

Bilge SözenŞahne, Elif UlutaşDeniz, Selen Yeğenoğlu, Olcay Sert, Melih Elçin, Terken Baydar

EAFP 2017, Helsinki

To the leading edge... Toward being the best...



www.hacettepe.edu.tr

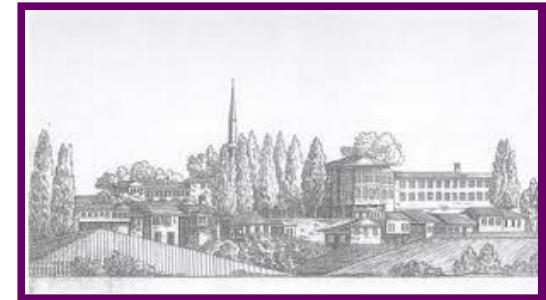
A CONVERSATION ANALYTIC INVESTIGATION INTO
PHARMACY STUDENTS' INTERACTIONAL PRACTICES
BEFORE AND AFTER THEIR INTERNSHIP

A Conversation Analytic Investigation Into Pharmacy Students' Interactional Practices Before And After Their Internship

- **Undergraduate pharmacy education in Turkey**
- **The role of the internship and simulation practice in pharmacy education**
- **Conversation analysis**
- **Methods**
- **Results**
 - **Students' feedback**
 - **CA findings**
- **Discussion and Conclusion**

Undergraduate pharmacy education in Turkey

- 1839 – Began at “*Mekteb-i Tıbbiye-i Adliye-i Şahane*”
(2 years)
- 1850 – The duration of the education prolonged into 3 years
- 1923 – The proclamation of the Turkish Republic
- 1938 – The duration of the education increased to 4 years
- 2000 – 8 Faculties of Pharmacy
- 2005 – 5 years...
- 2017 – Nearly 50 Faculties of Pharmacy, 28 of them continue to give undergraduate education



Undergraduate pharmacy education in Turkey

- **Competences:**
 - 2 **Pharmacy practices**
 - 2 **Symptoms and clinical situations**
 - 2 **Legal and psychosocial situation**
 - 2 **Personal health situations**
 - 2 **Situations related public health**
 - 2 **Environmental / Global situations**

Undergraduate pharmacy education in Turkey

- + Analytical chemistry
- + General chemistry
- + Biochemistry
- + Clinical biochemistry
- + Pharmaceutical microbiology
- + Plant biology
- + Medical biology
- + Physiology
- + Physiopathology
- + Organic chemistry
- + Public health
- + Anatomy
- + Biostatistics
- + Medical aid
- + Food analysis

- Ê Pharmacology
- Ê Pharmacognosy
- Ê Pharmaceutical botany
- Ê Phytotherapy
- Ê Pharmaceutical chemistry
- Ê Drug metabolism
- Ê Pharmaceutical toxicology
- Ê Clinical pharmacy
- Ê Pharmacotherapy
- Ê History of pharmacy and deontology
- Ê Pharmacy legislation
- Ê Pharmacy management

- Ê Pharmaceutical technology
- Ê Biopharmaceutics and Pharmacokinetics
- Ê Pharmaceutical biotechnology
- Ê Cosmetology
- Ê Radiopharmacy
- Ê Medical supplies

The role of the internship and simulation practice in pharmacy education

- The interaction between the theoretical education and real practice introduced by internships.
- The internship is an essential part of undergraduate pharmacy education.
- In Turkey, after the EU Harmonization and Bologna Process, undergraduate pharmacy students have to complete their internship period with 40 ECTS (Community pharmacy, Hospital pharmacy, Pharmaceutical industry, the Ministry of Health).

The role of the internship and simulation practice in pharmacy education

- **In many countries, simulation is considered to be an instructional technique in pharmacy training to prepare the students for workplace practices.**
- **Simulation based pharmacy education is used in teaching the subject areas like pharmacology practices, medication management, physical evaluation and communication.**
- **Although it has becoming more and more popular in the pharmacy curricula of various countries recently, simulation techniques, especially standardized patients have not been used in the education of pharmacists and pharmacy technicians in Turkey yet.**

Conversation Analysis

- **Conversation analysis (CA) is an approach within the social sciences that aims to *describe, analyze, and understand* talk as a basic and constitutive feature of human social life.**
- **CA is the study of talk. It is the systematic analysis of the talk produced in everyday situations of human interaction: talk-in- interaction.**

4 Basic Principles of Conversation Analysis

- *There is order at all points in interaction: Talk in interaction is systematically organised, deeply ordered, and methodic.*
- *Contributions to interaction are context- shaped and context-renewing: Contributions to interaction cannot be adequately understood except by reference to the sequential environment in which they occur and in which the participants design them to occur. They also form part of the sequential environment in which a next contribution will occur.*
- *No order of detail can be dismissed a priori as disorderly, accidental, or irrelevant: CA has a detailed transcription system, and a highly empirical orientation.*
- *Analysis is bottom-up and data driven: The data should not be approached with any prior theoretical assumptions, regarding, for example, power, gender, or race; unless there is evidence in the details of the interaction that the interactants themselves are orienting to it.*

Conversation Analysis-Transcription: steps

- Follow the instructed format throughout
- Inter-turn gaps, silences
- Overlaps (both onsets and closings)
- Elongations, cut-offs
- Intonation, stress, speed of talk, loudness
- Non-verbal language

Aim

- In this study, we aimed at investigating the interactional practices of third year pharmacy students before and after their summer internship. The study stands out to be the first one based on simulated practices in Turkey, despite the widespread use of this method in the world.



