



Are communication, collaboration and management competencies imparted in the final year? – *A qualitative study*

Nicole Deis, Elisabeth Narciß,
Katrin Schüttpelz-Brauns



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MERLIN
Medical Education Research -
Lehrforschung im Netz BW



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The MERLIN-Project

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- systematic implementation of competency-based medical education in Baden-Württemberg (Lammerding-Köppel, 2012)
- Funded by the German government
- Collaboration of medical faculties in Baden Württemberg
- Final year as part of the medical faculty of Mannheim
- 1st step: what is already there?

The CanMEDs-Roles

- Communicator: communication with patients and relatives
- Collaborator: interaction with other health professionals
- Manager: error- and quality management

Our Research Question

- Are communication, collaboration and management competencies imparted in the final year?
- How are competencies taught in the final year?

Methods

Qualitative Design:

- 15 semistructured expert-interviews
- clinicians working with final year students at university hospital Mannheim and teaching hospitals
- Guideline with different aspects of the three roles
- duration: 25-55 minutes

Methods

Qualitative Design:

- All interviews were transliterated
- Qualitative content analysis
 - Categorization of interview-content
 - Maxqda

Results

- Explicit training is rare!
- Communicator:
 - Role modeling
- Manager:
 - Standards: e.g. M&M-conferences, error communication
 - But big discrepancies between standards ⇒ differences of teaching standards

Results

- Collaborator

Standards
(e.g. case presentation)



Explicit training and feedback

No standards



Role modeling

Discussion

- **We need**
 - Explicit, common standards
 - teaching strategies
- **You mind**
 - the implicit learning
 - your responsibility as role model!
- **Train the trainer!**

References

- Lammerding-Köppel, M. Kompetenzorientiert lernen, lehren und prüfen in der Medizin - BMBF-Verbundprojekt im Kompetenznetz Lehre in der Medizin Baden-Württemberg. [speech], GMA-conference, 29.09.2012, Aachen, Germany.

Thank you!



Contact: katrin.schuettpelz-brauns@medma.uni-heidelberg.de