

June 2023

Eloquentia Perfecta: Performing Public Speaking to Enhance Scientific Presentation Skills of Pharmacy Students

Marta J. Brooks

Regis University, mbrooks008@regis.edu

Trudi Wright

twright@regis.edu

Follow this and additional works at: <https://epublications.regis.edu/jhe>



Part of the [Fine Arts Commons](#), [Health Communication Commons](#), [Music Performance Commons](#), and the [Other Pharmacy and Pharmaceutical Sciences Commons](#)

Recommended Citation

Brooks, Marta J. and Wright, Trudi (2023) "Eloquentia Perfecta: Performing Public Speaking to Enhance Scientific Presentation Skills of Pharmacy Students," *Jesuit Higher Education: A Journal*: Vol. 12: No. 1, Article 10.

DOI: <https://doi.org/10.53309/2164-7666.1408>

Available at: <https://epublications.regis.edu/jhe/vol12/iss1/10>

This Praxis is brought to you for free and open access by the Scholarly and Peer-Reviewed Journals at ePublications at Regis University. It has been accepted for inclusion in *Jesuit Higher Education: A Journal* by an authorized administrator of ePublications at Regis University. For more information, please contact epublications@regis.edu.

Eloquentia Perfecta: Performing Public Speaking to Enhance Scientific Presentation Skills of Pharmacy Students

Cover Page Footnote

The authors would like to acknowledge Kari Kloos, PhD, Assistant Vice President for Mission and Professor of Religious Studies for her thoughtful review of the manuscript.

Eloquentia Perfecta: Performing Public Speaking to Enhance Scientific Presentation Skills of Pharmacy Students

Marta J. Brooks

Chair and Associate Professor of Pharmacy Practice, School of Pharmacy
Regis University, Rueckert-Hartman College of Health Professions

mbrooks008@regis.edu

Trudi Wright

Co-Chair and Associate Professor of Fine and Performing Arts
Regis University, Regis College

twright@regis.edu

Abstract

The Jesuits know the importance of words and their delivery, both on the page and orally, which is why they place heavy emphasis on “perfect eloquence,” or *eloquentia perfecta*. It was in the spirit of the adjustment of words with a sensitivity to patients’ needs that inspired, *Eloquentia Perfecta – Speaking in Public*, a public speaking performance class session within the graduate pharmacy curriculum at Regis University. The courses described herein are part of the core curriculum within the School of Pharmacy. They place emphasis on not only understanding the science of *what* the students are communicating, but *how* they communicate. Students are taught to focus on their communication soft skills (written, verbal, listening) which are intimately connected to the building of empathy and trust with peers and patients. These communication goals are achieved, in part, because the instructors utilize *eloquentia perfecta*. This article provides the details of the development process and iterations of changes that led to the current version of the performance class that keeps our students focused on the unique human connections and virtues in their work. The class has been well-received by students and an enhancement to their thought process on how to prepare for presentations in person and virtually.

Introduction

According to Rudyard Kipling, “Words are, of course, the most powerful drug used by mankind.”¹ Whether written or spoken, the words pharmacy students choose, along with body language, intonation, and facial expressions, are crucial tools in their expression of the scientific information they share with peers, colleagues, and patients. The Jesuits, like Kipling, knew the importance of words and their delivery, both on the page and orally, which is why they placed heavy emphasis on “perfect eloquence,” or *eloquentia perfecta*. According to Professor of Rhetoric Steve Mailloux,

This *eloquentia perfecta* forms [the] basis of a Jesuit rhetorical tradition spanning four and a half centuries, a tradition that encompasses all of the Jesuit ministries... In each of these ministries, Jesuits adjusted their words to the capacities of their hearers and readers,

practicing a rhetorical sensitivity to audience needs, historical exigencies, and spiritual aims.²

It was in the spirit of the adjustment of words to the capacities of the hearers with a “sensitivity to audience needs” (or in the case of the pharmacy students, to patients’ needs) that inspired *Eloquentia Perfecta – Speaking in Public*, a performance class of public speaking within graduate pharmacy course work at Regis University.

