

The differences in clinical communication skills curricula between German and Polish education systems: a BCIME project perspective

A. Stalmach-Przygoda^{1,4}, A. Doroszewska^{2,4}, I. Hege³, J. Świerszcz¹, A.A. Kononowicz¹

¹Jagiellonian University, ²Medical University of Warsaw, ³University of Augsburg, ⁴Polish Society of Medical Communication

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Introduction

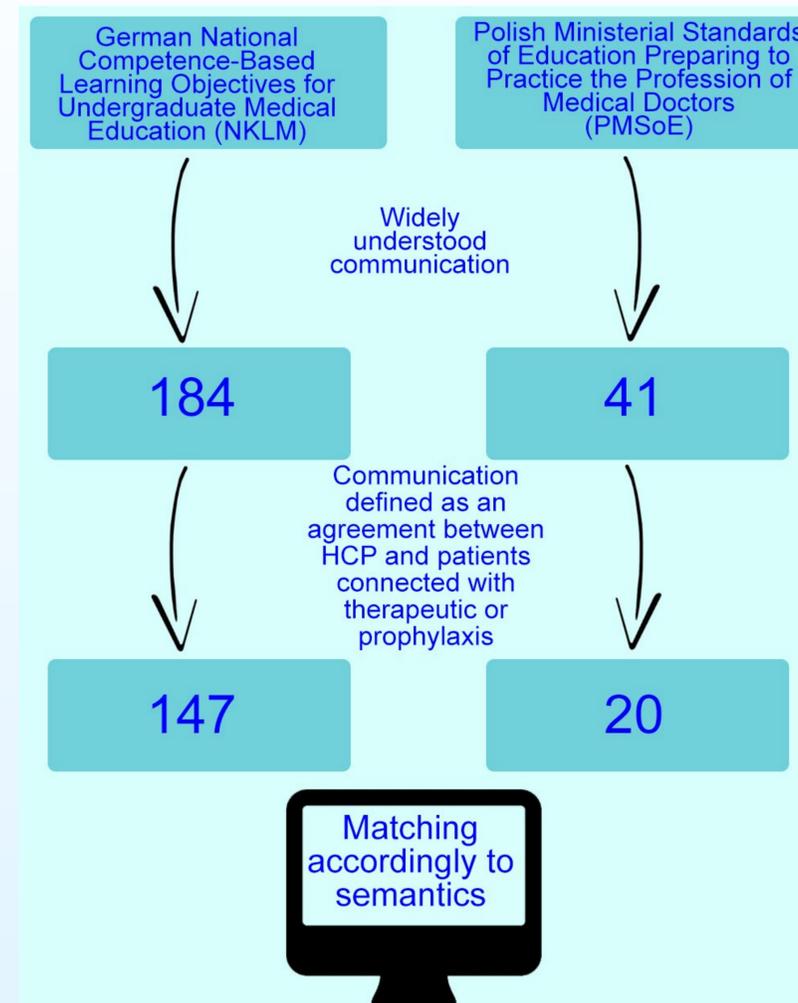
In the BCIME (Building Curriculum Infrastructure in Medical Education) project, partnering universities from five countries (Czech Republic, Germany, Poland, Romania, Slovakia) constructed a methodological and technological infrastructure for mapping curricula of medical universities. This project included developing a software tool (EduPortfolio) - to manage and compare the description of study programs across higher education institutions, as well as evaluating differences between the curricula.

As part of the cooperation between Jagiellonian University and Augsburg University, we have been investigating competency frameworks in the field of communication skills.

Purpose

The aim of the study was to compare Learning Objectives (LO) in the Polish Ministerial Standards of Education Preparing to Practice the Profession of MD (PMSoE) and German National Competence-Based Learning Objectives for Undergraduate Medical Education (NKLM).

Methods



Outcomes

Different levels of granularity in the description between catalogs made the comparison process a challenge. The main differences identified were:

- In the German catalog the issues of the theory of communication are more emphasized in comparison to the Polish one, where only the practical aspects of clinical communication were included.
- In the Polish catalog, there were no issues related to the broadly understood impact of communication on patient safety, including the communication of uncertainty, risk and medical error.
- There were also differences present in the number of LOs related to intercultural communication in social and linguistic aspects (e.g. communication with an interpreter).

Conclusions

The technical infrastructure provided by the BCIME project has the potential to help in the process of mapping and comparing curricula. Mapping and analyzing programs provides a different view on teaching from different perspectives and shows the possibilities / directions of improving it.

References

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