

Views of the Academic Members in Ankara University Faculty of Pharmacy About Pharmacy Ethics Education

Ankara Üniversitesi Eczacılık Fakültesi
Öğretim Elemanlarının
Eczacılık Etiği Eğitime Bakışları

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ABSTRACT Objective: The importance of ethical behaviors is increasing in professional life. A person who aims to be perfect should behave in an ethical way. Ethicists, for example Beauchamp and Childress have articles about principles of biomedical ethics, modern medicine and principles of health care ethics, ethical problems in medicine. However, the number of studies about pharmacy practices seems not enough. Pharmacy ethics courses should be included in curriculums in pharmacy schools. Moreover, academic members can also mention ethics in some of their lectures so as to create awareness about ethics. Based on this hypothesis, it is planned to take the academic members' views about ethics and ethics education. It is aimed to investigate the efforts of the academic members to build awareness by mentioning ethics. **Material and Methods:** A survey was conducted to academic members of Ankara University Faculty of Pharmacy with an approval of Ankara University Ethical Committee. Quantitative survey method was used in the study. Survey was conducted between on February and March, 2014. Participating to the survey was voluntary basis. 101 surveys were returned, representing a response rate of 73.7%. Chi-square test was applied to compare the answers of the statements with 95% confidence interval. **Results:** Participants were indicated that pharmacy ethics education is important and mentioning ethics in a part the lecture was thought as necessary (98.5%). Although, it is surprising that 17% of the participants were reported that they wouldn't like to have an education about professional ethics and 13% wouldn't like to take a course on publication ethics. The other important finding is 69% think that ethics can be teachable and 23% of them are undecided. With getting older, belief of ethics can be teachable is getting higher. **Conclusion:** Together with the increase of age believing to teachability of ethics has increased. The academicians even a little who don't know the code of ethics of their working field is surprising. Although academic members look positively to mention ethics in their classes, their knowledge about ethical issues has to be investigated.

Key Words: Ethics, pharmacy; schools, pharmacy; ethics, professional

ÖZET Amaç: Başarılı bir meslek yaşantısı organizasyonunda etik davranışların önemi giderek artmaktadır. Kendi iş yaşamında mükemmelliği hedefleyen bir kişi etik davranmayı kendisini ilke edinmelidir. Biyomedikal etik, belki çağdaş etiğin en büyük dalıdır; örneğin, Beauchamp ve Childress'in Biyomedikal Etik'in Temel İlkeleri, Modern Tıp ve Sağlık Etik İlkeleri, Tıbbi Etik Sorun makaleleri koleksiyonları oldukça geniştir. Oysa Eczacılık Etiği Uygulamaları hakkında çalışma çok azdır. Eczacılık Fakülteleri ders müfredatında mutlaka Eczacılık Etiği dersi yer almalıdır. Hatta, farkındalık yaratmak için öğretim elemanları tarafından da kendi dersleri içinde etik konulara yer vermenin katkısının olduğu düşünülmektedir. Bu hipotezden hareketle, bu çalışmada, Ankara Üniversitesi Eczacılık Fakültesi öğretim elemanlarına etik eğitimi ile ilgili görüşleri sorularak derslerinde etik konularına yer verip vermedikleri ve etik konusunda farkındalık yaratma çabasında olup olmadıklarının belirlenmesi amaçlanmıştır. **Gereç ve Yöntemler:** Ankara Üniversitesi Eczacılık Fakültesi öğretim elemanlarına Ankara Üniversitesi Etik Kurul'undan alınan izin doğrultusunda anket uygulanmıştır. Çalışmanın materyalini bu anket formları oluşturmaktadır. Çalışma niceliksel bir araştırma olarak planlanmıştır ve hazırlanan anket formları 2014 yılı Şubat ve Mart ayları içerisinde uygulanmıştır. Ankete katılım gönüllülük esasıyla sağlanmıştır. %73,7'lik katılım yüzdesi ile 101 öğretim elemanı anketleri cevaplandırmıştır. Araştırmanın güven aralığı %95 olarak belirlenmiştir. Ki-kare istatistiksel analiz metodu kullanılmıştır. **Bulgular:** Katılımcılar etik eğitiminin önemli olduğunu ve dersin bir kısmında etik konularına yer verilmesi gerektiğini vurgulamıştır (%98,5). Buna rağmen katılımcıların %17'si mesleki etik, %13'ü de araştırma etiği ile ilgili herhangi bir ders veya kurs almak istemediklerini bildirmişlerdir. **Sonuç:** Etiğin öğretilebilirliğine olan inanç yaş ile birlikte artmıştır. Az da olsa çalıştığı alanın etik kurallarını bilmeyen akademisyenlerin olması düşündürücüdür. Akademisyenler derslerde etik konularına değinmelerine veya buna sıcak bakmalarına rağmen, konuların içeriği hakkında bilgi sahibi olup olmadıkları araştırılmalıdır.