Professional Development 1 & 2 (PHRM725/6), a core curricular class within the School of Pharmacy, places emphasis on not only understanding the science of *what* the students are communicating, but *how* they communicate. In the context of this class students are taught to focus on their communication (written, verbal, listening) soft skills. There are two opportunities to hone these skills, specifically in journal club and in the

seminar presentations to their peers and faculty. Coherent and professional presentation skills are vital to ensuring the students are heard by their peers and ultimately, their professional healthcare colleagues and patients. In the latter case, it can be the difference between a patient correctly using a medication or being nonadherent to the regimen with subsequent poorer or even dangerous outcomes.

The development of giving and receiving feedback on skills is an important part of a pharmacist's work life, which is not formally covered anywhere else in the curriculum. For a pharmacist to be effective on a healthcare team, they must have a number of skills and abilities, including the ability to be a leader and to collaborate on an interprofessional team utilizing effective communication skills.³ Many of these students will achieve a managerial position straight out of college (managing pharmacy technicians) with no training on how to provide constructive evaluative or corrective information to a direct/indirect report or peer. By initiating the development of these skills in this course (peers providing feedback to peers on journal clubs and seminar presentations), students can at least begin to assimilate into what will be expected of them regularly in the work arena. These goals for our pharmacy students have been achieved, in part, because we utilize *eloquentia perfecta*, introduced in the early years of the Jesuit order, by explicitly making connections between the course's content and caring delivery that language use and word choices convey.⁴

The integration of performance-based public speaking skills into a graduate pharmacy course is one of the elements that sets Jesuit education apart from other institutions of higher learning. It keeps our students focused on the unique human connections in their work. The communication skills taught in our Professional Development courses are intimately connected to the building of empathy and trust, which are necessary in both collegial and pharmacist/patient relationships.⁵ Learning these skills earlier in the curriculum allows for students to refine and hone them during their Advanced Pharmacy Practice Experiences in anticipation of their career serving others and care of the whole person. The students are frequently reminded of the power and contrast

of a sterile scientific discussion versus an empathetic dialogue that engages the peer or patient in the desired goal(s).

The concept of weaving empathy into classroom learning is in line with the early teachings of the Jesuits. For example, the order recommended the textbook *De arte rhetorica* by Jesuit Cyprian Soarez to their students, which was "a synthesis of the classical rhetorical theory of Aristotle, Cicero, and Quintilian."⁶ Used by the order from its first printing in 1562 through the Society's temporary suppression in the late eighteenth century, Soarez and the later Jesuit rhetoricians believed that "the ideal rhetor unites the language arts with wisdom and virtue." Thus, "Jesuit *eloquentia perfecta* can be characterized as an influential form of Christian rhetoric, a pedagogical elaboration of the classical ideal of the good person writing and speaking skillfully for the common good."⁷ Although most every University program focuses on the importance of verbal communication, the Jesuit way of overtly connecting the art of the spoken word to students' work toward the common good sets this curriculum apart. It gives instructors a meaningful way to explain to students why they should be learning the art of public speaking, instead of vaguely connecting it to their future employment. We teach this lesson to pharmacists, but teaching *eloquentia perfecta* is, of course, transferable to any healthcare discipline.

The Course in Detail

Professional Development 1 & 2 (PHRM725/6) is a yearlong 1 credit hour/semester course for graduate pharmacy students in their third year of a four-year curriculum. The course is designed to teach students the professional presentation of scientific data to their peers and patients in preparation for their fourth year of Advanced Pharmacy Practice Experiences (APPEs). These APPEs are a series of experiential rotations where students are mentored in clinical practice including optimizing drug therapy, applying problem-solving skills and providing excellent patient care. During APPEs, they are expected to give presentations to not only student peers, but practicing pharmacists, physicians, and other healthcare professionals. These presentations can, for example, be specific to a patient or a clinical topic related to a patient or a critique of a

