

Maha Coucha, Ph.D., Sarah Lopez, Pharm.D., Adegoke Adeniji, Ph.D., South University School of Pharmacy,
Mohammed Abdelsaid Ph.D., Mercer University School of Medicine

Background and Objective:

The Accreditation Council for Pharmacy Education (ACPE) requires the preparation of students to communicate effectively with all audiences in various settings⁽¹⁾. Unfortunately, many pharmacists lack sufficient training to become confident speakers⁽²⁾. Several Pharmacy schools incorporate communication skills training into their didactic and experiential curriculum to meet the ACPE standards⁽³⁻⁵⁾. The objective of this study was to evaluate **the impact of a communication skills elective course on pharmacy students' presentation and teaching skills within our curriculum.**

Study Design and Methods:

Course overview and components	Assessment Tools
<p>Participants: Eight second-year pharmacy students</p> <p>Focus Areas:</p> <ul style="list-style-type: none"> Improving presentation skills Managing speech anxiety Connecting with a large class <p>Each student was required to give three presentations, one covering each of the following categories:</p> <ul style="list-style-type: none"> Patient case Research article Teaching sample 	<p>After each presentation, attendees provided verbal and written feedback using the "Stop, Keep, Start" method.</p> <p>What should the presenter STOP doing? What should the presenter KEEP doing? What should the presenter START doing?</p> <p>Skill Assessment Standard Evaluation Tool^(6,7): Each presenter was evaluated on the following skill sections:</p> <ul style="list-style-type: none"> Behavioral elements Content variables Delivery skills