Anahtar Kelimeler: Etik, eczacılık; okullar, eczacılık; etik, profesyonel

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It can be accepted that ethics is a main part of educating health professionals.^{1,2} Today health care services are given consumer focused, patient autonomy is more important than traditional paternalistic approaches, consumers have more choice and they have larger opportunity to access to information.^{2,3} Even this clear command, the optimal way to deliver ethics education is problematic for health professionals.² Also it can be realized that teaching and assessing ethics education is both difficult.^{4,5}

Pharmacists are assumed increasingly important positions in the insurance, managed care, and pharmaceutical industry.⁶ Pharmacy is a profession that have to evaluate the situations which are common or not, in a kind of ethical way. Community pharmacists -the bigger part of pharmacists- have to balance their professional duties (for example; inform patient about drugs) and their responsibilities (for example; make profit to survive the pharmacy).⁷

Pharmacists come across many ethical problems and dilemmas during pharmacy practices. Ethical dilemmas can occur due to differences between values, sense of justice and objectivity of the sides between pharmacist-patient, pharmacist-physician, pharmacist-pharmacist and pharmacist-government. Since the interrelationship of physicians and pharmacists has become greater, it has become important for each to understand the other and to complement each other if there is to be efficient and effective patient-care.⁸

The purpose of ethics education is to provide competency which makes possible to evaluate the ethical problems and to raise awareness about ethical dilemmas.⁹ Pharmacy ethics education is a process that discusses the place of pharmacists in their relationships and their practices.¹⁰ In addition, pharmacists become more sensitive about their legal rights and responsibilities.

DEVELOPMENT OF PHARMACY ETHICS EDUCATION IN TURKEY

Deontology education which is about pharmacists' attitudes required to a pharmacist, to a patient or to another health care provider had been started before history of pharmacy education.

It can be seen that Deontology was involved in the curriculum per 1 hour in a week in 3rd semester in Istanbul University Pharmacy School in 1938. There haven't been any documents that Deontology and History of Pharmacy lectures given in the past years.

In Turkey, 26 pharmacy faculties give pharmacy education by 2014. Ankara University Faculty of Pharmacy is the second school which gives pharmacy education but it is the first Faculty of Pharmacy in Turkey that was established in 1960. In the early years, Ankara University Faculty of Pharmacy served under tough conditions and with a core academic staff. However, by 2014, Ankara University Faculty of Pharmacy gives education with well-equipped personnel: 56 professors, 12 associate professors, 10 assistant professors, 17 doctor of science and 32 research assistants. Currently 955 undergraduate students continue their education in Ankara University Faculty of Pharmacy.

In Ankara University Faculty of Pharmacy ethics education is given by the Department of Pharmacy Management. Two professors and 3 research assistants work under this department. There is no compulsory course of pharmacy ethics for undergraduate students in the curriculum. Pharmacy ethics education is given under a selective course named "General Ethics and Patient-Pharmacists Communication". Also, pharmacy ethics issues are included in some part of the curriculum of two compulsory courses named "Pharmacy Legislation and Management" and "History of Pharmacy and Deontology".

"General Ethics and Patient-Pharmacists Communication" is given fourteen weeks in 5th year of the undergraduate education in one semester and 2 hours for a week.

Pharmacy ethics class should be included in the curriculum of pharmacy faculties. It can be more useful to mention ethics even in other lectures by academic members in terms of creating awareness. Ethics takes an important place during a pharmacist's education and also researches made by academicians. Therefore, there are some scientific ethical rules that researchers have to obey.

The purpose of this study is to discuss the views of academic members about pharmacy ethics edu-

APPENDIX: Ankara Üniversitesi Eczacılık Fakültesi Öğretim Elemanlarının Eczacılık Etiği Eğitimine Bakışları.