scientific paper. To prepare them for these higher stakes presentations, students are provided two opportunities to present scientific data in their third year of the program including one called “journal club.” The journal club (JC) is a format for public presentation whereby a group of healthcare professionals meet to summarize and critically evaluate recent articles in the medical literature. When on APPE rotations, students evaluate and present on a scientific article to the group. Articles can include, but are not limited to, new innovations in chronic disease management, new therapies for a particular disease state, and/or public health issues. Its purpose is to develop their critical evaluation and thinking skills in support of optimal patient care. They begin to develop their public speaking skills in the fall of their third year by delivering a 10-minute JC presentation. This oral presentation is followed by a second opportunity to present a seminar (a 15 to 18-minute topic presentation) in the spring semester. The seminar is a common occurrence in scientific and medical arenas and serves the purpose of sharing information on a particular topic of relevance to the audience. It can include a presentation of original research that is in progress, patient clinical case, or a topic with emerging data as examples. In the context of this course, the students are assigned a faculty mentor and a topic for the seminar is decided upon together.

There are three main components to the evaluation of the student JC and seminar, including: 1) literature evaluation and analysis, 2) synthesis of that literature into an evidenced-based presentation (in other words, the content of the presentation), and 3) developing presentation/public speaking skills (inclusive of effectively answering questions and providing feedback). Prior to this course, many students have not formally or publicly presented scientific data and thus these assignments provide a forum for learning presentation skills and applying literature analysis/synthesis skills prior to their APPE year.

Inherent in the process is the need for students to stand-up in front of their peers and deliver the journal club and seminar presentations. Because students do not typically present in this manner until this point in the curriculum, these

assignments can cause fear and anxiety, which is another reason that it helps prepare them for their APPE year. It affords students the opportunity to present to peers in a lower stake environment and ideally address the apprehension associated with their first presentation. To set students up for success, in-class information is provided including: how to develop a presentation and associated presentation skills, reminders on how to search the primary literature, and some example presentations to see how each (journal club and seminar) are typically presented. The latter are demonstrated by APPE students and residents further along in their training as well as selected faculty who lecture on how to give a scientific presentation. By the end of their third year, the students should be able to (according to the planned student learning outcomes):

- Critically examine biomedical and clinical literature.
- Prepare material for a presentation into a logical, well-organized format that effectively promotes understanding of the topic.
- Prepare visual materials that enhance the quality of a formal presentation.
- Successfully deliver an informative presentation to a professional audience.
- Effectively answer questions and provide feedback related to a presentation.

As noted above, the development of communication skills underpins a majority of the course’s learning outcomes, which is why attention must be paid to the art of public speaking and not “just” the technical aspects of the science being presented. Effectively answering questions or providing feedback, require attention to the concept of speaking skillfully with eloquence, benevolence, and confidence for the receivers’ greater good. Further, the spirit and intentions of *eloquentia perfecta* are manifested in the *Eloquentia Perfecta* – Speaking in Public performance class provided to students (further described below). In terms of sequencing the presentations (journal club and seminar), students present their journal clubs, then the performance class is at the end of the Fall semester prior to their seminar presentation at the beginning of the Spring semester. Student seminar presentations

are recorded and provided to students for their review. Once they have watched their presentation they are asked to reflect upon an area of strength and two areas of improvement/desired growth related to their performance of the seminar. In preparation for their reflection, students are reminded of the Ignatian Pedagogy Conceptual

Model (Figure 1) and details for each of the guided reflection components.⁸ Reflections are a regular part of the overall curriculum for the students and the conceptual model presented in class is meant to remind them of the components of a thoughtful reflection on their performance and the art of speaking skillfully.

