

# Medical interview training contributes students to training human communication skills of the Care.

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**UJIIE Yasuhiro , OGASHIWA Hirohide ,  
FUJITA Shoichi , TAKEUCHI Keiko ,  
HORITA Tsubasa , TAKINAMI Yoshikazu**  
Department of Clinical Education and Mental Health, University of Fukui.

**YANAGIMOTO Masahiro** Nishu Health & Welfare Center

**MORIYA Yukinori** Tohoku Bunka Gakuen University.

**SUGAWARA Nobuyasu** Fuji Women's University.

**KIMURA Tetsuya , SAKAI Tetsuo , IKWZAWA Yukoh ,  
TERASAWA Hidekazu** University of Fukui.

**ITO Michiya , KOINUMA Nobuo** Tohoku University



**We have medical interview training programs as part of the pre-graduate course. Though it is Objective Structured Clinical Examination (OSCE), we find other aspects are worthy of note , what is regular medical training courses, but its programs make non-medical students ( Simulated Patient / Standardized Patient [SP]) human communication skills of the Care.**



**The important point to note is that SP members (their major is not Medicine, but for example, Special education, Clinical psychology, Social welfare, and so on.) want to be special support teachers for handicapped children, school counselors, human social care workers and community coordinators.**



**According to Educational psychology (and more , Psychoanalysis & Social psychology , Human development ), this sort of interaction in training settings can produce professionals each other. Because of “tacit knowledge” are activated by those settings.**



**From this viewpoint one may say that many others can participate in medical education, especially students from other fields. Hence a cross-disciplinary, applied approach to human communication skills of the Care and opens up a new dimension of .**



# **Objective Structured Clinical Examination (OSCE) is**

- **regular medical training ,**
- **on the job training ,**
- **not at desk ,**
- **role play in the real situation ,**
- **pre graduate examination ,**
- **important for medical student to get  
interview techniques  
and attitude to patient .**



**Main Target is**

**for medical student to get  
interview technique  
and attitude to patient .**



**Hidden Target is**

**for Simulated Patient**

**/ Standardized Patient to get**

**human communication skills**

**of the Care.**



# **Simulated Patient**

**/ Standardized Patient [SP] is**

- **play the role of patient at OSCE .**

- **not specialized medical course.**

**(SP's major is not Medicine, but for example,  
Education, Special education, Clinical  
psychology, Social welfare, and so on.)**



# **Simulated Patient / Standardized Patient [SP] member**

**want to be teacher, special support teacher  
for handicapped children,  
school counselor,  
human social care worker  
and community coordinator.**



**Simulated Patient**

**/ Standardized Patient [SP]**

**members**

**are some professional teachers.**



# Schedule & Cast

**May**

**Lecture & Demonstration**

**by Professor &**

**Clinical Educationalist .**

**( Just like Clinical coordinator.**

**It's me !)**



# Schedule & Cast

**July**

**OSCE with Simulated Patient**

**All day long , 1 session → 10 minutes**

**Medical students → 100 persons**

**Simulated Patient → 8 persons**

**Professor & teaching staff**

**(Doctors, Clinical Educationalists)**



Doctor ↔ Patient



unusual situation , special interaction

Medical students ↔ Simulated Patient



more? unusual situation , special interaction



Doctor ↔ Patient

Cure /Treatment ↔ Help !



without interest

Medical students ↔ Simulated Patient



Doctor ↔ Patient

Paternalistic & Severe communication



without interest

Medical students ↔ Simulated Patient



Doctor      ⇔      Patient  
professional   ⇔      amateur



without interest

Medical students   ⇔      Simulated Patient



Conversion !



Doctor ↔ Patient



communication partner,  
collaborative learning



Medical students ↔ Simulated Patient



Medical students  $\Leftrightarrow$  Simulated Patient

← Good supporter ,  
Good teacher &  
assessment staff

**It is a real Clinical Education ?**

refer to Psychoanalytical concept , **transfer**



Medical students ↔ Simulated Patient

activate

“tacit knowledge”

about

human communication skills of the  
Care

each other



Medical students  $\Leftrightarrow$  Simulated Patient

.....each other.....

significant points

- positive attitude
- be interest in social context
- social humanistic sense



Medical interview training programs make medical students medical professionals with a social consciousness.

So to speak, it is a just human communication skills training of the Care.

And more, it is significant training programs for other persons, Simulated Patient / Standardized Patient [SP] .



Medical interview training settings  
can produce professionals who are  
more responsive to society.

Because, his/her condition is in  
comfortable, relax situation .



Simulated Patient / Standardized Patient [SP] member can participate in medical education, especially students from other fields.

Hence a cross-disciplinary, applied approach to medical education opens up a new dimension of social context.

It is important that citizens movement in Medical Educations.



**In our programs the main stress falls on ;**

**1)Professional Development image models  
for human care specialists .**

**(e.g. medical doctor ,  
teacher for handicapped children ,  
social care worker ,  
and community coordinators , etc. )**

**[especially , teachers &  
students in teacher's school ]**



**In our programs the main stress falls on ;**

**2) A citizens movement**

**on professional education .**

**[everybody is Teacher , Educationalist ]**



**In our programs the main stress falls on ;**

**3) How to activate “tacit knowledge” .**

**[ human communication skills**

**of the Care ]**



# Conclusion

Medical interview training ,  
another important dimension

activate

“tacit knowledge”

about

human communication skills of the  
Care

each other



# Medical interview training settings



# Simulated Patients & Teaching Staff

