the internship guide is:

- To standardize the internship process
- To clarify the skills students must acquire
- To define the expectations between the pharmacist and the student
- To make the internship process more efficient and measurable

3.2 Content of the Internship Guide

a) Job Description and Responsibilities

The guide must clearly and explicitly state the intern's duties:

- Reading prescriptions and conducting basic evaluations
- Gaining knowledge about OTC medications
- Observing patient counseling under the supervision of a pharmacist
- Gaining knowledge about medication dosages and interactions

This ensures that the intern is not limited to performing only menial tasks.

b) Weekly Learning Plan

The internship process should be structured into weeks:

Week 1: Pharmacy operations and medication

categories
Week 2: Prescription system and dispensing

Week 3: OTC products and patient counseling

Week 4: Clinical knowledge and drug interactions

This system prevents the internship from proceeding haphazardly.

c) Education and Mentoring Process

The pharmacist should be encouraged to set aside a specific amount of time each week

for the intern.

- Short educational presentations
- Explanations based on daily cases
- Q&A sessions

This helps reduce the issue of “the pharmacist not showing interest.”

d) Evaluation System

A standard evaluation should be conducted at the end of the internship:

- The student’s level of knowledge
- Communication skills
- Professional interest

This evaluation form provides feedback to both the university and the student.

e) Monitoring Mechanism

The university should evaluate the pharmacies where internships are conducted at regular intervals:

- Student feedback should be collected
- If necessary, the pharmacy should be changed

This system reduces the problem of lack of oversight.

f) Incentive System

For pharmacists who train interns:

- Certificate of appreciation
- Academic collaboration
- Small incentives (e.g., a complimentary OTC product) This helps boost pharmacists’ motivation.

4. Conclusion

Making pharmacy internships more effective is of great importance for the future of the profession. A significant portion of the current issues stems from systemic deficiencies. Therefore, a comprehensive internship guide will both support students’ professional development and establish a standardized, high-quality educational environment during the internship process.

EFE AKTAN Student



If the pharmacist does not provide sufficient attention to the student during the internship, it may be helpful for the faculty to communicate the internship learning objectives to the pharmacist in writing. In cases where the student receives no compensation, students can discuss with the pharmacist whether at least meal and transportation expenses will be covered when selecting their internship location. This situation may motivate the student slightly more. Knowing that the faculty may conduct an inspection at any time can help motivate the student.

İREM NURAL
Student



First, thank you for the invitation. I believe every idea presented at the workshop is very valuable. It was truly valuable for me to be able to share my internship experiences and views on the profession at this workshop, which was held with the participation of our internal and external stakeholders. For this reason, I would like to share some of my views based on my own observations and experiences.

Internships play a crucial role in pharmacy education. This is because we can integrate theoretical knowledge with real-world professional practice for the first time during our internships. However, based on my observations and experiences, we often spend more time with pharmacy technicians than with pharmacists during the internship process. Technicians play an important role in the operation of a pharmacy; but as students, we should be able to learn the responsibilities of the profession and decision-making processes directly from pharmacists. Making internships more educational and hands-on under the guidance of pharmacists will not only enhance our professional development but also better prepare us for life after graduation.

Intergenerational communication within the profession is also of great importance. When our senior colleagues view us as future colleagues who will share the same profession rather than as potential competitors, it contributes both to students preparing for the profession with greater confidence and to strengthening solidarity within the profession. Resolving all these issues in the short term is, of course, no easy task. However, the ability of students to voice their opinions is invaluable for the future of the profession. For this reason, I consider the organization of such workshops and the active participation of students in these discussions to be of the utmost importance.

I would like to thank everyone who contributed to this effort. I would also like to extend special thanks to our dean, Prof. Dr. H. Ozan Gülcan, who works with great dedication to help our faculty take another step forward every day.

