

EVALUATING THE COMMUNICATION SKILLS OF MEDICAL STUDENTS IN BEZMIALEM VAKIF UNIVERSITY



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Introduction

Effective communication is the key of diagnosis and treatment in health care. Clear communication between patient and provider paves the way for accurate diagnoses and treatment decisions. Medical schools have problem based studies in their programs also with theoretical and practical education to overcome discommunication.

Methodology

In the research, a study group determined with the voluntary participation of Bezmialem Vakıf University Faculty of Medical students. We used the "Communication Skills Inventory" (IBE) developed by Ersanlı and Balcı for evaluation of the survey data made online via Google forms.

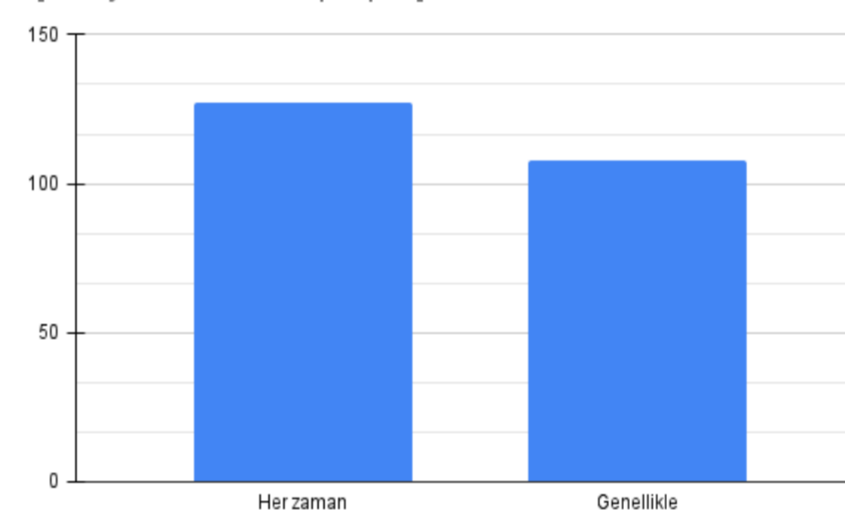
Communication Skills Inventory (IBE); It is a 5-point Likert type scale developed by Ersanlı and Balcı (1998) in order to evaluate the communication skill levels of university students. Items in the scale are scored as "always 5, usually 4, sometimes 3, rarely 2, and never 1". The scale consists of three sub-dimensions: cognitive, affective and behavioral. The scale consists of a total of 45 expressions and the highest score that can be obtained is 225 and the lowest score is 45. There are 15 questions measuring each dimension. Each subscale will be evaluated separately, and the general communication skill level of the individual can be determined by looking at the total of the scale. The highest score that can be obtained from each subscale is 75, and the lowest score is 15. It can be said that the individual has a higher score in that subscale in terms of communication skills. For the whole scale, the high scores indicate that the communication skill level of that individual is high. The reliability coefficient was found to be 0.64. The Cronbach Alpha coefficient applied to determine the internal consistency of the scale was found to be 0.72. Parallel form application was made regarding the validity study of the inventory.

The correlation with the "Communication Skills Evaluation Scale" was checked and the correlation coefficient was obtained as $r=0.70$. The scale to be used in the study will be applied to the students of Bezmialem Vakıf University Faculty of Medicine. Considering an average of 174 units (with 18.4 standard deviations) with % error, 80% power, at least 40 people should be recruited for the study for a 5% margin of error.

