Poster: 2

Theme: Overcoming Barriers: Integration of, and Student Engagement with the Behavioural, Biomedical and Social Sciences

Title: A Pharmacy Communication Tool: Modelling Effective Communication Skills
Dr Nicola Shapland

Introduction/Background:
A web-based Pharmacy Communication Tool resource for pharmacy students has been developed, trialled and evaluated. The Tool has been successfully integrated into the curriculum for three pharmacy courses, at both undergraduate and post graduate level, at Griffith University. The tool comprises a suite of 10 digitised video scenarios, grouped in pairs that model both a poor and good communication scenario for five core communication skills (Non verbal communication; Appropriate language; Questioning and listening; Experiencing empathy and; Clarifying effectively). The video clips are exaggerated with some humour to maintain interest and engage the student audience. A distinctive feature built into the tool is a set of reflective questions, which encourage students to place themselves in the patient’s position and reflect upon the patient perspective. Additional scenarios are under development to increase the scope to the current resource.

Purpose/Objectives:
The overall aim of the Pharmacy Communication Tool is to provide both an excellent learning experience and support students in developing their communication skills.

The Tool objectives are to:
- Engage interest and enhance learning
- Be easy to navigate
- Integrate and complement the whole student learning experience within a course
- Assist students’ development in communicating more successfully in a pharmacy practice setting

Issues/Questions for exploration or ideas for discussion:
- How to optimise the use of the tool to best engage with students in the learning process
- How to appropriately assess effectiveness of the tool as a standalone and/or as part of comprehensive communications course

Results:
Evaluations from two post graduate student cohorts clearly demonstrate the effectiveness of the Tool as a supportive teaching and learning resource.

<table>
<thead>
<tr>
<th>Pharmacy Communication Tool Survey Question</th>
<th>% Students that Agree/Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 (n=14)</td>
<td>2010 (n=17)</td>
</tr>
<tr>
<td>Engaged interest and enhanced learning</td>
<td>86%</td>
</tr>
<tr>
<td>Assisted development in successful</td>
<td>86%</td>
</tr>
<tr>
<td>communication in a pharmacy practice setting</td>
<td></td>
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</tbody>
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Poster: 3

Theme: Overcoming Barriers: Teaching Students “Outside of the Box”

ID: 979

Title: Mind-Mapping Research Methods
Mr Michael Crowe, Prof Lorraine Sheppard

Introduction/background:
It is difficult to envisage the breadth research methods, especially for novice researchers. Using a mind-map provides alternative, visual way to present this information.

Purpose/Objectives:
The research methods mind-map explores five distinct areas of research methods in both qualitative and quantitative areas: 1. Research design 2. Sampling techniques 3. Ethics 4. Data collection 5. Data analysis The mind-map can help the novice researcher see the variety in research methods available. The mind-map allows researchers to explore the most appropriate paths to follow for their research question. The mind-map can be used to help experienced researchers look at new research methods. For those supervising student research projects, the mind-map helps to guide the student through the research process ensuring that they cover the major areas of research for their project. Using a mind-map, research methods can be explained from a reasonably simple beginning and branches can be unfolded to increase complexity as required.

Issues/Questions:
for exploration or ideas for discussion Are there other aspects of the research process that need to be added?

Discussion:
The evaluations conducted clearly confirmed that the Pharmacy Communication Tool has increased students’ engagement with their learning; and confidence in their communication skill development.

Conclusions:
The Pharmacy Communication Tool was well received and positively enhanced student’s learning experience with the development of more, and more complex scenarios warranted.