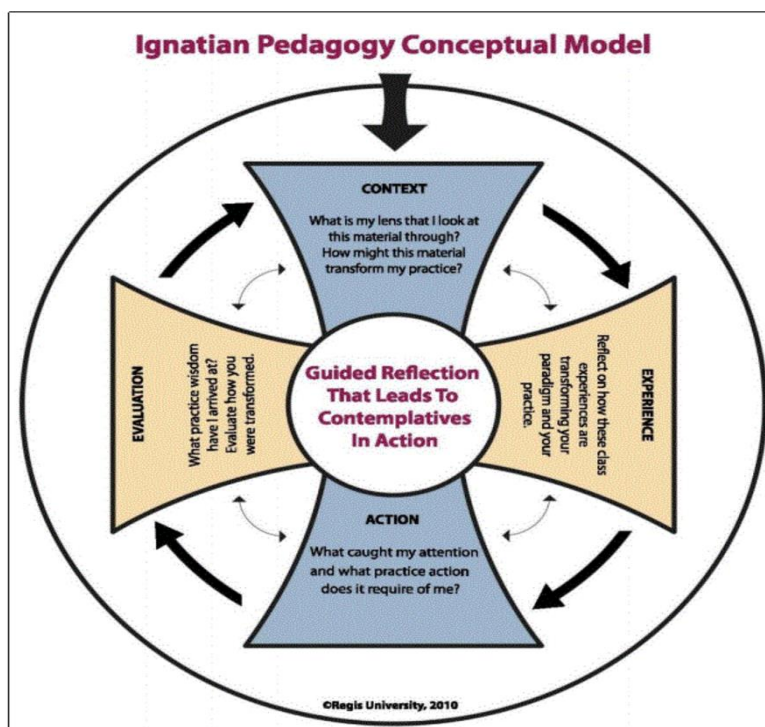


Figure 1: Ignatian Pedagogy Conceptual Model for Guided Reflection

The *Eloquentia Perfecta* – Speaking in Public - Public Speaking Performance Class

How often have we endured a presentation that rambles and never engages the audience, slides that are riddled with too many words and/or typographical errors, a monotone speaker who only reads their slides, the individual that stares at the floor or the ceiling, or the presenter who relentlessly paces the stage as they speak? So much is lost when a presenter is ineffective for these and many other reasons. Thus, in attempting to convey the importance of quality presentation skills to the students each year, exposing students to a non-scientist approach to developing this craft and specifically consider the “performance” that is involved in giving an engaging and well-received scientific presentation became part of the pharmacy curriculum. That is why for the past four years a *Eloquentia Perfecta* – Speaking in Public

performance class has been integrated into the Professional Development course.

This class developed when Dr. Wright was asked to teach an undergraduate oral communication intensive class for the Regis University’s First-Year Experience (a year-long, two-course sequence for first-year students focused around written and oral communication). Dr. Wright (Regis University Music Program Director), who holds an undergraduate degree in vocal performance, developed a curriculum around a skill she knew—performing! Thus, the *Eloquentia Perfecta* – Speaking in Public, a public speaking performance class was born. The same intention was shared by Dr. Brooks (Regis University Pharmacy Practice Department Chair) for her future pharmacists. Therefore, using the skills and intentions of both faculty members, the class was developed for the School of Pharmacy. The aim is

for students to improve their public speaking skills through methods that also teach them how to give and receive feedback in a supportive community.

Dr. Wright is not the only Jesuit educator employing performance techniques to improve *eloquentia perfecta* in her students. Vincent Casaregola does the same. He writes, “Like students in a music class, who must do more than read and discuss the notes on the page but actually play the music—and play it so an audience would want to hear it—my students are now asked to perform at least some of their texts, and to perform them in a way that ‘delights’ as well as ‘instructs.’”⁹ Casaregola points out the student learning outcomes desired by the early Jesuits in this description of one of his college writing courses. He, like the Jesuits, understands and teaches the importance of what is said and how it is delivered.

Musicians are constantly performing for peers and teachers, in both classroom settings and in public, to improve their craft. On a weekly basis, many music students around the country attend large (20+ students, sometimes called “Seminar”) and small group lessons (3-6 students) to practice their performance skills in front of a built-in audience. In these lessons or seminars, students introduce themselves and the work they are performing, perform the song or piece, and then get oral critique from their teachers and peers in front of all in attendance. Although some students thrive on the attention they receive from performing in front of others, many work through different levels of performance anxiety. Because of the nerves associated with performing and the possible negative comments students may receive from peers, the performance class model of teaching and learning can be quite intimidating. If, however, the participants are taught how to deliver and receive constructive comments and how to work as community instead of separate entities—i.e., participatory teaching and learning—the public speaking performance class becomes effective pedagogy.