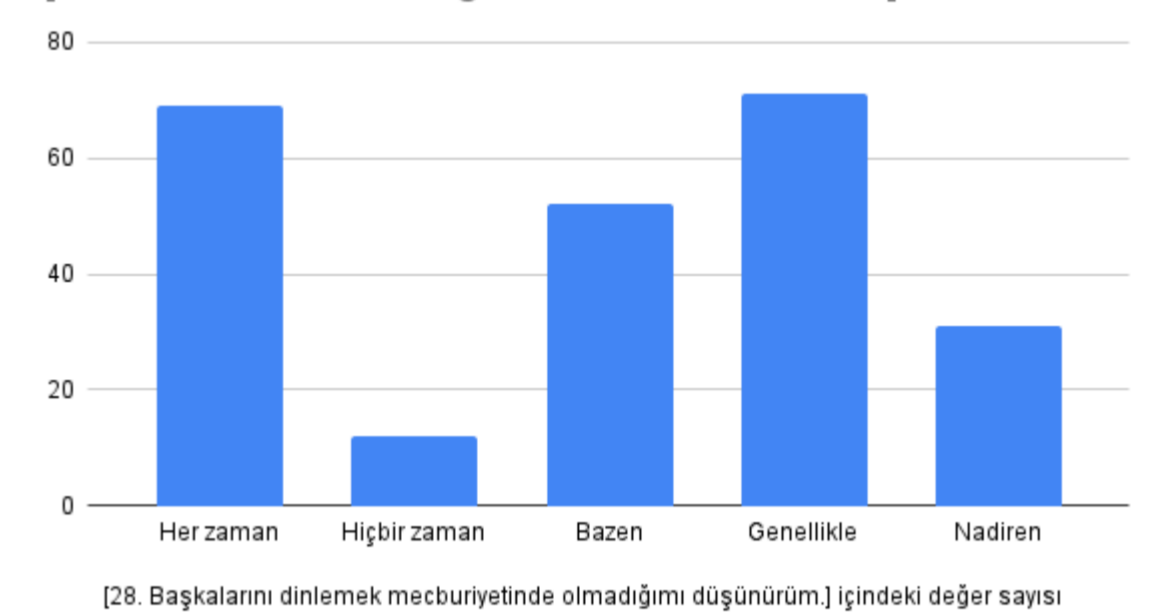
Results

Two hundred and thirty five students responded to the survey (29.19%). First grade students were the most participant (53.8%), and sixth grade students were the minimum (12.14). Our study was attended by 70 first-year students, 57 second-year students, 36 third-year students, 27 fourth-year students, 28 fifth-grade students, and 17 sixth-year students, respectively. As the class progressed, the number of participants and the scores obtained decreased. When we evaluated the scores from the whole test, the highest score was 225 and the lowest score was 85. The scores obtained from the cognitive part were generally higher (87.36%) than the scores obtained from the other parts. More women (60.9%) responded than men (39.1%). Cognitive communication skills of the survey generally had higher rates (45 to 75) than other two sub-dimensions (20 to 75). Affective and behavioral questions had lower rates and were close to each other.