Sağlık Bilimlerinde "Etik" kavramı son yıllarda üzerinde en çok durulan ve tartışılan konular arasında yer almaktadır. Gün geçtikçe eczacılık, "insan merkezli" bir hizmet şekline dönüşmektedir. Bunun sonucunda pek çok değer sorunu gündeme gelmektedir. Eczacılık uygulamaları içinde bu değer sorunlarının ele alındığı alan "Eczacılık Etiği" adını almaktadır. Eczacılıkta etik eğitiminde amaç, eczacılık fakültesi öğrencilerinin eleştirel bakış açısı ile mesleki uygulamalarda karşılaşılabilecekleri etik sorunları değerlendirmelerini mümkün kılacak donanımda olmalarını sağlamaktır.

Bu araştırma, eczacılık fakültesi öğretim elemanlarının eczacılık etiği eğitimine ilişkin görüşlerinin belirlenmesi amacıyla tanımlayıcı olarak planlanmıştır. Anket formu ile ilgili sorularınız için irtibat telefonu 0312 203 31 28'dir. Anket formuna isim yazmayınız.

Anket formunu doldurduğunuz için teşekkürler.

Uzm. Ecz. Gizem GÜLPINAR

Ecz. Mehmet Barlas UZUN

Prof. Dr. Gülbın ÖZÇELİKAY

I. BÖLÜM

1- Cinsiyetiniz?

() Bay

() Bayan

2- Yaşınız

() 20-29

() 30-39

() 40-49

() 50 ve üzeri

3- Pozisyonunuz?

() Araştırma Görevlisi

() Uzman

() Yardımcı Doçent

() Doçent

() Profesör

4- Kaç yıllık eğitimcisiniz?

() 5 yıldan az

() 5-10 yıl

() 11-15 yıl

() 16-20 yıl

() 20 yıl ve üzeri

5- Bu güne kadar yöneticilik göreviniz oldu mu? (Dekan, Dekan Yard., Anabilim dalı başkanlığı vb.)

() Evet

() Hayır

6- Eğitimci olduğunuz sürede etik ile ilgili bir eğitim aldınız mı?

() Evet

() Hayır

7- Cevabınız Hayır ise etik eğitimi ile ilgili bir ders/seminer almak ister misiniz?

() Evet

() Hayır

8- Sizce etik öğretilbilir mi?

() Evet

() Hayır

() Emin değilim

9- Bağlı bulunduğunuz kurum öğrencilere etik ile ilgili ders ya da seminerler düzenleniyor mu?

() Evet

() Hayır

10- Bağlı bulunduğunuz kurumda etik sürekli tartışıyor ve konuşuluyor mu?

() Hayır

() Evet, günlük olarak

() Evet, haftalık olarak

() Evet, aylık olarak

() Evet, yıllık olarak

() Diğer

11- Çalıştığınız alanın "etik kodları" var mı?

() Evet

() Hayır

() Bilmiyorum

12- Girdiğiniz derslerde öğrencilere etik, meslek etiği, deontoloji ve/veya ahlak gibi konulardan bahsediyor musunuz?

() Evet

() Hayır

13- Eğer cevabınız "evet" ise, hangi konulardan bahsediyorsunuz? (Birden fazla şık işaretlenebilir.)

() Biyoetik

() Araştırma Etiği

() Hasta Hakları

() Meslek Etiği/ Eczacılık Etiği

() Klinik Etik

() Eczacılık Deontolojisi

() Genel Ahlak Kuralları

() Eczacılık Ahlak Kuralları

() Diğer (yazınız).....

continued→

APPENDIX: Ankara Üniversitesi Eczacılık Fakültesi Öğretim Elemanlarının Eczacılık Etiği Eğitimine Bakışları (continued).					
II.BÖLÜM					
Lütfen aşağıdaki ölçeği kullanarak size en uygun olan ifadeyi "X" ile işaretleyiniz. 1= Kesinlikle katılmıyorum, 2= Katılmıyorum, 3= Kararsızım, 4= Katılıyorum, 5= Kesinlikle katılıyorum.					
İfadeler	1	2	3	4	5
Eczacılık alanında etik önemlidir.					
Eczacılık eğitiminde öğrencilere etik eğitimi verilmelidir.					
Eczacılık eğitim ve öğretiminde etik ile ilgili konular düzenli olarak tartışılmalı ve ele alınmalıdır.					
Eğitmciler etik ile ilgili konulara önem vermeli ve öğrencilere etik problemlerini çözmeye yönelik derslerinde örnekler verilmelidir.					
Eczacılık eğitiminde tüm eğiticilerin kendi alanları ile ilgili etik sorunlardan kısaca bahsetmesi, etik eğitiminin etkinliğini arttırmada önemli rol oynar.					
Eczacılığın her alanında etiksel konular düzenli olarak tartışılmalı ve ele alınmalıdır.					
Etik dersleri öğrencilerin gelecekteki kariyerlerine yardımcı olur.					
Etik dersi almış olan öğrenciler alanlarına daha fazla katkıda bulunurlar.					
Eczacılık etik kuralları hakkında bilgi sahibiyim.					
Temel etikeler hakkında bilgi sahibiyim.					
Öğretim elemanlarına da akademik etik eğitimi verilmelidir.					

cation and either they mention about ethics in their lessons or not. The further studies are planning to explain the contribution of mentioning ethics in a part of lecture to pharmacy ethics education.