According to Ken Bain, this type of teaching and learning is valuable because “students learn by doing...by exchanging ideas...and by getting feedback on their efforts.”¹⁰ That is why all “performance classes,” whether for music or

public speaking, must begin with guidelines and demonstrations on how to give feedback in order to create a strong learning community. The Pharmacy students are already in pre-formed groups due to the team-based learning pedagogy of the Regis University School of Pharmacy. These groups are assigned and utilized every semester for each cohort of students, making the public speaking performance class easier, in terms of community formation, because they have already cultivated a level of trust.

Applying Public Speaking Performance Class to PHRM725/726

When presentation day arrives, the pharmacy students have been prepped for the *Eloquentia Perfecta* – Speaking in Public performance class. Three to four speakers have volunteered to deliver a portion of their previously completed JC presentation. We begin the class by having the students work in groups to identify characteristics of successful and unsuccessful public speaking techniques. They easily identify and share out to the larger group, characteristics in both the content and delivery categories, which Dr. Wright connects to the categories on the Persuasive Presentation Peer Evaluation Form (PPPEF) (Figure 2). This warms the students up for speaking in class and sharing their observations for each public speaker. Each chosen speaker then delivers their work (taking our theories of successful public speaking and putting them into practice), and also participates by giving feedback to others in our *Eloquentia Perfecta* – Speaking in Public performance class. As the speaker is delivering their work, each student listens intently to fill out the PPPEF, that now functions as a guide for peer assessment.

In addition to filling out a form for each speaker, every class member is required to offer thoughtful, oral comments to at least one speaker during the class period. A beneficial comment typically begins with something specific the performer did well, followed by something the performer can improve upon. In this model, when students are offering their suggestions for improvement, they are taught to use the phrase “opportunity for growth.”

We are all part of the same community working together to improve the public speaking skills of

the collective. When students point out each other's opportunities for growth out loud, the speaker is not being shamed for a mistake made, but instead learning where they can focus their attention in order to grow their skills. The commenter can focus their suggestions on content, mechanics, or delivery. For example, a student audience member might say, "I really appreciated the slow rate and good volume you used throughout your presentation. An opportunity for growth for your next presentation would be to think about how you want to conclude. A simple 'thank-you' would cue the audience to the end of your presentation. What great work you did!" Because this feedback is delivered publicly, everyone in the room benefits from the comments (which is borne out in the exit tickets further described below).

Although the subtle shift in language to "opportunity for growth" may seem unimportant to some, we believe in the power of *eloquentia perfecta*. Jesuit educator Laurie Ann Britt-Smith believes the same. She writes, "teaching our students that the characteristics of *eloquentia perfecta* and accompaniment [being with people who are being served] are still assets in speaking and writing is more vital than ever to restoring a civil tone in our cultural conversations."¹¹ When the ethos of accepting that we are all on a journey of professional growth is lived out in the classroom, we acknowledge an important adjustment in perspective for all the members of our public speaking performance class. It is our hope that these pedagogical choices transfer into the pharmacy work environments of our students.

As one would guess, most of the students are nervous about delivering their work orally and, many times, uncomfortable with giving and receiving public comment. This performance class format, however, allows for immediate peer-to-peer feedback on their work, collective improvement on both content and delivery (they take in the feedback on all presentations, not just their own), and the development of trust and community within the classroom.

The oral commenting portion of the performance class is graded for very low stakes. The students receive full class participation credit for the day, if

they have given oral comments to at least one speaker (although many students give comments to multiple speakers), and if they have given thorough written comments for every presentation. After we have had a chance to review the feedback on these rubrics, and add our own, we return all the written comments to the speaker, along with their grade. It is our desire that the returned rubrics allow the speaker to reflect on their oral presentation experience through the concrete feedback from their oral and written comments, in order to improve their next public speaking opportunity.

Our Opportunities for Growth as Educators

In the first iteration of the class, Dr. Wright made the mistake of handing out an article with beneficial information on speaking in public, but with outdated research information (in the context of expectations for scientific data articles). For example, the article mentioned the possibility of conducting research on the newly public "internet." Because currency of information is of utmost importance in pharmaceutical/scientific work, the students were unable to get past this dated information to take in the public speaking advice. It also eroded Dr. Wright's credibility as a scholar, making it harder for the graduate students to take in her message.

