



Conceptual Framing Of 'CAS' Module For Communication & Attitude Skill Training Of Undergraduate Ayurveda Students

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Abstract

A physician is required skills in all domains as cognitive, psychomotor and attitude. A physician has to work with the Head, Hand and Heart also. Good Communication & attitude helps the physician to build a good relationship with the patient. For achieving these skills curriculum should have planning of training programs. 'CAS' Module is the Training Program module for Undergraduate Ayurveda Students to develop their

Communication & Attitude Skill. This module is designed to introduce them to the skills of Communication and attitude. These students' training in communication, attitude and bioethics will help them to identify the needs of the patient, take the history of the patient and communicate treatment plan, counsel about pathya-apathya in an effective way.

It will also train future health care professionals to practice medicine ethically and professionally.

Key Words- Communication, Attitude skills, CAS Module, Training Program

Introduction

The covid-19 pandemic period has brought a revolutionary change in education system. Many innovative teaching and assessment techniques were introduced in this period in medical education. The new curriculum implemented by NCIMS as per gazette notification published on 16th Feb 2022 (1); is very good step in the field of Ayurveda education system. This makes an Ayurved education system more learner-centric, patient-centric, gender-sensitive, outcome-oriented and environment appropriate. An education principle says that the curriculum reforms should be addressed in all the three domains as cognitive, psychomotor & attitudinal skills (2). All the three domains are equally important for a good practitioner.

This new Curriculum is very well structured plan given for development of cognitive and psychomotor skills. However the plan for attitudinal skills is not well addressed. For skilled components there are required deliberating training programs (3).

In health profession there are many areas where the medical practitioner requires skilled communication (4). As an Ayurveda medical practitioner they are closely related with human health which includes mental as well as physical health. They require effective communication for counseling, communicating & convincing need of diagnostic tests, plan of treatment, plan for Panchakarma procedures, need for pathapathya, consent signing for procedures, breaking bad news. So introducing communication & attitudinal skills to medical graduates is the introducing fine art of medical practice (5).

Most of the times, the affective domain remains obscure in terms of delivery and assessment due to its subjective nature. The effective physician-patient communication is a central clinical function in building a therapeutic relationship (6). The Affective Domain is concerned with the values and attitudes that lead to behavior. So, the attitude, Ethics, and Communication Skill should be an integral part of the curriculum.

Psychomotor skills are developed by practice. It is said that practicing things more and more makes the man perfect. However for implementation of these skills practitioner must have attitudinal skills to become a famous practitioner (7). It is very well needed to introduce the undergraduate students to a training program to make them self efficient. It has been observed that there is improving performance and in the self-efficacy of professionals with regard to communication skills, through participating in centered strategies, which are fundamental for the improvement of care and for patient-centered attention (8). Researches showed that proper training program is helpful for development of communication skill (9).

As a part of health care team students must have knowledge about ethics, importance of good communication & attitude. Ayurveda undergraduate students training in communication, attitude and bio ethics will help them to identify the needs of the patient, take history of the patient and communicate treatment plan, counsel about pathya-pathya in an effective way.

It will also train the future health care professionals to practice medicine in an ethical and professional manner. Since Ayurveda has a personalized medicine plan, good communication skills will help students to identify Prakriti, Agni & Koshtha of the patient which is the basic triode of Ayurveda treatment.

Need of Communication skill training in Undergraduate Ayurveda Students

Effective communication between health professionals and patient is the plinth to improve health outcomes. It improves patient satisfaction and compliance of the treatment. Ayurveda students are practicing at multispecialty, multidisciplinary, PHCs, sub-centers all over the country even in remote places also. While working they must know good communication & their attitude is equally important as that of their health care for the patients. Patients who interpret their nature of illness and treatment plan advised by the doctor are interconnected. With the communication and attitude of health provider patients believe about their well-being. They show greater satisfaction with the care received in its treatment and are more likely to comply with treatment regimes. Even though as a doctor they know what messages to communicate, but do

not have the interpersonal skills to communicate them most effectively. They often do not know how to communicate with their patient's relatives. When a patient comes to doctor at that time all the relatives coming with the patient are also consumers for the doctor. He has to treat all of them with his skills. Development in cognitive and psychomotor skills is not enough for the medical graduate but he/she should develop his/her communication and attitudinal skills also.

