Integration and Assessment of Concept Mapping as a Tool to Synthesize Concepts in a Pharmacy Communication Skills Course

Abstract

Objective: To assess students' perceptions of their understanding of content associated with communication skills (PHA 320) with and without exposure to concept mapping, and to evaluate the ability of each student to describe such connections in detail.

Methods: In the first year of the project, students will be given a pre- and post-course assessment of their understanding of the connection between communication skills concepts using a Likert scale. Likewise, the students will write a narrative description of their understanding of how the topics discussed during the course are interrelated. This process will be repeated the second year with the addition of concept mapping as a tool to facilitate a deeper understanding of the material.

Results: A quantitative analysis of the changes in the Likert scale responses, and a qualitative analysis of the contents of the written narratives from the first and second years will be completed.

Implications: The project will determine the utility of concept mapping as a tool to facilitate more meaningful learning of communication skills for pharmacy students.

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