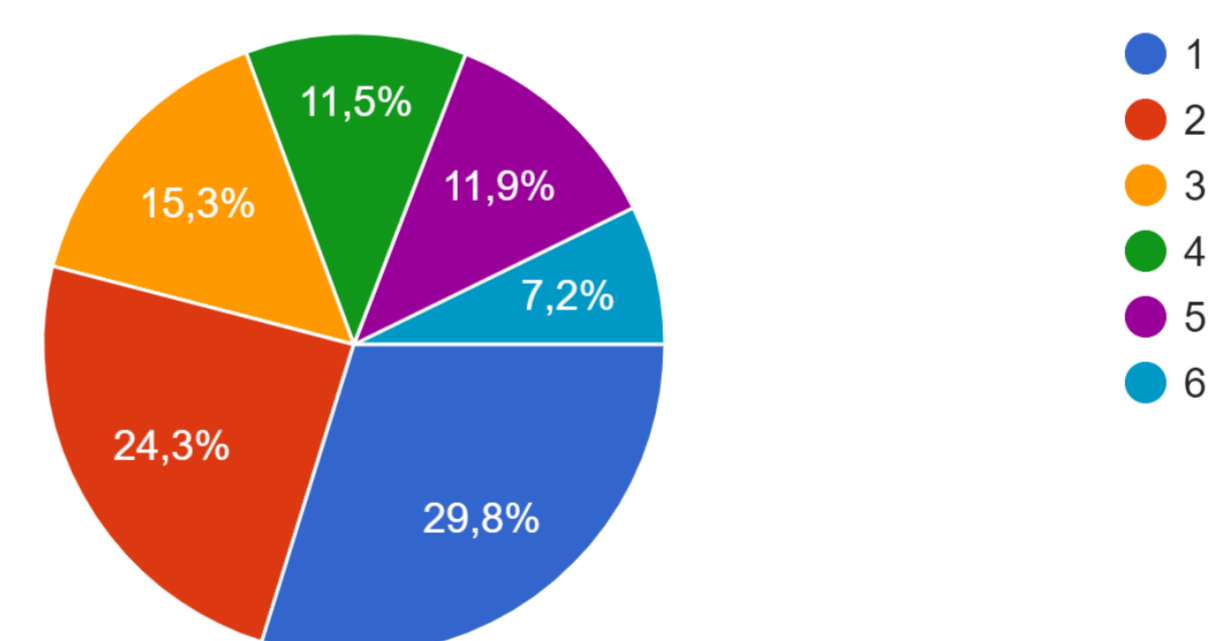
[1. I try to understand people.]



[28. I think I am not obligated to listen to others.]



Bezmialem Vakıf Üniversitesi Tıp Fakültesinde hangi dönem öğrencisisiniz?
235 yanıt



Conclusion

Bezmialem Vakıf University medical students have higher scores in cognitive skills. Clinical education can be formed around receiving due to the lack of affective and behavioral communication skills.

References

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- Kaplan-Liss, Evonne; Lantz-Gefroh, Valeri; Bass, Elizabeth; Killebrew, Deirdre; Ponzio, Nicholas M.; Savi, Christine; O'Connell, Christine. (2018). Teaching medical students to communicate with empathy and clarity using improvisation. *Academic Medicine*, 93 3: 440-443
- Ersanlı, K., Balcı, S. (1998). İletişim Becerileri Envanterinin Geliştirilmesi. *Geçerlik ve Güvenirlik Çalışması, Türk Psikolojik Danışma Ve Rehberlik Dergisi*, 10 (2), 7-12.

	Her zaman	Genellikle	Bazen	Nadiren	Hiçbir zaman
1. İnsanları anlamaya çalışırım.					
3. Düşüncelerimi başkalarına tam olarak iletmede zorluk çekerim.					
6. Dikkatimi karşımdakinin ilgi alanı üzerinde toplayabilirim.					
12. Eleştirilerimi karşımdaki kişiyi incitmeden iletirim.					
15. Karşımdaki kişiyle aynı görüşü paylaşmasam bile fikirlerine saygı duyarım.					
17. Karşımdaki kişinin konuşmaya ve dinlemeye istekli olup olmadığını anlamaya çalışırım.					
18. Yanlış tutum ve davranışlarımı kolaylıkla kabul ederim.					
20. Dinleyenim anlamaz görüldüğünde, iletmek istediklerimi tekrarlar, yeni kelimelerle ifade eder, özetlerim.					
24. Karşımdaki kişinin bana ters düşen duygu ve düşüncelerini yargılarım.					
28. Başkalarını dinlemek mecburiyetinde olmadığımı düşünürüm.					
30. Tartışma sonunda, savunduğum düşüncelerin yanlış olduğunu kabul edebilirim.					
33. İletişim kurduğum kişinin tutumundan daha çok sorununu anlamaya çalışırım.					
37. Başkaları ile ilişkilerimi bozacak çıkışlar yapabilirim.					
43. Öneride bulunduğum kişinin öneriyi açık olup olmadığına dikkat ederim.					
45. Kendimi karşımdakinin yerine koyarak, duygu ve düşüncelerini anlamaya çalışırım.					