The next year of the Public Speaking Performance Class, the article was removed from the lesson, and instead, Dr. Wright offered a longer introduction of herself, which included sharing a recent article she published on teaching the performative nature of public speaking.¹² Then, instead of students regurgitating the tips given in an article about good public speaking, we broke into groups to form lists of desirable and undesirable public speaking attributes, as we described above. The groups then shared out their answers from both categories and we talked through what specific traits looked and sounded like, and how to cultivate the positive and minimize the negative. As we reviewed their astute comments together as a community, Dr. Wright connected them to themes on the rubric we then use for the Public Speaking Performance Class (Figure 2).¹³

Persuasive Presentation Peer Evaluation Form	
Speaker's Name:	Date:
Evaluator's Name:	
<i>Please use the appropriate mark to evaluate each aspect of the speaker's oral presentation listed below.</i> <i>"+" = Excellent; "v" = Satisfactory; "-" = Needs Improvement</i>	
Content and Organization	
_____ Effective attention getter	
comments:	
_____ Hypothesis statement was evident	
comments:	
_____ Main points and subpoints were clear, substantive	
comments:	
_____ Speaker presented compelling argument	
comments:	
_____ Speaker supported argument with evidence	
comments:	
_____ Speaker cited sources of evidence	
comments:	
_____ Presentation was organized well	
comments:	
_____ Review of major points included in conclusion	
comments:	
_____ Concluding statement—presentation ended smoothly	
comments:	
Delivery	
_____ Speaker was confident and/or enthusiastic about topic	
comments:	
_____ Appropriate and effective eye contact	
comments:	
_____ Appropriate vocal variety (rate, pitch, volume)	
comments:	
_____ Appropriate and effective gestures and movement	
comments:	
_____ Appropriate and effective use of language	
comments:	
_____ Appropriate and effective articulation and pronunciation of words	
comments:	
_____ Absence of vocalized pauses or vocal fillers	
comments:	
<i>Be sure to make at least two significant, constructive comments in each section.</i> What did you like about this presentation? What suggested Opportunities for Growth do you have for this speaker for their next presentation?	

Figure 2: Persuasive Presentation Peer Evaluation Form, PHRM725

Public Speaking Performance Class on ZOOM®

During the Fall 2020 semester, PHRM 725 was taught remotely due to the COVID-19 pandemic. This meant that things like brainstorming in groups and reporting out to create a group list on the white board turned into ZOOM® (Zoom Video Communications, San Jose, CA) break-out groups (of 4-5 students each) and a collectively-

edited Google document, a representative sample of which can be seen in Table 1. Students were asked to elaborate on the following question: “What characteristics do you admire most in a great oral presentation and what characteristics make you cringe in a not-so-great oral presentation?”

Table 1: Public Speaking Group Brainstorming Google Document (representative comments)

Group #	Admirable qualities in an oral presentation	Cringe-worthy qualities in an oral presentation
1	<ul style="list-style-type: none"> • Being conversational • Being knowledgeable • Question answering abilities • Organization • Keeping people engaged 	<ul style="list-style-type: none"> • WAY too much hand movement—fidgeting • Saying UM or LIKE too much • Tone of voice (too loud, too soft spoken, etc.)
3	<ul style="list-style-type: none"> • Paint a picture through storytelling • Passionate about the subject/issue • Confidence 	<ul style="list-style-type: none"> • Going over time • Losing their train of thought
4	<ul style="list-style-type: none"> • Projected speaking • Confidence • Passion 	<ul style="list-style-type: none"> • Backtracking • Monotone • Mispronouncing words
5	<ul style="list-style-type: none"> • Confidence • Not monotone • Interesting to listen to • Good flow • Passionate about topic • Keep the presentation interesting • Making the presentation funny/engaging 	<ul style="list-style-type: none"> • Too long • Forgetfulness • Disorganization • Fidgeting • Hard to hear • Backtracking • Saying “like” or “um” a lot
6	<ul style="list-style-type: none"> • Smiling :) • Engaging with the audience • Charisma • Confidence • Organized and flows well. “You get a car!!!” - Oprah 	<ul style="list-style-type: none"> • Stuttering • Being prepared • False information/bias, opinionated • Talks too slow • When you notice their nervous tics
9	<ul style="list-style-type: none"> • Fluency in speech • Good eye contact • Passion in topic you are presenting • Voice modulation • Story-mode presentation 	<ul style="list-style-type: none"> • Poor dress/clothes • Lack of knowledge around topic • Being distracted by clothing, other individuals, or environment • Dry content