As a part of health care team students must have knowledge about ethics, importance of good communication & attitude. Ayurveda undergraduate students training in communication, attitude and bio ethics will help them to identify the needs of the patient, take history of the patient and communicate treatment plan, counsel about pathya-pathya in an effective way.

It will also train the future health care professionals to practice medicine in an ethical and professional manner. Since Ayurveda has a personalized medicine plan, good communication skills will help students to identify Prakriti, Agni & Koshtha of the patient which is the basic triode of Ayurveda treatment. A structured Communication and Attitude Skills module (CAS) within graduate Ayurved curriculum will aid in inculcation of desired competencies as mentioned above.

Hence there is a need of a structured communication and attitude skill training program in the undergraduate Ayurveda course.

Aim – Conceptual framing of Communication & Attitudinal Skills training module for Undergraduate Ayurveda Students.

Objectives-

1. To identify need of Communication skill training in Undergraduate Ayurveda Students.
2. To prepare a module for training program.
3. To prepare a plan of implementation of 'CAS' module in Undergraduate Ayurveda Education.

CAS Module

'CAS' Module is the structured and documented plan of Communication and attitude skill training in Undergraduate Ayurveda students. The Under Graduate Ayurveda Course is of 4½ yrs duration. First year, Second year and Final year each have one and half year plan.

The module gives plan of three phase-wise interventions. The first intervention plan is in first year. The second intervention plan is in second year when the students are exposed to a clinical area. Third intervention plan is in final year when students require communication in regards to communicating the treatment plan and counseling of the patients. This Communication and Attitude skill training can be introduced in a modular way as follows:

1. First intervention plan: (Conducted in second half session of 1st year)

Day 1	Lecture on Communication and attitudinal skills		30 min
(2 Hours)	Competency: Demonstrate a way of interrogation for identifying Prakriti of the healthy person and in patients. Objectives:- <ul style="list-style-type: none"> Describe importance of examination of Prakriti of the person. Discussion on- interaction with the patient to identify his/her basic constitution in spite of their present diseased condition and how to respect for them is importance and try to communicate in their local language. 	Suggested T / L Method Lecture	Suggested Assessment Method Viva 45 min
		FGD and Reflections	DOPS 45 min
Day 2	Role plays – Behavior of students with -		45 min
(2 Hours)	1. Teaching staff, 2. Non-teaching staff, 3. Rural community people, 4. With warden		
	Competency: Demonstrate a way of interrogation for identifying Prakriti of the healthy person and in patients. Objectives:- <ul style="list-style-type: none"> Reflective presentations by students on how the rural community people and patients helped them learn, their experiences while communicating etc. 	Suggested T / L Method Reflections by each group based on their experience Students can display their creativity and may include prose,	Suggested Assessment Method 360 degree feedback 1 hour
	Feedback		15 min

This first year module is called the Sensitization Module. It is of two days only.

On day one of the module an interactive lecture on Importance of communication and attitudinal skills will be taken by the facilitator in first half hour. Then the facilitator divides the students in small group of approximately five students and a role play is allotted for each group.

This role play has to be performed the next day with first role play showing the deviant picture followed by the ideal picture by the same group. The role plays include the behavior of students with the teaching staff, non-teaching staff, rural community person & hostel wardens. Role-plays modality is very effective an educational tool for learning about communication in education.

The remaining one and half hour on the same first day schedule will be of competency based. For each phase module one competency is identified with specific learning objectives which are more crucial for the respective phase. For first year module the identified competency is: **Demonstrate a way of interrogation for identifying Prakriti of the healthy person and in patients.**

With the identified specific learning objectives the topic will be taught by using different teaching methods and assessed the learning gain of students by different tools. For first year competency the first learning objective is Describe the importance of examination of Prakriti of the person. The selected method of teaching will be lecture and assessment by viva. The time allotment will be 45 minutes.

