Application of Health Communication Skills by Former Health Science Students in Clinical Post-Graduate Programs: A Phenomenological Study

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Abstract

This research proposes a phenomenological perspective to determine if the skills and knowledge former health science students taught in a Communication Skills course are being applied and reinforced in post-graduate clinical programs. This study will further examine how these students view their ability to recall and apply these core concepts during their post-graduate clinical experiences. Our hypothesis is that students currently enrolled in post-graduate clinical programs will feel better prepared to effectively communicate with patients than their peers who did not take this course.

Methods

Surveys were distributed electronically through email and data will be collected, stored, and analyzed digitally through an online server to evaluate data trends and question summaries.

Results

Preliminary findings from this study report:

- The importance of reinforcing the concepts of health literacy, the lifespan approach, and cultural competency in post-graduate clinical programs
- The success of Communication Skills for the Health Professions course as the majority of participants felt better prepared to effectively communicate with patients than their peers after having taken the undergraduate course
- The successful application of health literacy and cross-cultural communication by participants clinical experiences
- The need to reevaluate the way the lifespan approach is presented to students to have a similar long-lasting impact as the other concepts taught in the course

Conclusions

To investigate the application of skills taught in Communication Skills for the Healthcare Professional in clinical post-graduate programs

To gain insight into whether previous health science students enrolled in clinical post-graduate programs feel better prepared to communicate with patients than their peers

To examine if core course concepts from Communication Skills for the Healthcare Professional are reinforced in clinical post-graduate programs

To determine the areas for course adaptation in order to better prepare current students wishing to enter clinical post-graduate programs

Goals

Conclusion

References

Acknowledgements

Figure 1: Is a course that discusses the lifespan approach, cross-cultural communication, and/or health literacy integrated into your post-graduate degree curriculum? Explain.

Figure 2: Do you feel, having completed Communication Skills for the Health Professions, that you were better prepared for communicating with others for your post-graduate coursework or clinical experiences than your peers who did not complete the course? Explain.