

The reality faced by successive pharmacy graduates has been changing dynamically in recent years. Pharmacists are striving to strengthen their role more and more clearly, indicating further areas of health care in which their participation directly translates into increasing the safety of patients' pharmacotherapy. Moreover, the COVID-19 pandemic has highlighted the importance of pharmacies as the most easily accessible element of the health care system. According to the statistics of the Supreme Chamber of Pharmacists, pharmacists provide 2 million professional advice every day and are very often the first to whom patients report their health problems. In addition, it has been proven in world studies that pharmacist care also has an economic dimension, saving significant amounts by avoiding treatment, including hospitalization, associated with the consequences of medication misuse, and associated side effects and interactions. This has been noticed by the Polish legislator, which resulted in the introduction of the Act on the profession of pharmacist, which comprehensively regulates issues related to the status of the profession, services provided in a pharmacy, as well as the rights and obligations of a pharmacist. At the same time, pharmacists were given the opportunity to undergo training courses qualifying and conducting vaccinations against SARS-CoV-2. These are unpredictable changes that pose a challenge to the entire pharmaceutical community. Therefore, there arises not only the need for continuous self-improvement of pharmacy employees, but also a different approach to the issues of preparation for the profession in the course of pharmaceutical studies. In view of the new circumstances, it is necessary to introduce new teaching methods that will better prepare graduates for the practical implementation of the assumptions of the new act, i.e. the provision of pharmaceutical care. For a long time, teaching students of medical universities has been using methods and forms of teaching which, above all, allow to integrate knowledge and competences into practice. In Poland, this goal is realized in medical simulation centers, where, however, little space and time is allocated to pharmacy students. For this reason, the assumption of the project is to introduce, in the fifth year of pharmacy, exercises with the participation of a simulated patient and to assess the impact of these activities on the self-esteem and self-efficacy of future pharmacists. Patients who will take part in the exercises are people prepared for this role, who conduct a dialogue with the student according to a strictly defined scenario. This type of classes allows not only to improve the skills of using knowledge in practice, but also creates the possibility of making mistakes under controlled conditions, and thus avoiding them at work. In principle, the participation of students in such a project should translate into an increase in their self-esteem as a professional and patient educator, as well as their self-efficacy. Self-efficacy is a belief in one's own abilities to achieve a specific goal in various conditions, especially in stressful situations (Bandura, Albert. Self-Efficacy Mechanism in Human Agency, 1982). Therefore, the impact of simulation exercises on future pharmacy graduates should be multifaceted, both in terms of skills, soft skills and readiness to act as an authority for the patient.