MATERIAL AND METHODS

In this study a survey was conducted to academicians in Ankara University Faculty of Pharmacy (Appendix). The design of this study is a voluntary survey. An approval dated December, 19, 2013 and numbered 160/975 was taken from Ankara University Ethical Committee for the research. Informed consent was taken from each participant. Surveys were distributed to 137 academicians in Ankara University Faculty of Pharmacy. 101 surveys were returned, representing a response rate of 73.7%.

Demographic questions were included in the first part of survey. Later questions were planned to find out whether the academicians participated to a course, seminar or conference about ethics or not. In the second part of the survey, some statements were given to participants to determine what are the academicians' opinions about pharmacy ethics education and its importance (the second part of survey was created by using 5 point likert scale; 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree).

All data was analyzed using the SPSS (version 16.0). Chi-square test was applied to compare the answers of the statements.

RESULTS

28% of the participants conducting in our survey were men and 72% were women (Figure 1). 25.7% of the academicians were between 20-29 years old, 29.7% of them were 50 years old and older (Figure 2). 50.5% of them were described themselves as research assistant. According to that data 25.7% have been educators for less than 5 years. 27.7% have worked as administrator.

While the distribution of participating to a conference about ethics/publication ethics was 49.5%, the distribution of getting an education about ethics/publication ethics was 32.7% and 39.6% re-

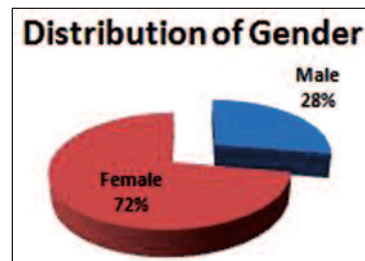


FIGURE 1: The distribution of gender of participants.

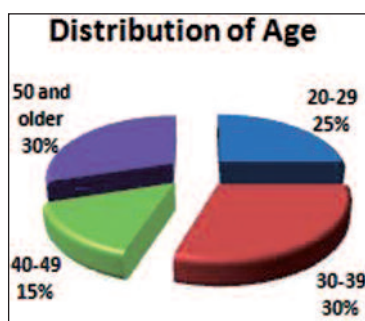


FIGURE 2: The distribution of age of participants.

spectively. 17% of the participants were reported that they wouldn't like to have an education about professional ethics and 13% wouldn't like to take a course on publication ethics. Wishing to have an education about professional or publication ethics isn't related to age and academic status ($p > 0.05$).

The other important finding is 69% think that ethics can be teachable and 23% of them are undecided. With getting older, belief of ethics can be teachable is getting higher (Table 1).

60% of them mention ethics/professional ethics/deontology in their classes. Additionally, academicians who are 50 years and older mention ethics much more than other age groups ($p < 0.05$) (Table 2). There is a positive correlation between age and mentioning ethics. Commonly, together

with upgrading the academic status, mentioning ethics in classes is increasing ($p < 0.05$) (Table 3). Academicians being administrator (78.6%) have been mentioning ethics in their classes. 52.1% of them haven't got any administrative status ($p < 0.05$) (Table 4). In Table 5 it can be seen that the issues that the academicians mention in their lectures.

Some statements were given to participants to determine what are the academicians' opinions about pharmacy ethics education and its importance (the second part of survey was created by using 5 point likert scale; 1= strongly disagree, 2= disagree, 3= undecided, 4=agree, 5=strongly agree). It was seen that academicians mostly agree to the statements. As a result of chi square statistical analyses, two significant differences were found between age, academic status and administrative status and the answers to statements (Table 6).

The opinions about ethics education are mostly positive. It was determined that 99% of academicians were agreed to the statement: "ethics is important in pharmaceutical sciences".

Answers to statement "graduates that took ethics class contribute to their working field more" were compared to academic status, as a result, a significant difference was found ($p < 0.05$). Agreeing to that statement were mostly associate professors and

TABLE 1: The relationship between age and the teachability of ethics.