Materials and Methods

- In order to examine the extend to which the internship experience prepares the students for their future career, a simulation practice was planned.
- 11 students participated in the practice voluntarily, with 7 standard patients and 4 different scenarios in the simulation environment before and after the summer internship.
- In order to depict the progress of the students in terms of social interaction, Conversation Analysis was used.

Sacks H., Schegloff E.A., Jefferson G. A simplest systematics for the organization of turn-taking for conversation. Language (1974) 50(4):696-735.

Sidnell J., Stivers, T. The Handbook of Conversation Analysis. (2013) Malden, MA: Wiley-Blackwell.

Nguyen H. I. Constructing expertness: A novice pharmacist's development of interactional competence in patient consultations. Communication and Medicine (2006) 3(2):147-160.

Materials and Methods

- The data consists of 4 hours of video-recorded interactions, which were transcribed using Jefferson (2004) transcription conventions and were analysed using Transana software by paying close attention to sequential organisation of interaction as well as non-verbal details of talk.
- To triangulate the data, students' opinions about simulation were gathered using a written feedback form.
- This study was supported by the Hacettepe University Scientific Research Project Coordination Unit (Project No: TDS-2016-10689).

Results – Students Feedbacks

All of the students participating in the study think that simulation practices will contribute to professional practices. At the same time, they mentioned that this practice will be quite useful in terms of the development of communication skills and this should be given more room.

- A1. *"It will certainly contribute, and watching before and after our experience gives us different perspectives."* (S2)
- A2. *"Throughout our education, we didn't encounter patients outside of the internship, and the simulation offers us the opportunity to meet patients, allowing us to learn about patient-pharmacist relationships."* (S5)
- A3. *"... provided us to see our own development before and after the internship."* (S8)
- A4. *"I think it's useful from every perspective."* (S9)
- A5. *"It will certainly contribute, and It will be good to see our deficiencies."* (S10)

Results – Students Feedbacks

All of the students emphasized that the simulation practice should definitely be included in the pharmacy education program and the program should be included as obligatory as internships.

- A6. *"Simulation practice should take part in the pharmacy education program. We were able to choose depending on the demand, but it must be compulsory like internships and I think it will be useful for our education."* (S1)
- A7. *"It is good to be done before the internship, it can be done for 1 day or 2 days."* (S2)
- A8. *"I think it should definitely take part in the undergraduate program."* (S4)
- A9. *"This practice should take part in the undergraduate program and I think the pharmacy student should also take this course."* (S5)
- A10. *"It can be a compulsory practice, even with Practice Pharmacy Internship in the second term, this practice can be done and early awareness can be provided for the deficiencies in communication."* (S6)

Results – CA Findings

- **Similar patterns are noteworthy, except for 2 students, when the pre-internship and post-internship records of the students participating in the study are monitored.**
- **Our conversation analytic findings showed that after the internship, the pharmacy students were able to explicitly verbalize their expertise**
 - (a) by using a decreased number of hesitation markers**
 - (b) reduced long silences**
 - (c) by providing more information about the drugs.**

Results – CA Findings

(a) Using a decreased number of hesitation markers

- *Before the internship:*

Extract 1: Hair growing

48 P2: =teşekkür ederim eczacı hanım a:: ben bi arkadaşımın
 49 tavsiyesi üzerine şu i:: tableti almak istiyorum
 thank you miss pharmacist i want to buy this tablet at the
 recommendation of my friend

50 Ph: hım:[]

51 P2: [bunu şey yapcam ben
 i ll do something with it
 (1.0)

52 P2: kırıp şampuanın içine katicam <saç uzatmasına iyi
 53 geliyormuş dediler>
 54 i break it and mix with my shampoo it is stated that it is useful
 for hair growing

55 Ph: hı:: bunu arkadaşınızdan mı duydunuz=
 one of your friend said so

56 P2: =evet arkadaşım kullanıyor bana [da tavsiye etti
 yes my freind used and recommended

57 Ph: [hım:: peki a::: bu benim
 58 bildiğim kadarıyla doğum kontrol ilacı ama bi doktorunuza
 59 danışmanız olmaz mı öyle reçete ile ben size versem
 60 nasıl olur ihh=
 as far as i
know it is a contraceptive but it will be better firstly you ask
 it to a doctor then i ll give it to you with a prescription

