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Verbal Communication Improvement Workshop for Self-Identified P3 Pharmacy Students: A Model for a Successful Collaboration with a Communications Department

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Keywords

pharmacy student

Disciplines

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Comments

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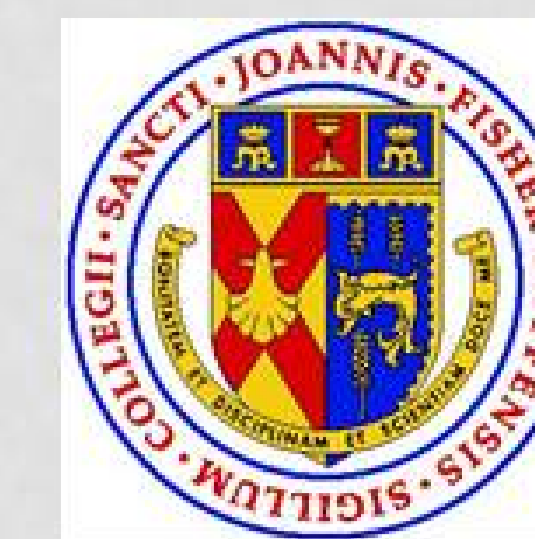
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Verbal Communication Improvement Workshop for Self-Identified P3 Pharmacy Students:

A Model for Successful Collaboration with a Communications Department

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What is the problem?

Difficulties with verbal and nonverbal communication skills were identified in select P3 students by faculty and preceptors.

Is this widespread?

Informal (Listserv) survey of Offices of Experiential Education nationally revealed:

- There are students who can pass didactic courses but not practice site experience due to difficulties with communication skills.
- Faculty struggle with how to help these students.

Does the literature provide any guidance?



Two types of studies:

- Studies of how we assess communication skills at different points in the curriculum: most recently, Kubota et al. (2011), Rao (2011), Mesquita et al. (2010), Mort & Hansen (2010).
- Studies describing course methodologies for teaching communication skills: most recently, Kane-Gill & Smithburger (2011) D'Antonio (2010), Boesen et al. (2009).
- Only Parkhurst (2007) described course aimed specifically at a linguistically diverse population, in which communication issues often arise.

Complicating factors: time & resources

• Faculty already stretched with teaching, experiential responsibilities, R&T requirements, administrative duties.

- Immediacy of need so P3 students can succeed in their Advanced rotations (APPEs).

Our solution!

- Collaborate with an academic communications department to offer self-identified (and faculty-encouraged) students a verbal communication workshop.
- Purpose: Build student confidence, comfort, and technical skills in verbal (and nonverbal) communication.



Procedure

Ten self-selected, third-year Pharmacy students participated in a four-week verbal communication skills workshop, twice a week, two hours per session.

Before the workshop

Students completed a 24-item Personal Report of Communication Apprehension (PRCA) and a questionnaire about their backgrounds and public speaking experience.

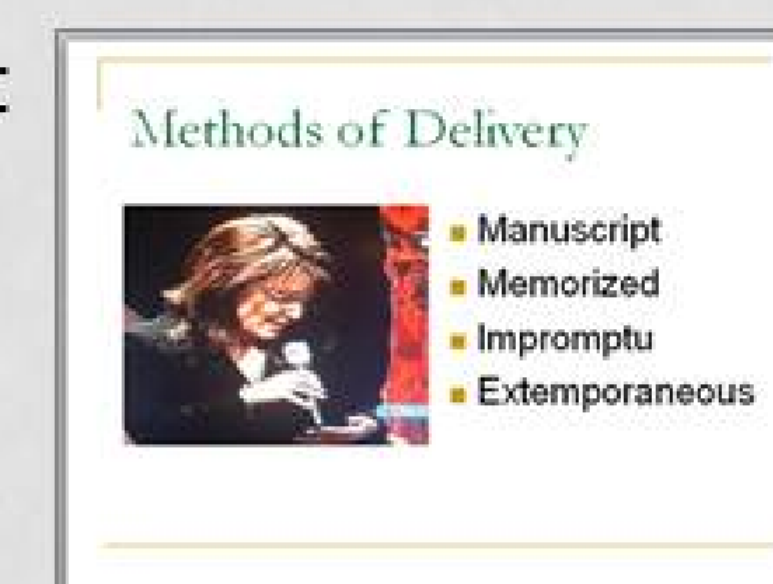


During the workshop

Instructor led discussions on verbal communication topics and students delivered prepared or impromptu presentations.

Instructor presentation topics included:

- Dealing with speech anxiety
- How to organize a presentation
- Working on presentation delivery
- Handling questions



Student presentations included:

- Self-introductions and elevator speeches
- Informative presentations based on their interests
- Impromptu topics suggested by class
- A pharmacy-based informative presentation
- Answering questions from the audience



Presentations were viewed in class for constructive criticism, and digital video recordings were given to students.



NOTE:

Workshop took place away from WSoP building, to increase student comfort level with workshop experience.

After the workshop

Each student again completed the PRCA and a course evaluation form based on the relevant questions from the WSoP course evaluations.

Results:

- Eight of 10 students completed workshop.
- PRCA scores improved for six students.
- Workshop evaluations were high.
- Comments were helpful for future planning.

PRCA Scores/Public Speaking Component				
Name	PRCA before	PS only before	PRCA after	PS only after
KR	62	18	52	14
SA	83	18	72	18
EN	81	21	59	17
MC	87	21	77	20
RM	75	24	59	15
AK	86	22	77	18
BZ	77	22	79	23
SC	69	22	75	22

Verbal Communication Workshop Evaluation

The assignments/projects helped my understanding of course content: **5.9**
 Strongly agree 7-6-5-4-3-2-1 Strongly Disagree

The course objectives were clearly stated: **5.6**
 Strongly agree 7-6-5-4-3-2-1 Strongly Disagree

The course objectives were met: **5.9**
 Strongly agree 7-6-5-4-3-2-1 Strongly Disagree

I learned a lot of valuable information in this course: **6.4**
 Strongly agree 7-6-5-4-3-2-1 Strongly Disagree



Wegmans School of Pharmacy



William Fay Building, home of the Communication/Journalism Department

What are the implications of this program?

Communication skills for pharmacy students who have significant issues with verbal communication can be addressed through collaboration with other schools and departments on campus. The shortage of pharmacy faculty makes it imperative that we look beyond our own programs to seek remedial help for our students. This study provides a model for a way to effectively partner with a communications department to provide additional, remedial instruction for our students.

