

A Note on Relation between Veterinary Medicine and Human Medicine

Volkan Aydin*

Department of Medical Pharmacology, School of Medicine, Marmara University, Istanbul, Turkey

Editorial

Collaboration between veterinary doctors and pharmacists is clearly necessary. According to estimates, more than 13 billion dollars will be spent on supplies and over-the-counter (OTC) treatments, or medicines that can be purchased without a prescription, and more than 14 billion dollars will be spent on pharmaceuticals and veterinary care. Due to this expansion, cooperation between pharmacists and veterinarians is essential. Pharmacy professionals are currently underutilised, with the exception of veterinary teaching institutions, in spite of their significant experience. This is particularly true in places where veterinarians are allowed to prescribe, dispense, and administer pharmaceuticals [1].

As a result, these laws allow veterinarians to operate their own pharmacies inside of their clinics without a practising veterinarian Pharmacy professionals are currently underutilised, with the exception of veterinary teaching institutions, in spite of their significant experience. This is particularly true in places where veterinarians are allowed to prescribe, dispense, and administer pharmaceuticals. As a result, these laws allow veterinarians to operate their own pharmacies inside of their clinics without a practising veterinarian Pharmacy professionals are currently underutilised, with the exception of veterinary teaching institutions, in spite of their significant experience. This is particularly true in places where veterinarians are allowed to prescribe, dispense, and administer pharmaceuticals. As a result, these laws allow veterinarians to operate their own pharmacies inside of their clinics without a practising veterinarian pharmacist. This underutilization may be caused, in part, by the fact that, despite the fact that veterinarians heavily rely on pharmacology and pharmacy, the majority of pharmacy curriculum fall short of providing pharmacy students with a sufficient introduction to the field of veterinary care [2].

The requirement for pharmacy students to be knowledgeable with veterinary medicine and veterinary compounding should be addressed in pharmacy courses. The shift required in pharmacy education might begin with an awareness of the veterinary profession. An understanding of the pharmaceutical profession can serve as a starting point for the transformation of veterinary education. Ideally, each profession's educational programmes should combine knowledge of the other, improving pharmacy and veterinary students' readiness for practise. Building pharmacist appreciation and understanding of the field of veterinary medicine through exposure to veterinarians and the animals they care for Both the Center for Advancement of Pharmacy Education (CAPE) 4 and the Accreditation Council for Pharmacy Education (ACPE) Standards and Guidelines Version 2.03 place emphasis

*Address for Correspondence: Volkan Aydin, Department of Medical Pharmacology, School of Medicine, Marmara University, Istanbul, Turkey, E-mail: voaydin@ku.edu.tr

Copyright: © 2022 Aydin V. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Date of Submission: 06 May 2022, Manuscript No. fsb-22-76094; Editor assigned: 08 May 2022, PreQC No. P-76094; Reviewed: 16 May 2022, QC No. Q-76094; Revised: 19 May 2022, Manuscript No. R-76094; Published: 26 May 2022, DOI: 10.37421/2577-0543.2022.6.128

on the requirement that student pharmacists develop the capacity to provide patient care in collaboration with an interprofessional health care team. Pharmaceutical Care Outcomes and Standard 12: Professional Competencies and Outcome Expectations both directly address this outcome. And while the literature denotes that some colleges have didactic courses of veterinary compounding and electives with animal-centered learning activities, none require students to complete a rotation at a veterinary clinic. However, there is much to be said about the human–animal bond [3].

The human-animal bond has been described as a loving and friendly bond between people and animals that has been linked to intrinsic caring behaviours including proximity, fostering, and being in tune with nature. It has also been demonstrated to provide people a sense of importance, need, and care. The link has been developed over hundreds of years and should help people unwind the way quiet reading does. Many people require both nurturing and nurturing. It enhances their quality of life by bringing them pleasure, camaraderie, and a greater sense of self-worth. Animals have been proven to be useful in the classroom in an unusual way in addition to enhancing patient health. The application of veterinary pharmacy competence, erudition, and improvement of mannerisms for animal patients can all be supported in a modern learning environment through engaging activities that focus on animals [4]. These activities also aid in developing professional caring outlooks and behaviours. Students that interact directly with animals exhibit more empathy, compassion, and self-awareness. They are able to adapt to future scenarios where they must care for and empathise with "difficult" human patients or patients they may initially dislike for various reasons, even when they are made to engage with creatures they may find repugnant, like reptiles. To identify a veterinary–client–patient relationship and the skills to incorporate a pharmacist in the context of a therapeutic relationship. Overall, the student achievement was above satisfactory with all students passing the rotation. One would expect a rating of "3" or "excellent" for neatness and clarity; however, a few students failed to remember to place their name on the assignment and others had spelling errors, chiefly with medical terminology [5].

Acknowledgement

None

Conflict of Interest

The author shows no conflict of interest towards this article.

References

1. Ross, Sarah, and Yoon K. Loke. "Do educational interventions improve prescribing by medical students and junior doctors? A systematic review." *Br J Clin Pharmacol* 67 (2009): 662-670.
2. Karaalp, A, Akici A, Kocabasoglu YE and Oktay S. "What do the graduates think about the two-week rational pharmacotherapy course in the fifth year of medical education?" *Med Teach* 25 (2003): 515-521.
3. Akici, A., S. Kalaca, M. Z. Gören and A. G. Akkan, et al. "Comparison of rational pharmacotherapy decision-making competence of general practitioners with intern doctors." *Eur J Clin Pharmacol* 60 (2004): 75-82.

4. Akici, Ahmet, M. Zafer Gören, Cenk Aypak and Berna Terziođlu, et al. "Prescription audit adjunct to rational pharmacotherapy education improves prescribing skills of medical students." *Eur J Clin Pharmacol* 61 (2005): 643-650.
5. Gulmez, SE, Ozcan G, Orer HS. "Fourth-year rational pharmacotherapy clerkship at koc university school of medicine." *Eur J Clin Pharmacol* 2019 (Suppl 1): S59.

How to cite this article: Aydin, Volkan. "A Note on Relation between Veterinary Medicine and Human Medicine." *J Formul Sci Bioavailab* 6 (2022): 128.