MUSTAFA BALCIOĞLU
Student



I recently participated in the “26th Pharmacy Faculty Student Workshop.” During this workshop, the challenges students face during their internships and proposed solutions were discussed. My views on the topics addressed and the proposed solutions are outlined below:

First and foremost, I would like to point out that one of the most prominent issues I have observed in internships is that students often lack sufficient information about the internship, while pharmacists who have not previously worked with interns also lack adequate awareness of what needs to be done during the internship process. As discussed during the workshop, I believe that preparing an “Internship Guide” containing comprehensive information about the internship process would be helpful for both parties. This way, the student will have a clear understanding of how the internship process works, what the internship will contribute to their development, what the faculty expects from the student during the internship, and their duties and responsibilities. On the other hand, dedicating a section of the guide to the pharmacist’s role within the process and the faculty’s expectations of the pharmacist during the internship will not only educate the student but also enhance the pharmacist’s awareness, thereby bringing standardization to the internships.

Another suggestion I believe would be equally beneficial is the regular conduct of “Preceptor Training Sessions.” This would allow participating pharmacists to gain knowledge about the process. They will gain insight into what the faculty expects of them, the role model they are required to be during the process, and how the evaluation process operates. To encourage greater participation in these trainings, the faculty could issue certificates to pharmacists, which would be beneficial.

Another issue I would like to emphasize is that the supervision processes are not sufficiently regular or fair. Unfortunately, the final internship evaluation conducted by the pharmacist does not adequately reflect the facts. The fact that the student can see the comments written by the pharmacist affects the objectivity of the process. Implementing a sealed-envelope system for the evaluation process or conducting evaluations in an electronic environment, through proper communication with pharmacists, would be a good starting point for resolving this issue.

Finally, I would like to address the difficulties encountered in the internship placement process. Conducting surveys at regular intervals in coordination with the Turkish Cypriot Pharmacists’ Association and announcing which pharmacists are willing to accept student interns would make a positive contribution to resolving this issue.

This well-organized workshop has been beneficial in addressing the challenges faced by both students and pharmacists throughout the process. Evaluating and implementing these proposed solutions as soon as possible will eliminate many of these difficulties.

MELEK DENİZ AKI EKE
Student



Thanks to the workshop, we discussed a wide range of issues related to pharmacy internships and identified potential solutions. We covered everything from problems we had previously experienced but couldn't resolve to all the potential challenges we might face in future internships, and voicing these concerns gave me both a broader perspective and a sense of realism. We spent very productive hours exchanging ideas with students, pharmacists, and faculty members in the department. I gained insight into what I need to pay attention to while doing my internship and writing my reports, as well as how I can improve certain aspects. I would like to extend my sincere thanks to everyone who put in the effort to organize such an event, and I eagerly look forward to future sessions.

NEGINALSADAT SHAHZEIDI
Student



The Pharmacy Faculty student workshop I attended on March 10, 2026, was a highly beneficial experience for me. Throughout the workshop, we discussed some of the challenges encountered during the internship process and proposed solutions to these issues. I noted that internship evaluation processes were not sufficiently effective, some supervisors were unable to spend enough time with students, and job descriptions were unclear.

These discussions gave me the opportunity to better understand the challenges that may arise during an internship. The proposed solutions included concrete steps such as preparing internship guidelines, regularly training preceptors, and establishing digital evaluation systems. These suggestions could help ensure that future internship experiences are more productive and educational.

The workshop's interactive nature and the ability for everyone to share their ideas allowed me to see different perspectives. This experience was valuable to me both professionally

and personally, and it once again highlighted the importance of considering students' perspectives in professional processes.

Overall, the workshop was highly educational and inspiring. I view the continuation of similar events and the support for students' active participation positively.