11	<ul style="list-style-type: none"> • Good flow • Confident posture • Enunciation, clear speech, natural tone 	<ul style="list-style-type: none"> • Speaking without confidence or a shaky voice. • Only reads from handout or slides • Does not engage the audience
13	<ul style="list-style-type: none"> • Fluidity • Eye contact with everyone • Confidence • Nice vocabulary • Projection • Audience engagement • Being excited 	<ul style="list-style-type: none"> • Voice is too loud/quiet • Umm • Long pauses • Too many notes/too much reading • Sounding robotic • Shaky voice • Paragraphs on slides

After reviewing their answers in small groups, the class was brought back from the break-out rooms to discuss the characteristics and see the similarities and differences brought up by each of the teams in the Google document. This stage of the workshop helps students recognize “the why” of the communication choices they made. They are able to highlight the growth of their rhetorical awareness of audience expectation and the attempt to meet it.

To close the class, Dr. Wright asked the students to provide feedback on the class through an exit ticket process. Prior to Fall 2020, students were provided a 3x5 card and asked to think about all they experienced in class: “Please give one compliment to someone in the class (a presenter, a commenter, a professor) by telling them what you learned from them and why you are thankful to know it.” This was then handed in to Dr. Brooks.

With the transition to online teaching in Fall 2020, the exit ticket was sent to Dr. Brooks privately in the chat function on ZOOM. Table 2 provides some excerpts of the compliments provided by the students in the Fall of 2020 (and are also representative of in-person comments received pre-pandemic). The reflections represented in the table demonstrate that the changes made in materials provided to the students in advance as well as the pivoting to ZOOM for the Fall 2020 class were successful. One of the initial important goals was to provide a different perspective on public speaking and the exit ticket reflections indicate that was also successful. The class was specifically added to the course to force students to think about and reflect on the importance of *how* they present scientific information not just *what* they present. They were thinking about presenting through the lens of performance.

Table 2: Exit Ticket Responses (representative examples)


Student X did a great job presenting her section, I learned that tone and personality are important when presenting. I'm thankful for this because I will implement these skills in my presentation.
I appreciate Student Y for bringing up his perspective with hand gestures in a zoom call. I now learn that the perception is much different virtually as opposed to in-person when we see hand gestures from a presenter.
I appreciate Dr. Wright sharing her story about stage fright even with wanting to be a performer as a child.
I am thankful for Dr. Wright because I think it was hugely helpful to have a different perspective on public speaking!
I think what you <Dr. Brooks> said about putting the word document near the webcam was a good idea because eye contact is hard when trying to do a virtual presentation, so by doing that you don't even have to think about eye contact.
I am really thankful for you as a teacher <Dr. Brooks> going through how we should present ourselves and how to not be robots. I see it commonplace that pharmacists nowadays are just walking data machines rather than healthcare providers working with patients to a common goal. I know going out into practice that I will be able to stand out because of the way you taught us about the Jesuit values, thanks!
Hello, I think it was a fantastic opportunity to have someone such as Dr. Wright as a guest speaker from another area of expertise. I am thankful for her and how she brought us a new perspective and great new hints on how to better our own speeches.

Conclusion: The Path Forward

In the context of the ongoing pandemic, the path forward was further challenged. The questions we asked ourselves included, “How do you handle presenting with masks when in person?” “What are the differences in lighting needed when on ZOOM vs in a room?” “How much make up is needed on ZOOM vs in person?” ZOOM requires consideration of the background and where the camera is set up to maximize one’s presence in this medium. Since we have moved back to in-person experience, we have added questions such as “What would you do differently if you were on ZOOM?”