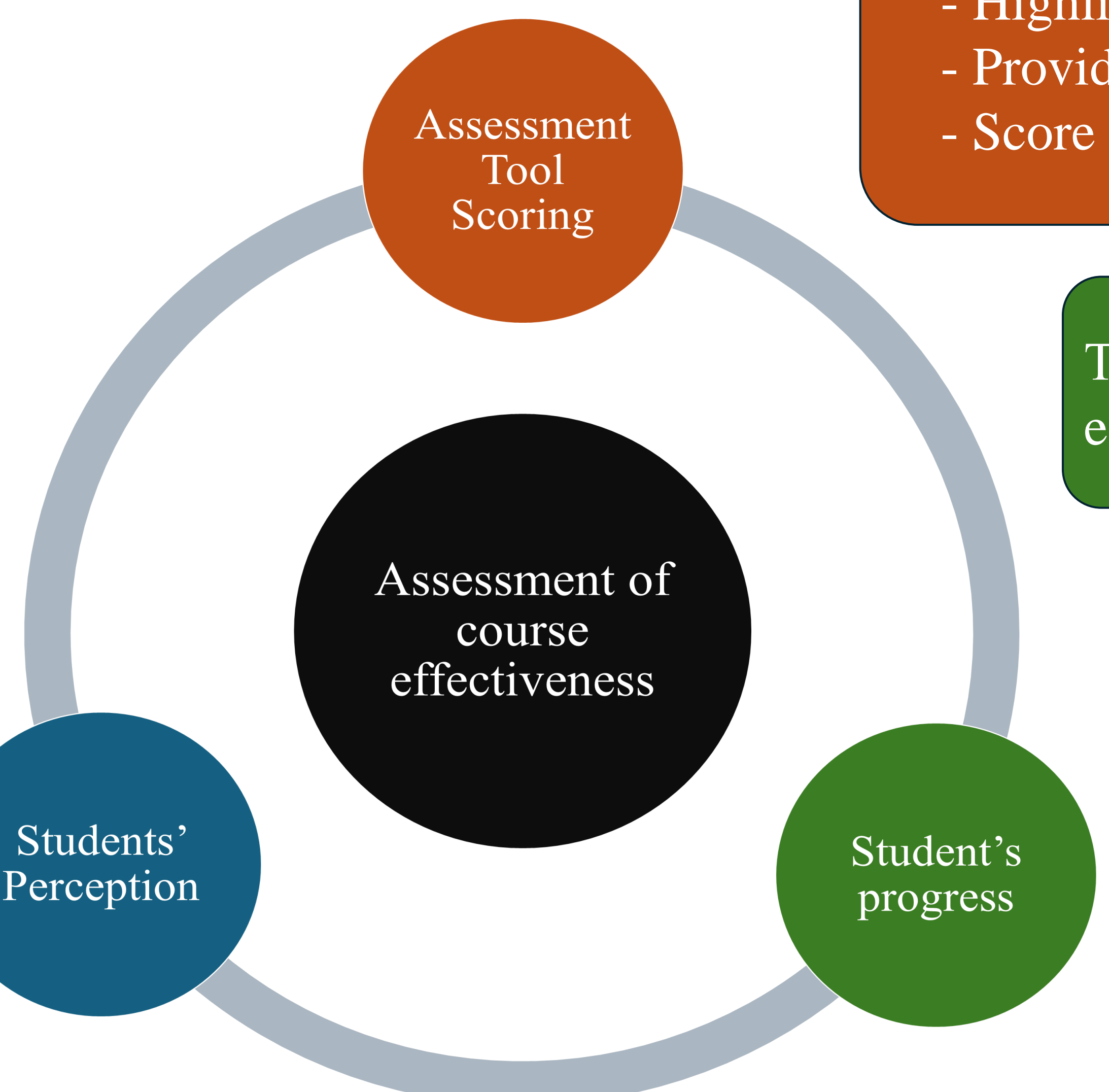
Assessment Tool Scoring

- Highlights challenges
- Provides overall score
- Score of 80 or above indicates high effectiveness

To assess student's progress, the scores were tracked after each presentation

To gauge students' perception of the course's effectiveness, the students completed a perception survey at the end of the course to reflect on how the course has improved their ability to achieve the course outcomes (CO), including:

CO1: Communicate professionally and persuasively.
CO2: Develop clear and concise presentations that accommodate the different types of learners.
CO3: Create learning objectives using Bloom's taxonomy.
CO4: Teach and to perform peer and self-evaluation



Results:

Figure 1:

A. The presentation skills of all the participating students were significantly improved by completing the course ($p < .01$).
B. On average, students displayed a remarkable 19% increase in their presentation skills.

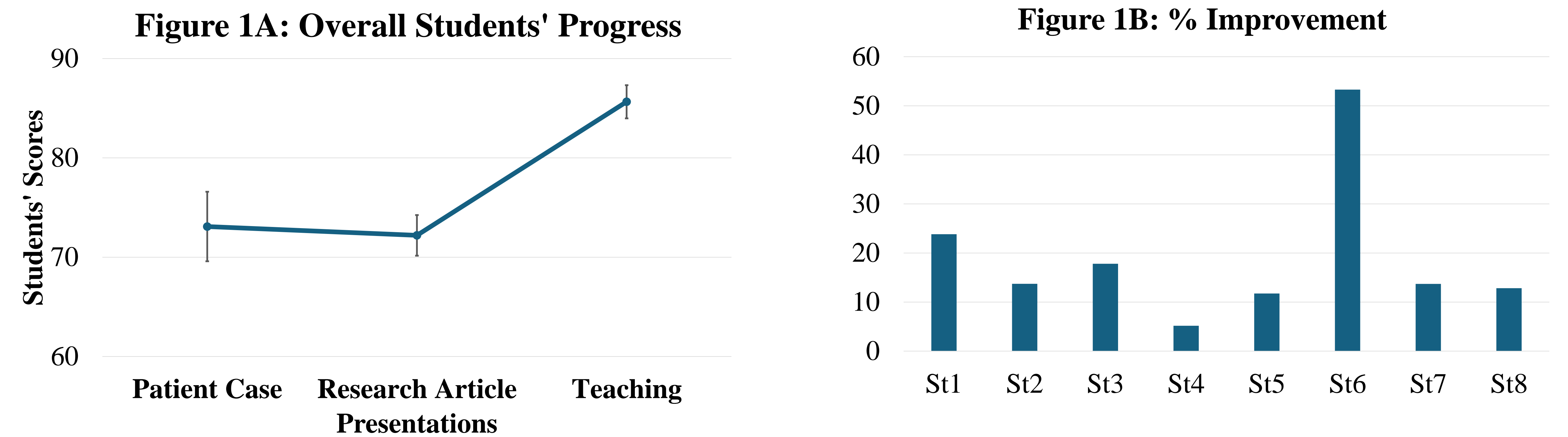


Figure 2:

