



UNIVERSITY OF SPLIT  
SCHOOL OF MEDICINE

# Summer School on Communication Skills in Medicine (CSIM)



Europska unija  
"Zajedno do fondova EU"



EUROPSKI STRUKTURNI  
I INVESTICIJSKI FONDOWI



ESF  
INOVATIVNI  
KVALIFIKACIJSKI  
POTENCIJALI

[www.esf.hr](http://www.esf.hr) Project UP.O3.1.1.02.0035 Financed by European Union under the Operational Programme Efficient Human Resources 2014. – 2020

## INTRODUCTION

Summer School on Communication Skills in Medicine (CSIM) is a part of the ESF project Internationalization of all study programs of the University of Split School of Medicine (USSM). This booklet will provide you with important information about this course, including learning outcomes, content and methods and means of realization of activities you will participate in. Summer school will be conducted in two levels, Summer School on Communication Skills in Medicine - Basic Level (SSCSM-BL) and Summer School on Communication Skills in Medicine - Advanced Level (SSCSM-AL). Two levels enable a vertically integrated program composed of two parts. They are developed by a group of professionals with experience in education in the field of medicine, and it is based on idea to improve basic universities curriculums lacking this approach. Effective physician-patient communication is a key component in order to increase the effectiveness of treatment, help patients with medication management and minimize medication errors. The summer school program “Communication Skills in Medicine” refers to the training of students of medicine, but also professionals and other persons in the field of medicine. The purpose of the summer school program is to innovate the current study program of medicine and to provide professional training for medical professionals. The program is structured according to the Health Professions Core Communication Curriculum (HPCCC) for undergraduate education in Europe developed by the European Association for Communication in Health Care (EACH). Modern education process in biomedicine and health requires that students understand and apply the terms of basic language in education, which will enable better communication among all partners in the modern education process and improve the learning outcomes, assessment methods and the competencies of graduates.

*Note: Nouns and other prepositional words used in this document are masculine, gender neutral, referring to male and female persons and have no discriminatory meaning.*

## PURPOSE AND AIM OF PROGRAM

The Summer School on CSIM aims to provide you with the selective set of useful knowledge intended for students of medicine, but also for professionals and other persons willing to obtain knowhow and skills needed for good quality of inter-professional communications, patient-centered care in physician's office, regardless of the background you come from and level of your knowledge on patient-centered care. So, if you are a beginner in the field of communication skills or an experienced professional with expertise on communication skills, this summer school, offers interesting topics and challenges for every day practice. The purpose of the Summer School Program "Communication Skills in Medicine" is to contribute to: – communication in medicine with special emphasis on increasing the effectiveness of treatment, helping patients with medication management and minimizing medication errors.

## THE AIM OF THE PROGRAM IS TO:

1. increase awareness of patient-centered care and patients' felt needs in medicine with a special aspect on communication skills, verbal and non-verbal, applicable in the field of medicine;
2. enhance communication skills in inter-professional communication;
3. through life and practical examples, present to students the pedagogical strategies, methods and means and possibilities of pedagogical interventions applicable in the field of medicine.

## LEARNING OUTCOMES

### **Summer school students of the program SSCSM-BL will know and be able to:**

- recognize different levels of study programs
- identify different dimensions of cognitive process
- Interpret different levels of knowledge
- interpret different levels of skills
- implement learning outcomes in a specific course
- compare different assessment methods according to learning outcomes
- clarify differences between competencies and knowledge/skills
- implement the principles of doctor-patient interaction in clinical medicine environment
- illustrate the scenarios of inter-professional and professional communication
- clarify the impact of empathy upon the doctor-patient communication and subsequent patient trust and satisfaction
- implement counseling techniques in achieving better intervention outcomes.

