

# To impart prescription communication skills in II MBBS undergraduate students using role play and self-directed learning: A pilot study

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## Introduction

- Lack of skill in communicating the prescription with patient results into poor therapeutic outcome and jeopardizes patient's safety.
- Objective: To impart prescription communication skills in II MBBS undergraduate students using role play and self-directed learning.

## Methodology

- Ethical approval taken
- 25 second MBBS students (volunteered) attended
- **Session 1** on self-directed learning (SDL): Students discussed the information to be communicated with patients with reference to the paper cases by referring to the resources.
- **Session 2:** Students observed role play by faculty demonstrating proper way of communicating the prescription.

- **Session 3:** Students performed role plays in pairs, received Feedback from peers and faculty.



- **Assessment** done using 3 OSCE stations. Results were compared with OSCE of 25 nonparticipating students (unpaired t test).



- **Perceptions** of students were obtained using free listing and cognitive salience index (CSI) was calculated.

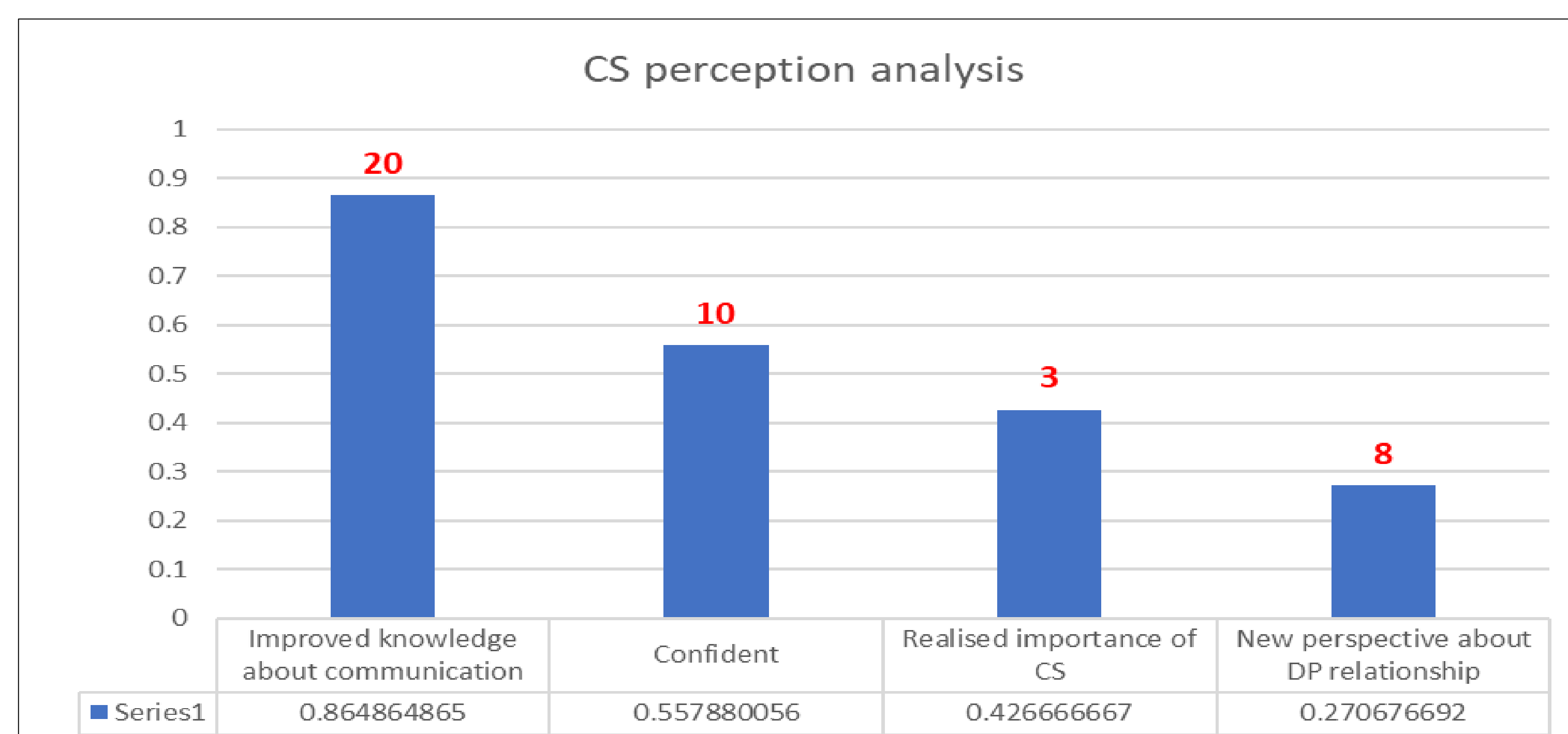
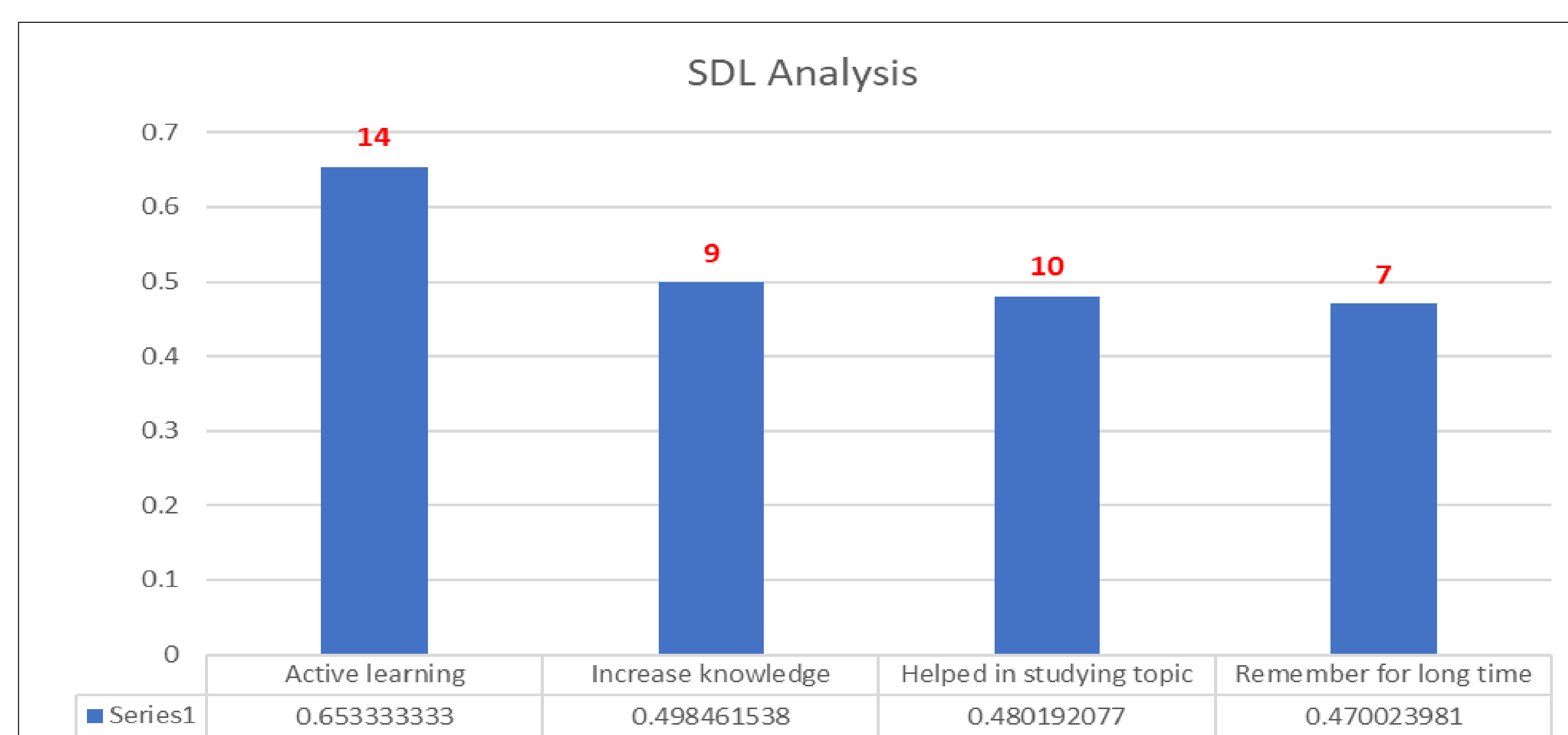
