Information about the subject

Degree: Bachelor of Science Degree in Medicine

Faculty: Faculty of Medicine and Health Sciences

Code: 340205 **Name:** Laboratory of Clinical Interview and Communication Skills

Credits: 3,00 **ECTS Year:** 3 **Semester:** 1

Module: Social Medicine, Communication Skills and Initiation to Research

Subject Matter: Communication Skills **Type:** Compulsory

Field of knowledge: Health Science

Department: Biostatistics, Epidemiology, and Public Health

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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343B	German Arsenio Cerda Olmedo **(Responsible Lecturer)**	german.cerda@ucv.es

Module organization

Social Medicine, Communication Skills and Initiation to Research

Subject Matter	ECTS	Subject	ECTS	Year/semester
Communication Skills	3,00	Laboratory of Clinical Interview and Communication Skills	3,00	3/1
Social Medicine	15,00	Family and Community Medicine	3,00	5/2
		Legal Medicine and Toxicology	6,00	5/1
		Preventive Medicine and Public Health	6,00	4/2
Research inicialization	9,00	History of Medical Science, and Medical Documentation and Terminology	6,00	2/1
		Laboratory of Research Methodology	3,00	4/1
Statistics	6,00	Biostatistics	6,00	1/2
Ethics and professional issues	12,00	Bioethics and Medical Deontology	6,00	4/1
		Science, Reason and Faith	6,00	2/2
Health management	3,00	Healthcare Management	3,00	4/1
English	6,00	Medical English	6,00	1/1
Ethics	6,00	Ethics and Social Morality	6,00	2/1
Antropology	6,00	Medical Anthropology	6,00	1/1

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1	Apply the professional values of excellence, altruism, sense of duty, responsibility, integrity and honesty to the exercise of the profession.
R2	Know, critically value and know how to use technologies and sources of clinical and biomedical information, to obtain, organize, interpret and communicate clinical, scientific and health information.
R3	Know the aspects of communication with patients, family members and their social environment: Models of clinical relationship, interview, verbal, nonverbal communication and interference.
R4	Give bad news. Write stories, reports, instructions, and other records, understandably to patients, family members, and other professionals. Conduct a public, oral and written exhibition of scientific papers and/or professional reports.
R5	Being able to overcome hard situations
R6	Knowing how to introduce oneself
R7	Maintain eye contact
R8	Create an adecuate environment during interview
R9	Allowing patient's communication
R10	Knowing how to use techniques to allow patient to express himself
R11	Knowing how to be empathic
R12	Knowing how to be assertive
R13	Knowing how to explore resistences
R14	Knowing how to develope negotiation phase

R15   Knowing hown to motivate

R16   Explore comprehension of patients

R17   Establish secure web

R18   Knowing how to say goodbye

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	**2**	**3**	**4**
CB1	Students have demonstrated to possess and understand knowledge in a study area that starts from the base of the general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study				**x**
CB2	Students know how to apply their knowledge to their job or vocation in a professional way and possess the competences that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of ??study				**x**
CB3	Students have the ability to collect and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical topics				**x**
CB4	Students can pass on information, ideas, problems and solutions to both a specialized and non-specialized audience				**x**
CB5	Students have developed the learning skills needed to undertake further studies with a high degree of autonomy				**x**

GENERAL		Weighting			
		1	**2**	**3**	**4**
CG1	Recognizing the essential elements of the medical profession, including ethical principles, legal responsibilities, and patient-centered professional exercise				**x**
CG2	Understanding the importance of such principles for the benefit of the patient, society and profession, with special attention to professional secrecy				**x**
CG3	Knowing how to apply the principle of social justice to professional practice and understanding the ethical implications of health in a changing global context				**x**

		1	2	3	4
CG4	Developing professional practice with respect to patient autonomy, beliefs and culture				x
CG5	Recognizing the limitations themselves and the need to maintain and update their professional competence, giving special importance to the autonomous learning of new knowledge and techniques and to the motivation for quality	x			
CG6	Developing professional practice with respect for other health professionals, acquiring teamwork skills			x	
CG8	Recognize the basis of normal human behavior and its disfunctions			x	
CG11	Understanding and recognizing the effects of growth, development and aging on the individual and their social environment	x			
CG13	Getting and writing a medical history containing all relevant information				x
CG20	Acquiring enough clinical experience in hospital institutions, health centers or other health institutions, under supervision, as well as basic knowledge of patient-centered clinical management and appropriate use of tests, medicines and other health system resources	x			
CG21	Listening to carefully, obtain and synthesize relevant information about the problems afflicting the patient and understand the content of this information				x
CG22	Writing medical histories and other medical records in an understandable way to outsiders			x	
CG23	Communicating effectively and clearly, both orally and in writing, with patients, family members, media workers and other professionals				x
CG24	Establishing good interpersonal communication that enables patients, family members, media workers and other professionals to address patients, families, media and other professionals with efficiency and empathy				x
CG27	Recognizing their role in multi-professional teams, taking the lead where appropriate, both for the provision of health care, and in health promotion interventions	x			

SPECIFIC		Weighting			
		1	2	3	4

CE14	Knowing how to approach professional practice while respecting the patient's autonomy, beliefs and culture		x	
CE30	Knowing the aspects of communication with patients, family members and their social environment: Models of clinical relationship, interview, verbal, nonverbal communication and interference. Giving bad news			x
CE31	Writing stories, reports, instructions and other records, understandably to patients, family members and other professionals			x
CE32	Conducting a public, oral and written exhibition of scientific papers and/or professional reports			x