### **Summer school students of the program SSCSM-AL will know and be able to:**

- develop and understand language of the patient and to identify different dimensions of communication with patient depending on context of situation
- develop patient centered approach and to understand patient choices and rights
- identify relevant information for reasoning and decision making, to discuss with patient about active participation of patient in decision-making, and to respect uncertainty within the reasoning and decision-making

- develop and improve self-awareness, self-reflection, self-care with others and own communication behavior
- understand own emotions and to describe and assess own strategies, weakness, limitations and to assess own wishes, fears, goals, norms and values
- interpret consequences of own attitude on work outcome
- reflect ethical and intercultural challenges and to discuss approaches and resolutions.

## TARGET GROUP

Starting summer school program SSCSM-BL and SSCSM-AL is aimed at medical students and medical professionals, and may also involve the different health care professions besides medicine, such as midwifery, nursing, pharmacy, psychology, dentistry and physiotherapy.

## PLAN AND PROGRAM

The summer school curriculum “Communication Skills in Medicine” is designed to have more practical exercise and workshops and less theoretical lectures. Program is organized in module in accordance to Catalogue of Knowledge and Skills. A group of 30 students listen to the lectures and seminars, and for the practical work, students are divided into three groups (each containing 10 students).

**Summer School on Communication Skills in Medicine - Basic Level  
(SSCSM-BL)**

STATUS	CLASS	HOURS IN SUMMER SCHOOL		ECTS	
		Lectures	Seminars	E/WS	
Mandatory	Basic Language in Education	2	2	4	0.5
	Generic Communication Skills	1	1	7	1
	Specific Communication Skills in Medicine	1	1	6	0.5
Total		4	4	17	2

## Summer School on Communication Skills in Medicine - Advanced Level (SSCSM-AL)

STATUS	CLASS	HOURS IN SUMMER SCHOOL		ECTS	
		Lectures	Seminars	E/WS	
Mandatory	Communication with patients	3	3	9	1
	Intra- and interpersonal communication (Professionalism and Reflection)	1	1	3	0.5
	Communication in health care teams (professional communication)	1	1	3	0.5
Total		5	5	15	2

## EVALUATION OF THE SUMMER SCHOOL REALIZATION

The Communication Skills in Medicine presupposes the evaluation of the organization and realization of the summer school. The implementation of the summer school will be evaluated in three ways: registering the attendance at all the classes, completing practical work and getting signature of the mentor, followed by the final exam.

## REFERENCES:

1. Gebru A. Communication Skills in Pharmacy Practice: A Practical Guide for Students and Practitioners (5th Edition) By Tindall WN, Beardsley RS and Kimberlin CL. 2011, Lippincott Williams & Wilkins. *Ethiop J Health Sci.* 2012;22(1):67–9.
2. Abdel-Tawab R, James DH, Fichtinger A, Clatworthy J, Horne R, Davies G. Development and validation of the Medication-Related Consultation Framework (MRCF). *Patient Education and Counseling.* 2011;83:451–7.
3. Grice GR, Gattas NM, Prosser T, Voorhees M, Kebodeaux C, Tiemeier A, Berry TM, Wilson AG, Mann J, Juang P. Design and Validation of Patient-Centered Communication Tools (PaCT) to Measure Students' Communication Skills. *Am J Pharm Educ.* 2017;81(8):5927.
4. Bachmann C, Abramovitch H, Barbu CG, Cavaco AM, Elorya RD, Haak R, Loureiro E et al. A European consensus on learning objectives for a core communication curriculum in health care professions. *Patient Education and Counseling.* 2013;93:18-26.

**For more  
information,  
please contact:**

University of Split  
School of Medicine

Šoltanska 2, 21000 Split, Croatia

+385 21 557858

[www.mefst.hr](http://www.mefst.hr)

[csip@mefst.hr](mailto:csip@mefst.hr)

**or scan:**



**More info about EU Funds:** [www.strukturnifondovi.hr](http://www.strukturnifondovi.hr)

The contents of this publication are the sole responsibility of University of Split School of Medicine