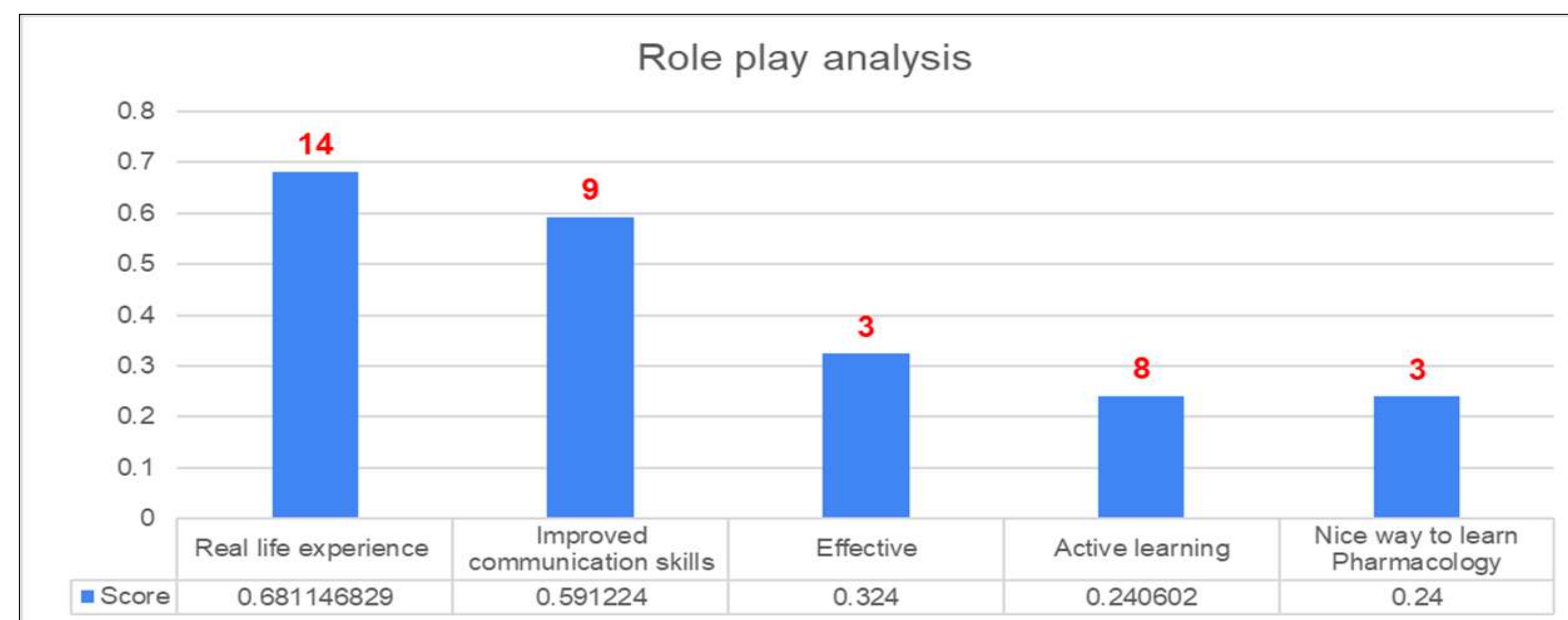
## Results

- Scores obtained by the students in **OSCE stations**

	OSCE 1	OSCE 2	OSCE 3	Control
Mean	7.98	8.06	7.52	6.14
SD	1.25	1.19	1.22	1.36

1. Scores were reliable (Cronbach's alpha – 0.707)
2. Comparison of participating vs nonparticipating students: significant difference (p=0.0006)

- **Students' perceptions**



## Conclusion

Prescription communication skill can be imparted effectively using role play and SDL

## References

1. Garg P et al Int J Med Res Prof.2017; 3(2); 200-04.
2. Kalpana L et al IJP 2016;48:S33-6.
3. Dongre AR et al J Health Allied Scs. 2009;8(4):3