SELENAY ALADAĞLI
Student



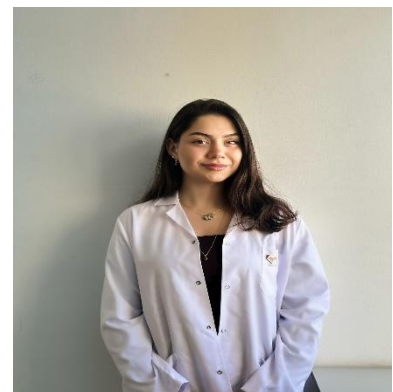
At our faculty, I had the opportunity to participate in a student workshop conducted with the guidance of our esteemed faculty members, our Dean, our Associate Deans, community and hospital pharmacists actively working in the field, and valuable participants from the Turkish Cypriot Pharmacists' Association. The focus of the workshop was the challenges students face during their internship processes. As a student who has completed the required internship days, I completed my internship at three different community pharmacies. This process significantly contributed to my ability to observe different pharmacy environments, meet various pharmacists, and view the profession from different perspectives. Like many students, I also faced similar challenges during this process. Being able to directly convey these issues to our faculty members—who combine academic and field experience—and to practicing pharmacists was incredibly valuable to me. Having our concerns carefully listened to, documented, and evaluated with a focus on solutions made us feel truly heard. The sensitivity shown toward every student's perspective was one of the most valuable aspects of this process. Additionally, the feedback and advice we received from our senior professionals helped broaden my perspective on certain issues. In this regard, the workshop was not only a significant professional experience but also a valuable one for my personal growth. Participating in this workshop was a highly valuable experience for me, both personally and professionally. As students in the pharmacy education process, we undergo various internship experiences and may encounter various challenges during these processes. However, we often do not have the opportunity to share these issues directly with the relevant authorities or faculty members. We usually discuss these issues only among ourselves and eventually end up accepting them without finding a solution.

I have had three different internship experiences so far, and thanks to this workshop, I had the opportunity to share some of the challenges I faced during these processes with faculty members and relevant authorities for the first time. The fact that experiences of the students and difficulties experienced by them were considered in a sincere environment was quite reassuring for me. In particular, the fact that the issues raised were noted, questions were asked, and a solution-oriented approach was adopted made me feel that the problems students face are truly taken seriously. One of the most valuable aspects of the workshop for me was that it provided an opportunity not only for students but also for practicing pharmacists to share their experiences and the challenges they face. Listening to the challenges and expectations pharmacists have regarding the internship process allowed me to evaluate the process from a different perspective. This mutual exchange demonstrated that by helping both students and pharmacists better understand one another, we can generate shared solutions.

During the workshop, it was particularly meaningful to me that not only were problems discussed, but solutions were also proposed. In addition to sharing their experiences, students' involvement in the solution-finding process should be viewed as an important step toward improving the quality of education. The fact that the proposals put forward during this process were deemed feasible and that a commitment was made to address these issues created a hopeful and reassuring situation for the students.

Overall, this workshop made a very positive impression on me. I believe that continuing such events in the future—where students can have their voices heard, different stakeholders can listen to one another, and solutions can be sought collaboratively—will make significant contributions to the educational process.

YAREN KARAYEL
Student



I believe this workshop, organized as part of the pharmacy internship, was highly productive. The gathering of community pharmacists, hospital pharmacists, academics, and students at the workshop created an important opportunity to discuss challenges encountered in various fields of the profession. While participants voiced the problems they faced in their respective fields, we worked to evaluate these issues from a common perspective and develop solutions. Having different professional groups and students share their ideas in the same setting allowed me to gain a broader perspective on the current state and future of the pharmacy profession. I believe that such workshops make a significant contribution to bringing professional issues to light and seeking common solutions. I am confident that continuing similar events in the future will be beneficial.

PHOTOS FROM THE WORKSHOP





13 Mart 2026 Diyalog Newspaper

DAÜ Eczacılık Fakültesi çalıştay düzenledi



Doğu Akdeniz Üniversitesi (DAÜ) Eczacılık Fakültesi, akademik eğitim ile meslek uygulamaları konulu çalıştay düzenledi.

DAÜ'den verilen bilgiye göre, Kıbrıs Türk Eczacılar Birliği ve DAÜ Strateji ve Proje Geliştirme Ofisi ile işbirliğinde düzenlenen "Öğrenci Çalıştay 2026", DAÜ Eczacılık Fakültesi toplantı salonunda yer aldı.

DAÜ Eczacılık Fakültesi öğretim üyeleri, öğrencileri, Kıbrıs Türk Eczacılar Birliği yönetimi ve hastane eczacılarına yönelik düzenlenen çalıştayda, akademik eğitim ile meslek uygulamaları arasındaki

işbirliği ve iletişim araçlarının geliştirilmesi, DAÜ Eczacılık Fakültesi öğrencilerinin staj süreçlerinin iyileştirilmesi ve bu süreçte karşılaşılan sorunlarla ilgili çözüm yolları irdelendi.

