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Teaching consultation skills to medical students using e-learning.

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Background and Aim: At the Clinical Course in Family Medicine in the last semester, the students work eight days as doctors in a general practice clinic. They see real patients, video their consultations and analyze them in small group sessions at the university with their teacher and fellow students. We teach them patient-centered medicine. The aim of this study is to measure the effect of our teaching.

Method: All students at the family medicine course in autumn 2013 and spring 2014 were included in the project (n=578). The usual course is the control group. The intervention groups had access to different short video-cases of consultations between a GP and an actor, a mandatory analysis of a consultation and four pre-exam self-tests with immediate answers. [1, 2] First and last day of the course the whole groups of students watch the same test-video of a consultation with a GP and an actor. Afterwards they fill in a ten item questionnaire, designed for the purpose of structuring the analysis (DanSCORE: Danish Structured Observation Registration and Evaluation) [3]]. (See www.gp-and-patient.com).

Results: The answers to some questions do not match our golden standard for the consultation. We are analyzing each item of our 10 item questionnaire and considering the possible consequences for the future teaching. The student's access to e-learning changes very little in the questionnaire, but combining it with use in class room sessions has a positive effect.

Discussion: Access to on line cases combined with use in teaching sessions, improved the students' ability to analyze the test-video. The results from supplementing the basic teaching with different activities will be presented at the conference.

Conclusion: Our usual course is effective in itself. E-learning is more effective if also used in the teaching sessions.

References:

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