

S23-5 **Qualitative approaches and findings in educational research for communication education in six-year pharmacy program**

○Takashi OOTANI¹

¹Graduate School of Education and Human Development, Nagoya Univ.

The presenter will offer his opinions about the topic as a qualitative researcher and education researcher.

We in the field must do the following in order to identify specific aspects of and methods for professional communication studies for pharmacists and to consistently improve the discipline: (1) Identify and flesh out educational issues through the analysis of current language associated with dosing instructions, for example, (2) Perform short-term evaluations of programs based on the previous item, (3) Validate the long-term efficacy of programs in the post-graduation stage, soon after the first class has graduated, (4) Deliberate the appropriate nature of postgraduate communication studies to support the lifelong development of the medical professionals, and, to this end, (5) continually analyze the changes in the roles, functions, and responsibilities of pharmacists in hospitals and pharmacies as their professional status increases.

The associated research and evaluation will not be possible simply with the quantitative approach favored to now by researchers in the field of pharmaceutical sciences. Qualitative research procedures will be essential. Qualitative research procedures are used to obtain qualitative data (written records) through observation and interview and to analyze the data. The presenter will discuss the function and significance of qualitative research in the context of the educational and research themes mentioned above.

Many education-related findings are available about professional development and how it should be taught, and outside Japan, education researchers typically participate in the education of medical professionals. It is hoped that these education-related findings are actively implemented into Japan's six-year system to educate pharmacists. And it is strongly hoped that the field earnestly engages in its own research instead of simply adopting existing educational methods for medical professionals.