Age	"Do you think that ethics can be teachable?"			Total	p
	Yes	No	Undecided		
20-29	15 (57.7%)	4 (15.4%)	7 (26.9%)	26 (100%)	0.29
30-39	22 (73.3%)	1 (3.3%)	7 (23.3%)	30 (100%)	
40-49	9 (60.0%)	2 (13.3%)	4 (26.7%)	15 (100%)	
50 and older	24 (80.0%)	1 (3.3%)	5 (16.7%)	30 (100%)	
Total	70 (69.3%)	8 (7.9%)	23 (22.8%)	101 (100%)	

TABLE 2: The distribution of mentioning ethics in class according to age.

Age	Mentioning ethics in classes		Total	p
	Yes	No		
20-29	10 (38.5%)	16 (61.5%)	26 (100%)	0.03
30-39	17 (56.7%)	13 (43.3%)	30 (100%)	
40-49	10 (66.7%)	5 (33.3%)	15 (100%)	
50 and older	23 (76.7%)	7 (23.3%)	30 (100%)	
Total	60 (59.7%)	41 (40.6%)	101 (100%)	

TABLE 3: The distribution of mentioning ethics in class according to academic status.

Academic Status	Mentioning ethics in classes			p
	Yes	No	Total	
Research Assistant	23 (44.2%)	29 (55.8%)	52 (100%)	0.006
Assistant Professor	5 (100%)	0 (0%)	5 (100%)	
Associate Professor	4 (57.1%)	3 (42.9%)	7 (100%)	
Professor	28 (75.7%)	9 (24.3%)	37 (100%)	
Total	60 (59.7%)	41 (40.6%)	101 (100%)	

TABLE 4: The distribution of mentioning ethics in class according to administrative status.

Administrative Status	Mentioning ethics in classes			p
	Yes	No	Total	
Yes	22 (78.6%)	6 (21.4%)	28 (100%)	0.012
No	38 (52.1%)	35 (47.9%)	73 (100%)	
Total	60 (59.7%)	41 (40.6%)	101 (100%)	

23.2% of academicians reported that ethics haven't been discussed in our faculty. 13% answer choice of "I don't know" was given to the question of "Have your working field got any code of ethics?".

professors. Associate professors and professors were most likely to answer positively the statement "I have opinion about code of ethics for pharmacists"

DISCUSSION AND RECOMMENDATIONS

A great major of academic members of Ankara University Faculty of Pharmacy have of the opinion that pharmacy ethics is important and ethics education should be given. No variable affecting positively these opinions was identified. It was seen that they found ethics education important of all ages and career. Most of physicians reported that ethics is important in medical field in Çobanoğlu's research in 2004.^{9,11} A similar study shows that according to faculty members and students ethics education is both valuable and desirable.¹²

Together with the increase of age believing to teachability of ethics has increased. The reason was estimated that the necessity of ethics was comprehended in advanced ages as a result of professional experiences gained over the years. In a study effect of age and gender upon business ethics was investigated. The students who had limited work experience appeared to be less ethical than those students who have worked for long time likewise.¹³ On the other hand, academicians that are at the age of 50 and over mention ethics more. Mentioning ethics

TABLE 5: The distribution of ethical issues that academicians mentioning in their classes.

Which ethical issues do you mention in your class?	n	%
Bioethics	5	5
Research ethics	33	32.7
Patient rights	11	10.9
Professional ethics	36	35.6
Clinical ethics	4	4
Pharmaceutical deontology	40	39.6
Public decency	36	35.6

in lectures is in direct proportion to academic status. It can be described like this: necessity of knowledgeable about research and publication ethics due to requisite publications that are essential for academic achievement can raise the rate of mentioning ethics during lectures. Academicians who have administrative status mention ethics further. It can be explained that they have come face to face more ethical problems in their administrative position. It was recommended in a study that all the academic members should share their experiences and ethical issues in laboratory, in the lectures or elsewhere.¹⁴

Methods of teaching ethics have being discussed in recent studies.¹⁵⁻¹⁹ Interactive methods that enables students to be active in the class makes positive impact on teaching ethics more effectively.

TABLE 6: The distribution of answers to statements according to age, academic status and administrative status.