Each of the courses in the graduate pharmacy curriculum at Regis University embrace the Jesuit nature of the institution. One of the gifts that the Jesuits provide is the emphasis on “perfect eloquence.” The importance of words and their delivery for the greater good is a foundation of the communication skills focused learning objectives for the course. The lens of *eloquencia perfecta* facilitates our students understanding of the ability to “delight as well as instruct” peers and patients alike in all forms of discourse (verbal, written, giving/receiving feedback). The course continues to be successfully received by students and an

enhancement to their thought process on how to prepare for presentations in person and virtually.

As we reflect upon what we have observed and learned in this fusion of scientific content delivery with performance techniques, we stressed to students the importance of effective speaking, adjusting to their audience, and ultimately working for the common good. This includes improved patient comprehension of their healthcare needs or peer-to-peer comprehension of scientific topics. The power and contrast of a sterile scientific discussion versus an empathetic dialogue that engages the patient in the desired goal(s) cannot be lost in the rush of present-day healthcare delivery. This basic tenet transcends beyond pharmacy students to all healthcare students. The art of collaborating with patients such that, as a healthcare provider, one is able to engage in effective conversation with the patient for the greater good of their health is an art more than a science. We invite other healthcare disciplines into the process of using performance art to develop the skills of *eloquencia perfecta* for the greater good of overall healthcare. 

Endnotes

¹ Rudyard Kipling, "Surgeons and the Soul," Annual Dinner Royal College of Surgeons, 1923, <http://www.telelib.com/authors/K/KiplingRudyard/prose/BookOfWords/surgeonssoul.html>.

² Steven Mailloux, "A Good Person Speaking Well: *Eloquentia Perfecta* in U.S. Jesuit Colleges: A Brief Genealogy," *Conversations on Jesuit Higher Education* 43 (2013): 10.

³ ACPE, "Accreditation Council for Pharmacy Education. Accreditation Standards 2016 and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree: Standards 2016," (Chicago: Accreditation Council for Pharmacy Education, 2015), <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>.

⁴ Cinthia Gannet and John C. Breton, eds., *Traditions of Eloquence: The Jesuits and Modern Rhetorical Studies* (New York: Fordham University Press, 2016), xvii.

⁵ Jacqueline M. Zeeman, Stephanie N. Kiser, David R. Steeb, and Robert Hubal, "Identifying Priority Student Leadership and Professionalism Attributes Among Faculty, Preceptors, and Students via Modified Delphi," *American Journal of Pharmaceutical Education* 84 no.11 (2020): 8076.

⁶ Mailloux, "A Good Person Speaking Well," 10.

⁷ Mailloux, "A Good Person Speaking Well," 10.

⁸ Karen Pennington, Judy Crewell, Traci Snedden, Margaret Mulhall, and Nicole Ellison, "Ignatian Pedagogy: Transforming Nursing Education," *Jesuit Higher Education: A Journal* 2 no. 1(2013): 34–40.

⁹ Vincent Casaregola, "What We Talk About When We Talk About the Voice: Reintegrating the Oral in the Current Writing Classroom," in *Traditions of Eloquence: The Jesuits and Modern Rhetorical Studies* (New York: Fordham University Press, 2016), 390. For another, more main-stream example of *eloquentia perfecta* curriculum, see K.J. Peters, *The Argument Handbook* (Ontario: Broadview Press, 2018).

¹⁰ Ken Bain, *What the Best College Teachers Do* (Cambridge, MA: Harvard University Press, 2004), 146.

¹¹ Laurie Ann Britt-Smith, "Eloquentia Perfecta in the Time of Tweets," *Conversations On Jesuit Higher Education*, August 12, 2017, <https://conversationsmagazine.org/eloquentia-perfecta-in-the-time-of-tweets-conversations>.

¹² Trudi Wright, "Preparing to Engage the Community with Public Speaking Performance Classes," *Performing Arts as High-Impact Practice*, ed. Michelle Hayford and Susan Kattwinkel (Cham, Switzerland: Palgrave Press, 2018), 234–247.

¹³ The worksheet we created is based on the work of K. Schaller in *Principles of Effective Public Speaking: Student Workbook* (Boston: McGraw-Hill, 2003).