The remaining time slot of 45 minutes will be targeted for a FGD and Reflections on discussion on - interaction with the patient to identify his/her basic constitution in spite of their present diseased condition and how to respect for them is the importance and try to communicate in their local language. This will be assessed by DOPS.

On the second day first 45 minutes slot will be allotted for the role plays showing deviant & ideal the behavior of students with the interacting teaching staff, non-teaching staff, rural community people and warden. For the remaining time, the task of Reflective presentations by students on how the rural community people and patients helped them learn, their experiences while communicating etc. will be given. This will be assessed by 360-degree feedback. At the end students, responses will be collected by taking feedback.

2. Second intervention plan. (Conducted in second half session of 2nd year)

Day 1	Lecture on Communication and attitudinal skills	1 hour
Day 2	Role plays - 1. Importance of Rapport Building with patient 2. Skills of History taking 3. Rugna Pariksha 4. Hospital manners 5. Behaviour during clinical posting	2 hours
Day 3	Debates: 1. Skills of communication is Gifted by GOD only. 2. Generation gap is major components for communication Gap. 3. Communication skill training is important for health professionals. 4. An important barrier for communication is the language. 5. Communication is the only skill for good practice.	1 hour
Day 4	<p>Competency: Demonstrate ability to communicate to patients in a respectful, non threatening, non-judgmental and empathetic manner.</p> <p>Objectives:-</p> <ul style="list-style-type: none"> Describe importance of communicating to patients in a respectful, non threatening, non-judgmental and empathetic manner. Observe critique and discuss common mistakes in opening the discussion, listening and data gathering from patient. 	<p>Suggested T / L Method</p> <p>Lecture</p> <p>Suggested Assessment Method</p> <p>Viva</p> <p>1 hour</p> <p>Role Play by selected students</p> <p>360 degree feedback</p> <p>1 hour</p>
Day 5	<p>Competency: Demonstrate ability to communicate to patients in a respectful, non threatening, non-judgmental and empathetic manner.</p> <p>Objectives:-</p> <ul style="list-style-type: none"> Perform and show reflections of being suffered & became victims of such situations. 	<p>5 Role plays on communicating to patients in a respectful, non threatening, non-judgmental and empathetic manner, ideal and deviated picture</p> <p>360 degree feedback</p> <p>1.30 hour</p>
	Feedback	30 min

This second intervention plan is a five days module.

On day one interactive lecture on communication skill will be taken. Also discussed will be the experiences of students regarding the need of communication skills in medicine.

On day two the students will be required to perform role plays for which they are divide in group of 5 -6 students in each group. However the topics for role plays are now considering the need in second year of health profession course where the medical student now visits wards, community etc. The topics are Importance of Rapport Building with patient, Skills of History taking, Examination of patient, Hospital manners, Behavior during clinical posting.

The third day will be the day of debates. The topics for the debates are

1. Skills of communication is Gifted by GOD only.
2. Generation gap is major components for communication Gap.
3. Communication skill training is important for health professionals.
4. An important barrier for communication is the language.
5. Communication is the only skill for good practice.

The fourth day will be teaching on identified competency. For second year module the identified competency is: **Demonstrate ability to communicate to patients in a respectful, non threatening, non-judgmental and empathetic manner.** On day 4 the targeted specific learning objectives will be Describe importance of **communicating to patients in a respectful, non threatening, non- judgmental and empathetic manner.** This will be taught by lecture method and learning outcome of students will be assessed by viva. The time allotment will be one hour.

Next one hour will be having plan with the objective Observe critique and discuss common mistakes in opening the discussion, listening and data gathering from patient. This will be shown through Role Play by selected students and will be assessed by 360 degree feedback.