A- Following the first presentation, 7 out of 8 students received scores below 80%.
B- This distribution was reversed by the end of the course.
C- The Students' mean scores increased significantly by the end of the course. ($P < .001$)

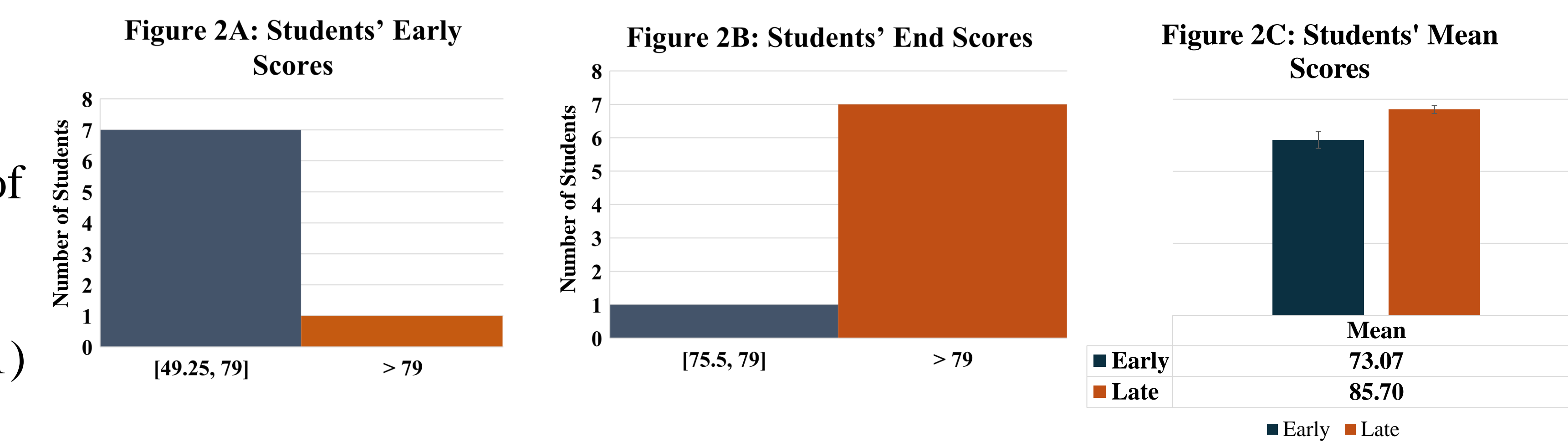
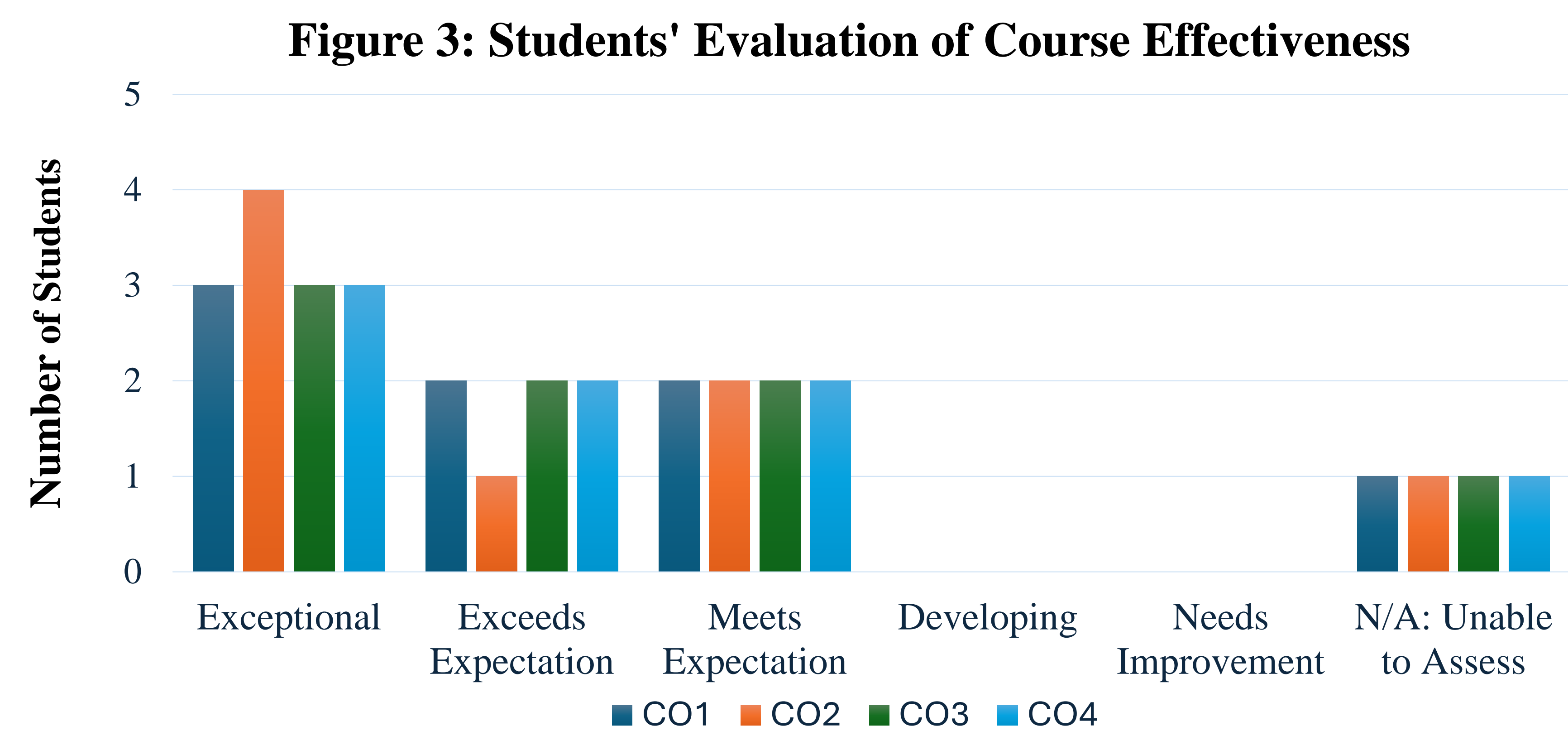


