

Title: Developing a model for the teaching and assessment of professional attitudes in undergraduate medical education

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The context and setting: The term of "Professional attitude" is not included in all educational documents at the Health Sciences University of Mongolia until 2003. In 1999, HSUM changed its curriculum from subject centered to integrated / Block /. Teaching and assessment of attitudes haven't been reflected in the undergraduate medical curriculum.

Why the idea was necessary: Medical school in Mongolia has traditionally been taught based on lectures and seminars and has been focused more on knowledge and procedural skills. Patients were less satisfied with their physician's attitude and communication skills than with their knowledge and skills.

What was done: The Professional Attitude Development and Assessment Committee was established on 7 March, 2007 at the HSUM. The purpose of PADAC is to help for teachers of understanding and developing a professional and humane attitude in the student's interaction with patients. The Department of Nursing is dedicated to teaching student's attitude, compassion, competence / procedural skills /, team work and used to encourage problem solving. A Departmental meeting was called to review the objectives, content, teaching and assessment methods, cases for procedural skills; it identified the gaps and modified the cases appropriately. Surveys were done in middle of Nursing Block teachers / 6 faculty members from Department of Nursing, 4 faculty members each from Department of Surgery and Pediatrics/ and a second year medical students before and after course and patients. The Likert scale was used for measuring attitude of teachers and students. Data collected from the surveys were analyzed. A short introductory course for a second year medical students was organized with topic "Working as a team ". All second year medical students were divided into 24 groups. Each group was divided in small group and used PBL. 2 manuals were published for students: "Procedural skills", "The secret of attitude." Student's club is named by "Attitude, Communication, Development" was established on 2 September, 2007 near the Department of Nursing, School of Medicine. We organized a 2 day workshop for Nursing block teachers with Medical Education Unit. During this workshop 6 role play and PBL cases and 10 checklists were designed. Meetings were held with the provost, the dean, faculty board, heads of department, hospital, health center and block coordinators, physicians, nurses and students representative to raise awareness of the importance of an attitude and support for the project.

Evaluation of the results or impact: Result of our survey suggest that patients satisfied with some of their doctors' attitude and communication skills and medical teachers should pay more attention on acquisition of attitudes of students. The results demonstrated that all students felt the introductory course was effective for their attitude level; faculty was able to teach and assess the attitude effectively. The teacher facilitates change by creating a learning environment that makes attitudinal change possible. Most

faculty members understood that the teaching of attitude is an important part of the education of students.

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