On fifth day there will be plan of Perform and show reflections of being suffered & became victims of such situations. This will be shown by 5 Role plays on communicating to patients in a respectful, non threatening, non- judgmental and empathetic manner, ideal and deviated picture. This will be assessed by 360 degree feedback. At the end students responses will be collected by taking feedback.

3. Third year module (Conducted in second half session of final year)

Day 1	Interaction on Communication skills.		1 hour	
Day 2	Role plays - <ol style="list-style-type: none"> 1. Behavior in community 2. Dealing with patient's relatives 3. Team performance 4. Conflict Management 5. Leader –a dealer in hope 		2 hours	
Day 3	Interactive sessions <ol style="list-style-type: none"> 1. Group dynamics 2. Why to choose medical field as career option 3. How to manage Time & Stress 4. Documentation 5. Preparing for PG Ship conference 		2 hour	
Day 4	Competency: Administer informed consent and appropriately address patient queries to a patient undergoing a surgical procedure in a simulated environment. Objectives:- <ul style="list-style-type: none"> • Describe importance of consent taking and correct way of it. • Observe critique and discuss common mistakes in addressing patient queries to a patient undergoing a surgical procedure in a simulated environment. 	Suggested T / L Method Lecture Role Play by selected students	Suggested Assessment Method Viva 360 degree feedback	1 hour 1 hour
Day 5	Competency: Administer informed consent and appropriately address patient queries to a patient undergoing a surgical procedure in a simulated environment. Objectives:-	5 Role plays on	360 degree	1.30

	<ul style="list-style-type: none"> Perform same task on standardized or regular patient tooth 	communicating consent importance in different situations, ideal and deviated picture	feedback	hour
	Feedback			30 min

This third intervention plan is again a five days module.

On day one -

The students discuss on what they have been taught previously and the topics they have covered. An update is provided to the students on the previous lecture on interactive communications.

On day second, role plays are performed by the students. Again this time the topics are different and they address the situations the third year student faces. The topics for the role-play include - Behavior in the community, dealing with patients' relatives, Team Performance, Conflict Management, and Leader –a dealer in hope.

On the third day, interactive discussions on various topics will take place. These topics are Group dynamics, Why to choose the medical field as a career option, How to manage Time & Stress, Documentation, Preparing for PG Ship convention

The fourth day will be teaching on identified competency. For second year module the identified competency is: **Administer informed consent and appropriately address patient queries to a patient undergoing a surgical procedure in a simulated environment.**

On day 4 the targeted specific learning objectives will be Describe importance of consent taking and correct way of it. This will be taught by lecture method and learning outcome of students will be assessed by viva. The time allotment will be one hour. Next one hour will be having plan with the objective to Observe critique and discuss common mistakes in addressing patient queries to a patient undergoing a surgical procedure in a simulated environment. This will be shown through Role Play by selected students. This will be assessed by 360 degree feedback.

On fifth day there will be plan of performance of same task on standardized or regular patient. 5 Role plays on communicating consent importance in different situations, ideal and deviated picture. This will be assessed by 360 degree feedback. At the end students responses will be collected by taking feedback.

Advantages offered:

This module gives students to learn importance of Communication and Attitudinal skills in their life. Students' exposure in simulated environment with the situations encountered in daily life helps them to learn importance of communication and attitude to improve their outcomes of practice. Patient's satisfaction is very important to build doctor – patient relationship. This helps them to build their confidence and motivate them to become lifelong learner.

Conclusion-

Ayurveda undergraduate students training in communication and attitude skills, may help them to identify the needs of the patient more easily, taking history of the patient and communicate treatment plan, advising them pathyapathya in effective way. Ayurveda has personalized medicine plan. Good communication skills definitely help them to identify prakriti, agni & koshta of the patient which is the basic triode of Ayurveda treatment.

This module creates the confidence, motivation to inculcate ethical approach in their communication and attitudinal skills. Students' exposure in simulated environment with the situations encountered in daily life helps them to learn importance of Patient's satisfaction to build doctor – patient relationship. Hence improving the communication skills of a doctor by training will lead to better health outcomes.

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