TRANSVERSAL		**Weighting**			
		1	**2**	**3**	**4**
CT3	Oral and written communication in mother language				x
CT6	Manage information capacity				x
CT7	Solving problems			x	
CT12	Interpersonal relationship skills				x
CT13	Recognition of diversity and multiculturalism				x
CT15	Ethical commitment				x
CT16	Individual learning	x			
CT17	New situations' adaptation			x	
CT23	Sensitivity to environmental and social health issues		x		
CT27	Ability to express one's feelings			x	
CT28	Showing sensitivity to humanity's problems			x	
CT30	Social commitment		x		

CT31	Show sensitivity to personal, environmental and institutional injustices		**x**	
CT33	Knowing how to get relevant information from personal interviews			**x**

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	65,00%	Tests
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	10,00%	Practices
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	5,00%	Participation in class
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	20,00%	Simulations, ECOE

Observations

MINIMUM REQUIREMENTS:
To overcome the course, the students must meet the following two minimum requirements:
   1.The student must obtain a minimum score of 50% in the whole of the review of open questions and in the multiple choice exam.
   2.The student must obtain a minimum score of 50% in the whole of the assessment tools.
CRITERION FOR GRANTING HONORS:
Honor license plates may be granted to the best students, who must have obtained a minimum grade of 9.
If circumstances require, may grant a special test to determine those students deserve the honors, given the limitation of 5% of the students enrolled.
In second and subsequent calls may only be granted the license plate of honor that could subtract after the first call.

MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Masterclass
M2	Problems resolution and practical cases
M4	Content presentations by teacher
M5	Knowledges and skills explanation
M6	Laboratory practices
M9	Knowledge acquirance through student interaction and activity
M11	Personalised attention by professor
M12	Tests to understand the level of knowledge acquirance and skills
M14	Online activity on e-learning

M15   Personal study

M20   Role-playing

M21   Supervision of clinical histories

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theory class M1, M4, M5, M9	R1, R2, R3, R4	21,00	0,84
Seminar and group practices M2, M9, M11, M12, M20	R3, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	5,30	0,21
Practices in small groups M2, M11, M20	R1, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	2,30	0,09
Tutoring M2, M11	R4	0,60	0,02
Evaluation M12, M21	R1, R2, R3, R4, R10, R13, R14, R15, R17, R18	0,80	0,03
TOTAL		**30,00**	**1,20**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
No attendance M9, M14, M15	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	45,00	1,80
TOTAL		**45,00**	**1,80**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK I: GENERAL FRAME OF THE COMMUNICATION	1.1. General theory Participants in the process. Analysis of the message. The different forms of communication. The interview as social acts, and technical communication. 1.2. The verbal language. Faticas and Entropic Communications. 1.3. The non-verbal language: paraverbal and body. 1.4. The expectations of the patient, the hidden agenda. Their tracks. 1.5. Ways to diagnose. Clinical eye to the structured interview. 1.6 Models address the relationship doctor-patient: priestly, paternalistic and cooperative. 1.7 Skills to develop a good communicator. 1.8. The normal communication modifiers: not centered patient expectations quality, quality, quantity, and warmth of the message interference of communication: stereotypic movements and cognitive, social and emotional interference

BLOCK II: CLINICAL INTERVIEW	2.1 The clinical interview and their differences with the clinical history. 2.2 Types of interview. Classification. 2.3 Models of interview according to the therapeutic step: primary, specialty, emergency medicine 2.4 Analysis of the model of specialized. 2.5 Analysis of the model of primary 2.6 Analysis of the model of emergency 2.7 General structure of the clinical interview. Social part: presentation. Part communicative. Narrative phase. Accompaniment to the next phase. Technical part: exploratory and decisive phase Part communicative. Understanding the message. Social part 2: farewell
SECTION III: Health care quality and patient safety	3.1. The motivational interview. 3.2. The difficult interview: Doctors difficult. Difficult patients: psychiatric, Simulator, rentier, aggressive, hiperdemandador. Difficult situations: or emergency, or bad news, or physical/sensory communication problems languageand/or culture.
BLOCK IV: ETHICS OF COMMUNICATION. PROBLEMS AND LEGAL REQUIREMENTS	4.1 principles of ethics applicable to communication. 4.2 Common situations that come into conflict with ethical principles. 4.3 Conflict resolution in the query. 4.4 regulatory framework for the collection and receipt of clinical information
ROLE PLAYING	PREPARATION AND CLINICAL INTERVIEWS ANALYSIS IN VARIOUS SIMULATED SITUATIONS

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: GENERAL FRAME OF THE COMMUNICATION	4,00	8,00
BLOCK II: CLINICAL INTERVIEW	2,00	4,00
SECTION III: Health care quality and patient safety	2,00	4,00
BLOCK IV: ETHICS OF COMMUNICATION. PROBLEMS AND LEGAL REQUIREMENTS	1,00	2,00
ROLE PLAYING	6,00	12,00

References

Entrevista Clínica. Manual de estrategias prácticas. Borrel F. SEMFYC ediciones. Barcelona 2006.

Manual de entrevista clínica. Borrel F. Harcourt Brace de España. Madrid 1998.

Cómo dar malas noticias en medicina. Gómez Sancho M. Arán Ediciones. Madrid 1998

Habilidades de comunicación y estrategias asistenciales en el ámbito sanitario. Acinas MP. Editorial Formación Alcalá Jaén 2004.

Teoría de la comunicación humana. Ellis R y McClintock A. Ediciones Paidós Comunicación Ibérica. Barcelona 1993.

LA IMPORTANCIA DE SABER COMUNICAR. G. Cerdá Olmedo, Curso on line laboratorios Pzifer/Upjhon 2021

HABILIDADES CRUCIALES DE COMUNICACIÓN PARA EL DÍA A DÍA: 5 LIBROS EN 1. EL ARTE DE HABLAR EN PÚBLICO, CÓMO INICIAR CONVERSACIONES
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Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

| | Kaltura |

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: