

Development, implementation, and assessment of “dentist-patient communication skills” course for general dentistry students, in Tehran University of Medical Sciences

\*Shirazian SHIVA<sup>1</sup>, Mirzazadeh AZIM<sup>2</sup>

1 Department of Oral Medicine Department of Medical Education (second affiliated) School of Medicine, Tehran University of Medical Sciences, Tehran, Iran, Islamic Rep. of

2 Department of Medicine Department of Medical Education (second affiliated) School of Medicine, Tehran University of Medical Sciences, Tehran, Iran, Islamic Rep. of

Introduction:

Doctor-patient communication skill is an important educational subject and it is affected by environment and cultures.

In this project, the course of dentist-patient communication skills for students of Tehran University of Medical Sciences, School of Dentistry was designed, implemented and evaluated.

Methods:

The type of study was mixed-method and was conducted in three stages:

- In curriculum designing based on Kern model.
- The designed curriculum was run for the students of the fifth semester with the help of faculties who participated in the faculty development course.
- Course evaluation was carried out by questionnaires and semi-structured interviews of students and teachers and course organizers.

Results were analyzed using descriptive statistics.

Results:

Final headings were consisting of the importance of effective communication between dentist-patient, communication's components/barriers, body language, empathy and active listening, communication skills, dentist-patient communication, Calgary-Cambridge model, communication in a special issue for all dental students in the fifth semester that were at the end of the pre-clinical course and before of clinic. The ultimate goal and special objectives were determined. Lecture and small-group-teaching methods were used as instructional strategies. Faculty development was done in a 3-days workshop. Students' assessment was including student participation in working group sessions, written exam, an interview with standard simulation patients and portfolio.

Questionnaires for course evaluation were reliable( $\alpha=0.89$ ) and valid (Lawshe CVI=0.94). Fifty-nine students participated in 5-days course. Daily performance evaluation of students, written exam

and interview with standard patients were done. Students and staff satisfaction from the course were 70.8% and 90% “great and good” respectively.

#### Conclusion:

According to the participation of different faculty members with various experiences and use of different teaching/assessment methods, this course could satisfy either students or faculty members.