Background

**Patient-centred care** requires exploration of each patient’s unique perspective in addition to biomedical symptoms.

**Learning communication in simulation settings** does not transfer to practice unless applied immediately and supported\(^\text{1,2,3}\)

**Theories** of planned behaviour have been applied to health professionals’ behavioural intentions\(^\text{4}\). Dimensions of importance and confidence are known to underpin motivation for behaviour\(^\text{5}\).

Method

A cohort study using a brief 10-point Likert-scale questionnaire prior to a nine-week clinical placement for 3\(^{rd}\) year medical students: Importance of exploring patients’ perspectives and likelihood of doing so (intention). A post-placement questionnaire: Reported behaviour, reported observation and free text comments. Questionnaires were matched but anonymised.

Results

Questionnaires (pre- and post placement) were available for 165 students (75% response).

Take home points:

- Students held positive attitudes and intentions towards patient-centred communication.
- Behaviour was moderately correlated with intention.
- Time, Patient Willingness, Forgetting, Emotion & Context influenced behaviour.
- Clinicians in placements have potential to support or undermine students’ exploration of the patient’s perspective.

**References:**