

Empowering Medical Students Education by Medical Professional Communication Course as Integrative Part of Internal Diseases Program

Vladimirs V. VOICEHOVSKIS^{1a}, Lejnieks AIVARS, Julija G. VOICEHOVSKA,
Larisa UMNOVA, Sergejs BABIKOVŠ, and Tarass IVASCENKO

^a Dept. of Internal diseases, Riga Stradins University, Latvia

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Increased data/information flow developed a directive model of doctor's communication with patient: little time for traditional methods of clinical examination – history taking and physical examination, usually without discussion about patient concerns, treatment plan and outcomes. Studies have shown that young doctors demonstrate insufficient knowledge about communication skills, there is an urgent need for additional clinical training.

To solve this (to teach medical students for communication skills with a patient, patient's relatives and colleagues) we introduced a separate "Medical professional communication" course (MPCC) consisting of one lecture and six 3-academic-hours-long classes in a hospital (1.5 ECTS points) as the very first one integrative part of Internal diseases program. Different aspects of communication were observed: doctor's imago, office design, doctor-patient relationships, legal issues, "problematic" patients groups examples (pediatric, geriatric, chronic, dying, ethnic, religious, depressive, anxious, etc.). Students presented their essays, visit patients, played role-plays and later having discussions moderated by professor. Course results were evaluated by self-report questionnaire (SRQ) and OSCE exam after the course of Propaedeutics.

SRQ and exam results databases for a period 2009-2014 were assessed. On SRQ students show their interest to the course program (93%), satisfaction with outcomes (87%), 51% of students reported the MPCC length as "too short". On exam students demonstrated a more stable knowledge of practical skills and solving of situational tasks (127%) in compare with results before MPCC introduction.

Based on results we got, from 2015 MPCC was prolonged till 3.0 ECTS points, consisting of two lectures and twelve 3-academic-hours-long classes in hospital.

¹ Corresponding Author, email: Vladimirs VOICEHOVSKIS seminar@psihoematika.lv