

The Abstract

The goal of this dissertation was to find out the quality of a communication training of the doctors in the undergraduate education. The sectional goals were focused on the analysis of a present state of communication training of the medical students, but also on determining the effect of communication training on development of communication skills of active listening and sharing the information. The last set goal was to create an ask-sheet of specific chosen skills as a beneficial element in a communication training of the doctors. For reaching the chosen goals, we have used several phases of a research. In the first phase, we gave to our respondents non-standardized ask-sheet, which was made to determine the level of their personal communication index. In the second phase of our research, we observed several chosen communication skills of the students. We took a video during every single simulated situations of the students' communication, which we used as a feed-back for the analysis of each performance.

The first and second research phase took place between 2010 and 2015. The research team for the first phase was composed by the freshmen of Master study program of General Medicine in a present form at 2nd Medical Faculty of Charles University (2. LF UK) in years 2010 - 2015. I have received 745 answers. The second part of a research also took place in years 2010 – 2015. Altogether, we have recorder 102 videos of communication skills focused on active listening and sharing the information.

Thanks to the used methods, the conclusions of the research prove a statistic difference between the level before and after the lessons of an optional subject “Communication skills” at the 2nd Medical Faculty of Charles University and University Hospital Motol with a time allocation of 20 lessons. We can also point out another important element – higher level of each student's communication index after the communication lessons, however we can't prove the statistically big difference between taught grades.

Keywords

Active listening; Didactics; Communications; Transmission of information; Videotraining interaction; Teaching methods.