Figure 3:

When students were asked if the course improved their ability to achieve the course-specific outcomes, seven out of eight indicated that the course exceeded expectations, met expectations, or was exceptional.



Conclusion:

The findings underscore the course's effectiveness in enhancing the students' presentation skills within the Pharmacy program, as validated by both objective assessments and students' feedback.

References:

- (1) Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree accessed at <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>
- (2) St. James D. Seven deadly speaker sins. *Curr Pharm Teach Learn.* 2012; 4: 217-218.
- (3) Trujillo JM, McNair CD, Linnebur SA, Valdez C, Trujillo TC. The impact of a standalone, patient-centered communication course series on student achievement, preparedness, and attitudes. *Am J Pharm Educ.* 2016;80(10):174. doi:10.5688/ajpe8010174.
- (4) Donovan EE, Brown LE, Rush SK, et al. An applied improvisational pharmacy communication workshop implemented during orientation for first-year pharmacy students. *Am J Pharm Educ.* 2020;84(1):7250. doi:10.5688/ajpe7250.
- (5) Cain J. A pharmacy elective course on creative thinking, innovation, and TED talks. *Am J Pharm Educ.* 2016;80(10):170. doi:10.5688/ajpe8010170.
- (6) Jahangiri L, Mucciolo TW. Characteristics of effective classroom teachers as identified by students and professionals: a qualitative study. *J Dent Educ.* 2008;72(4):484-493.
- (7) Jahangiri L, Mucciolo TW. (2017). A guide to better teaching: skills, advice, and evaluation for college and university professors. Rowman & Littlefield Publishers.