Results – CA Findings

(a) Using a decreased number of hesitation markers

- *After the internship:*

Extract 2: Drug use

- 131 P4: =>nasıl kullanmam< gerekiyordu?
how can i take it
- 132 Ph: ha: onu yazmadım (.) pardon (.)sabah akşam tok karnına yazmış
133 olması lazım (.) ağrı kesici.
i didn't write it down sorry it must be in the morning and in
the evening pain killer
- 134 (1.1)
- 135 P4: ağrı geçene kada:r?
until the pain stops
- 136 Ph: evet
yes

Results – CA Findings

(b) Reduced long silences

- *Before the internship:*

Extract 3: Missing prescription

14 Ph: reçeteyi alıp gelme şansınız var mı peki
do you have a chance to bring the prescription

15 Pl: ya şimdi biraz uzak a:: [()]
it s far from here

16 Ph: [çok mu uzak peki=
is it too far

17 Pl: =evet
yes

18 Ph: ↓him:: (1.0)

19 (1.0)

20 Ph: ↓him:: nasıl yapalım o zaman
what can we do then

21 (1.1)

22 Ph: yani ben reçetesiz ilaç verme imkanım yok size ama
so i can't give you medicine without prescription

23 (2.6)

24 Ph: yine durumunuz ağır herhalde çocuğun=
but your child's condition is probably heavy

25 +pharmacist look into the patients eyes

26 Pl: =evet çocuk çocu[k benim acilde] evet
yes child child is in emergency yes

Results – CA Findings

(b) Reduced long silences

Extract 4: Pain killer

- 04 P4: >ben bi< ağrı kesici yazdırıcaktım.
i want to take a pain killer
- 05 Ph: ağrı kesiciyi doktordan yazdırdınız mı >sağlık ocağından?<
do you have a prescription from a doctor from a health centre
- 06 P4: ::yo:: ağrı kesiciyi alıyorum ben eczanelerden?
no i buy it from pharmacy
- 07 (0.9)
- 08 Ph: ::: ağrı kesiciyi:: karşıda sağlık ocağıımız var,
isterseniz yazdırın zaten şu an müsait (.) ondan sonra
09 gelin; (.) ben [size burdan veriyim.
10 pain killer there is health centre across the way if you
want you can take a prescription from there it is available now
then you can come here and i ll give you
- 12 P4: [şimdi eczacıımız reçetesiz vermiyo musunuz
now you don't give it without a prescription

Results – CA Findings

(c) Providing more information about the drugs

- *Before the internship:*

Extract 5: Decision

29 Ph: peki doktordan tekrar yazdırma şansınız var mı acaba=
do you have a chance to rewrite the prescription from the doctor

30 Pl: reçete zaten evde yani yarın öbürsü gün getirebilirim
the prescription is already at home so i can bring it tomorrow
or next day

31 Ph: hım: getirecem ↓diuosunuz
you re saying that you ll bring it
(1.0)

32
33 Ph: anladım
i see
(2.2)

34
35 Ph: hı::
(2.8)

36
37 Ph: ↓tamam
okey
+take the medicine from the shelf
(1.0)

38
39
40 Ph: ()
(1.5)

41
42 Pl: (çok) teşekkür ederiz=
thank you very much

Results – CA Findings

(c) Providing more information about the drugs

- *After the internship:*

Extract 6: Counseling

52 Ph: |tamam (.) günde bi kere alırsanız yeni başlıyorsunuz herhalde
53 |bu ilaca.
okay you take it once a day are you started newly
54 P6: bu ilaca yeni başlıyorum.
i ve just started
55 Ph: hıhı
56 (3.9)
57 Ph: *hım:° tek i: aç karnına (.) *alırsanız (.) [daha iyi° olur.
it will be better if you take it on a full on an empty
stomach
58 P6: [tamam >artık<
59 akşamları: gece mi kalkıp içim yok- yoksa sabah mı:
60 hani (.) uyandı°ğım zaman mı içim° [fark ediyomu
okay now i begin
to wake up in the night to take it or when i wake up is the any
difference
61 Ph: [sabah- sabah aç karnına
62 alırsanız (.) kan ilaçlarını daha iyi etki e,der:.
in the morning morning on an
empty stomach the antianemics affect better
65 (1.7)
66 P6: *tamam°
okay

Discussion & Conclusion

- It has previously been showed that the communication of the pharmacists with patients increases the quality of the healthcare service.
- In this study, it is possible to see the development of the students' expertise in terms of communication skills with the findings of conversation analysis.
- We concluded that conversation analysis methodology has proved to be very useful for revealing the importance of the internship experience the use of simulation in pharmacy communication training.

Thank you for your attention.

bilgesozen@yahoo.com

A CONVERSATION ANALYTIC INVESTIGATION INTO PHARMACY STUDENTS' INTERACTIONAL PRACTICES BEFORE AND AFTER THEIR INTERNSHIP

To the leading edge... Toward being the best...



www.hacettepe.edu.tr

Bilge SözenŞahne, Elif UlutaşDeniz, Selen Yeğenoğlu, Olcay Sert, Melih Elçin, Terken Baydar

EAFP 2017, Helsinki

bilgesozen@yahoo.com