



Safe disposal of pharmaceutical wastes 3 (Short Version Part 3)

(Resource ID: 376)

Samantha Prior

samantha.prior(at)ul.ie

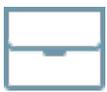
This teaching resource is allocated to following University:

UL - University of Limerick

Institution:

University of Limerick

<http://www.sustainicum.at/en/modules/view/376.Safe-disposal-of-pharmaceutical-wastes-3-Short-Version-Part-3>



Group work



**Less than 5
students**



**Up to 3 lecture
units**



English, Shqip

The teaching resource outline Safe disposal of pharmaceutical wastes (Short Version Part 1, 2 and 3) describes the draft of a teaching resource consisting of 3 parts, that has been developed to make students look at their own methods of pharmaceutical waste disposal, as well as that of pharmaceutical industries in both the public and private sector, and to realise the damage it is having on both the environment and the economy. Students will be introduced to the FDA recommendations for safe disposal of pharmaceutical wastes and will present their suggestions of both safe and sustainable methods of disposal to the stakeholders. These teaching resources will incorporate but are not limited to the following methods: Mental Mapping, Debating, Case Study Teaching,

Researching, Educational Games, a Focus Group and a Discussion. The set describes three independent teaching resources, which are designed to be completed one after another (but not necessarily), these include: 1. Mental Map – How do you dispose of Pharmaceutical Waste? and a Debate 2. Case Study Teaching – Comparison of the Public and Private Sector 3. An Educational Game and a Focus Group Safe disposal of pharmaceutical wastes (Short Version Part 1, 2 and 3) is based (and slightly modified) on the Teaching Resource, “Safe disposal of waste pharmaceuticals - medicine take back programs” The original teaching resource was split into several parts to make it easier to introduce new ideas, teaching styles and teaching methods into lectures, in addition to the original lecture content. All parts do not need to be completed.

Part 3 – An Educational Game and a Focus Group

Stakeholders from the private and public sector will be interviewed about their pharmaceutical waste disposal methods, and what they have done to be more sustainable? If the students, do not agree with something the stakeholder says they can put up a red card, if they agree they will put up a green card and then move onto the next question. The students will have the opportunity to present their findings to the stakeholders and will suggest more sustainable methods of disposal that will be of benefit both economically and environmentally. These suggestions will be made into a leaflet that will be sent out to homes in the community.

Main Text:

The aim of this resource is to raise awareness of the problem of expired and unwanted drugs, using the methods outlined in this resource, the students will try to figure out what is happening with the expired drugs that are accumulating in pharmaceutical industries, and even look at their own methods of disposal.

The pharmaceutical industry develops, produces, and markets drugs or pharmaceuticals for use as medications. When this medicine is not used by the patients it becomes a waste that has to be disposed of, something which is not being done correctly, and is causing serious harm to both the economy and the environment.

The teaching methods used aim to identify mistakes that are being made by all members of society when disposing of pharmaceutical waste, with

the hope of creating an outline of sustainable methods of disposal for both industries and the wider community.

Teaching Tools & Methods



Mini-project



Written material

Integration of Social Stakeholders

The role of all stakeholders on this module is to provide us with information to change the way of disposing of unwanted pharmaceuticals. The stakeholders will play an active role, providing case studies and participating in a focus group.

Strength

- It allows students to be exposed to new environments in order to increase their depth of understanding;
- Hands-on experience which is critical for skill development
- Encourages students to appreciate diverse landscapes and helps them recognise the importance of conserving and preserving the environment
- Students will have some idea of pharmaceutical wastes, what they should do in the future, and they will be a great source of information for others the community
- Mutual learning for students and business stakeholders

Weakness

- Confidentiality problems – students may be inclined to disclose information to competitors.
- Difficult to arrange a visit that suits all stakeholders

Learning Outcomes

- Participate in the focus group with the stakeholders
- Create and present an outline of sustainable methods of pharmaceutical waste disposal
- Appreciate the importance that safe waste disposal has on both the economy and the environment

Relevance for Sustainability

It is directly related to safety and environmental protection as it:

- Prevents poisoning of children and pets
- Deters misuse by teenagers and adults
- Avoids health problems from accidentally taking the wrong medicine, too much of the same medicine, or a medicine that is too old to work well
- Keeps medicines from entering streams and rivers when poured down the drain or flushed down the toilet

Related Teaching Resources

No specific previous knowledge / related resources required

Preparation Efforts

Medium

Preparation Efforts Description

Inviting stakeholders to participate in the focus group

Access

Free

Assessment

Creation of a method outline of strategies that can be used by the pharmaceutical industries, and perhaps a leaflet that could be sent out to homes.

Credit/Certification Description

Credit for the creation of a method outline of strategies that can be used by the pharmaceutical industries, and perhaps a leaflet that could be sent out to homes.

Sources and Links

Original Teaching Resource - <http://sustainicum.at/en/modules/view/301>

Funded by

This teaching resource, realised within the project ConSus, has been funded with the support of the TEMPUS of the European Union. The contents reflect the views of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.