

## S23-2 Positioning and cooperation of the communication education

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With almost four years having passed since the implementation of the six-year system, the initial students are set to advance to practical training.

Model curricula for pharmacy education established with the start of the six-year system call for grounding in the humanities and the development of a character becoming of a medical professional for students of all years in the program. Yet only three SBOs directly address communications.

Communication is nonetheless essential for human interaction, and the communicative ability of medical professionals greatly affects how their patients feel. Communication should therefore be studied in all years of any program (and for life) as is the case with humanities-based education in general.

Communication studies must be not be some one-time class offered in the department but rather woven into all humanities coursework throughout all years of the program.

The humanities curriculum for the six-year system at Kitasato University calls for the development of basic interpersonal skills in years one to two, the ability to apply communications in years three to four, and the ability to communicate as a competent pharmacist in years five to six of the program.

It is hoped that the educational curriculum of Kitasato University as an example can lead to a discussion about the status and ties of communication studies within the context of pharmacy-related humanities education.