Statements	1	2	3	4	5	P (age)	P (academic	P (administrative
							status)	status)
Ethics is important in pharmaceutical sciences	-	-	1 (1.0%)	6 (5.9%)	94 (93.1%)	0.44	0.5	0.09
Pharmacy ethics education should be given to undergraduates.	-	-	6 (5.9%)	6 (5.9%)	89 (88.1%)	0.24	0.34	0.46
Ethical issues should be discussed routinely in pharmacy education.	-	1 (1.0%)	8 (7.9%)	25 (24.8%)	67 (66.3%)	0.36	0.64	0.82
All the academic members should give some examples about ethics that provides to solve their problems in their professional life during lectures.	-	-	7 (6.9%)	29 (28.7%)	65 (64.4%)	0.62	0.5	0.44
Mentioning ethics during lectures contributes to increase effectiveness of pharmacy ethics education.	-	-	5 (5.0%)	32 (31.7%)	64 (63.4%)	0.60	0.5	0.34
Ethical issues should be discussed routinely in all pharmaceutical sciences.	-	-	8 (7.9%)	28 (27.7%)	65 (64.4%)	0.51	0.64	0.27
Ethics education helps undergraduates to build their careers.	-	1 (1.0%)	13 (12.9%)	31 (30.7%)	56 (55.4%)	0.34	0.19	0.79
Graduates that took ethics course contribute to their working field more.	2 (2.0%)	1 (1.0%)	19 (18.8%)	30 (29.7%)	49 (48.5%)	0.05	0.04*	0.48
I have opinion about code of ethics for pharmacists.	2 (2.0%)	2 (2.0%)	18 (17.8%)	50 (49.5%)	29 (28.7%)	0.05	0.04*	0.47
I have opinion about fundamental principles of ethics.	-	2 (2.0%)	13 (12.9%)	51 (50.5%)	35 (34.7%)	0.46	0.5	0.55
Academic ethics education should be given to academicians.	1 (1.0%)	-	9 (8.9%)	33 (32.7%)	58 (57.4%)	0.24	0.16	0.22
Publication ethics education should be given to academicians.	1 (1.0%)	-	7 (6.9%)	21 (20.8%)	72 (71.3%)	0.51	0.38	0.26

1: strongly disagree; 2: disagree; 3: undecided; 4: agree; 5: strongly agree.

Thus, the contribution of mentioning ethics a little bit in the lectures in a theoretical way to undergraduates' ethics education should be discussed. However, it may be useful for student to become familiar with ethics in every lesson whether not be in an ethics class. In contrast, Klein argued that business professors are not able to teach ethics about their disciplinary and claimed that only philosophers are qualified to do so.²⁰

Although academic members look positively to mention ethics in their classes, their knowledge about ethical issues has to be investigated. More than half of academic members reported that ethical discussions were organized rarely in their faculty. The academicians even a little who don't know the code of ethics of their working field is

surprising. The academicians who didn't get professional ethics education and publication ethics education can be explain this inadequacy. It was reported that the scarcity of qualified teachers is an obstacle to increasing ethics education.²¹

All issues taught in classes are not included in books or other references totally. Education is carried out in three ways: Planned education, formal education and tested education. If the tested education would not match to planned education, it can be said that an informal education take place. Informal education can be described as the learning process that occurs by the relationships between academicians and students. It is also known as hidden curriculum. Recognizing the hidden curriculum can give opportunities to academicians to understand an education

take place out of classes for example in canteen or in university campuses.²² In addition, how can choosing a hero (role model) by a student affects the ethics education is being discussed in the literature. Using a personal hero as a model for ethical behavior should be supported.²³ Accordingly, a study shows that students perceived themselves as being more ethical than their professors. Fairness in grading is the critical factor that many students use in determining whether a professor is ethical or unethical.²⁴ Kuther found that dishonest grading practices were one of the areas considered unethical by students.²⁵

Two significant differences were determined when the answers to the statements were observed. The rate of agreeing to the statement of “Ethics education helps undergraduates to build their careers” increases together with academic degree. At the same time, academicians have started to begin having a full knowledge of ethics together with the increase of their academic degree. It shows parallelism with Çobanoğlu’s research.⁹

CONCLUSION

Academic members of Ankara University Faculty of Pharmacy find ethics education substantial. It can be evaluated as gratifying. Mentioning ethics a little bit during a lecture will make a major contribution to ethics education. A need to an education of professional and publication ethics have been showed up due to the low ratio of educated staff. Therefore, education in other faculties in Turkey becomes quite important.

In conclusion, it was thought that together with the contribution of other academic members, ethics education will have higher quality. Hence, this survey study have been planned to conduct in other pharmacy faculties in Turkey.

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