DAÜ Eczacılık Fakültesi Dekanı Prof. Dr. H. Ozan Gülcan, çalıştaydaki konuşmasında, etkinliğin fakültenin akademik yapısının gelişimine ve eczacılık mesleğinin geleceğine yönelik önemli adımlar atılmasına vesile olacağına inandığını belirtti.

Gülcan, stajların daha etkin ve verimli hale getirilmesi için, görüş ve öneriler doğrultusunda adımlar atılacağını belirtti.

DAÜ Eczacılık Fakültesi'nde Öğrenci Çalıştayı 2026 Gerçekleştirildi

Doğu Akdeniz Üniversitesi (DAÜ) Eczacılık Fakültesi tarafından organize edilen "Öğrenci Çalıştayı 2026", DAÜ Eczacılık Fakültesi toplantı salonunda gerçekleştirildi. Kıbrıs Türk Eczacılar Birliği ve DAÜ Strateji ve Proje Geliştirme Ofisi iş birliğinde düzenlenen çalıştay, Dr. Jülide Erdal Ünğör koordinatörlüğünde ve moderatörlüğünde yapıldı. Çalıştayda, DAÜ Eczacılık Fakültesi öğretim üyeleri ve öğrencilerinin yanı sıra Kıbrıs Türk Eczacılar Birliği yönetimi ile toplum ve hastane eczacılarını temsilen katılımcılar



da yer aldı.

Söz konusu çalıştay kapsamında akademik eğitim ile meslek uygulamaları arasında güçlü bir iletişim ve iş birliği ortamı oluşturulması hedeflendi. Ayrıca DAÜ Eczacılık Fakültesi öğrencilerinin staj süreçleri

nin iyileştirilmesi ve bu süreçte karşılaşılan sorunlara yönelik çözüm önerilerinin ortaya konması amaçlandı.

DAÜ Eczacılık Fakültesi Dekanı Prof. Dr. H. Ozan Gülcan, etkinlik kapsamında gerçekleştirdiği konuşmada Kıbrıs Türk

Eczacılar Birliği Başkanı Ecz. Duygu Adahan Kuran başta olmak üzere tüm katılımcılara teşekkür ederek öğrenci çalıştayının oluşturulmasında iç ve dış paydaşların görüşlerinin büyük önem taşıdığını vurguladı. Prof. Dr. Gülcan, söz ko-

nusu etkinliğin fakültenin akademik yapısının gelişimine önemli katkılar sağlayacağını ve eczacılık mesleğinin geleceğine yönelik önemli adımlar atılmasına vesile olacağını ifade etti. Ayrıca çalıştaydan elde edilen görüş ve önerilerin değerlendirilerek staj süreçlerinin daha etkin ve verimli hale getirilmesi için gerekli adımların atılacağını belirtti.

Prof. Dr. Gülcan, söz konusu çalışmanın bir ilk olduğunu vurgulayarak yapılan planlama doğrultusunda eğitim ve uygulamaya ilişkin farklı konuların her yıl dü-

zenli olarak gerçekleştirilecek öğrenci çalıştaylarında ele alınacağını kaydetti.

Çalışmaya katılan Kıbrıs Türk Eczacılar Birliği Başkanı Ecz. Duygu Adahan Kuran ise böyle bir çalışmada yer almaktan duyduğu memnuniyeti dile getirerek çalıştay sonuçlarının eczacılık mesleği adına hem eğitim hem de uygulama alanında önemli çıktılar ortaya koyacağına inandığını ifade etti.

Çalıştayın sonunda düzenlenen sertifika töreninde tüm katılımcılara teşekkür edilerek sertifikaları takdim edildi.

News in Internet

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<https://pharmacy.emu.edu.tr/tr/hakkimizda/haberler-etkinlikler-duyurular/haberler?pid=333&t=dau-eczacilik-fakultesinde-ogrenci-calistayi-2026-gerceklestirildi>