

## S23-3 **Strategies and Interaction for Effectively Teaching Communications: From a workshop report**

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With the introduction of the longer six-year system to better educate future pharmacists as caregivers, all universities now provide communication studies classes to their pharmacy students in one form or another. As communicative ability depends more on character and technique than knowledge, classes often incorporate workshops and practice sessions. Although many strive to advance communication studies for pharmacists, serious debate about what strategies are appropriate for actual learning is lacking.

Even when classes and practice sessions are offered under some strategy, the efficacy can differ greatly according to the quality of those providing the instruction. All involved in communication studies urgently need a forum for gathering to propose effective strategies, provide feedback to peers, and formulate guiding questions.

The Pharmaceutical Communication Society of Japan hosted a workshop for communications educators where sound clips\* of breast cancer patients were used as a teaching device. Attendees engaged in activities from proposing learning strategies to posing guiding questions to deepen understanding. This session will discuss what was learned and emerging issues identified at the workshop.

\*The clips will be posted in the “Health and Sickness Discussion Database” on the website of DIPEX-Japan in January 2010.