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INTRODUCTION

Doctors are trained to treat patients in the clinical setup and are required to collaborate with peers and other clinical and non-clinical personnel. Most of the clinical training that medical doctors acquire are focused in treating patients in a clinical setting and develop competencies in peer-to-peer communication and basic research skills. But doctors fall short in patient-communication where scientific knowledge was required to be converted into conversational communication with the patient. When presenting to a clinical setup, the patients pose questions guided by the misinformation they learned and hinder the diagnostic and treatment pathways. Often doctors use scientific terms without sufficient understanding of the research terms when communicating with patients. This may provoke non-trust in the physician-patient relationship.

AIM & OBJECTIVE

This study aims to explore the needs of undergraduate medical students in research training and its relevance to current clinical practise in post-pandemic patient communication.

The specific objectives of this study are, to understand,

1. To what extent does clinical teachers and peers influence learning and applying research knowledge
2. How does basic research knowledge help in patient communication in clinics
3. What are the shortcomings of the current curriculum in patient communication and research skills training

METHODS

- Literature search was conducted in PUBMED in December 2023 with keywords “needs”, “research”, “doctor-patient”, “communication”, “research terms”, “medical education”, “patient communication”, “undergraduate”, “misinformation”, and “trust”.
- The search was limited to published materials published between 2020 and 2023 as we believe the COVID-19 pandemic has changed the clinical practise and patient behaviour of seeking medical information.

Results and Discussion

- Around 650 published materials were found during the literature search. Over a dozen studies skimmed the shortcomings of curriculum in research communication, but it was not elaborately examined, as it was novel and is yet to be deeply explored.
- Many have tried exploring the needs of students in research training in the field of nursing and pharmacy, this could be attributed to the higher patient interaction in the two mentioned fields. But very few studies that explored needs of medical students after pandemic exists.
- Most doctors do not get sufficiently trained in research and do not develop communication skills used in everyday clinical practice.
- Even though most clinicians undergo basic research training during their undergraduate and postgraduate program the research training is not sufficient to ensure research skill and independent research ability.
- Most notably, their research knowledge finds its importance in patient communication and aiding in decision making in the clinic setup for strategizing the diagnosing and treatment plans, but is not often evaluated.

Table 1. Emerging areas identified from published studies

Encouraging learning environment (learn and apply)	Intrinsic motivation (self-reflection leading to self-directed learning)	Access to knowledge and quality of source
<ul style="list-style-type: none"> • Clinical Teachers (sharing personal experience and how they face issues that textbooks don't cover) • Peers (recognizing individual situations and personal stories) • Patient KAP & compliance 	<ul style="list-style-type: none"> • Better practitioner (a healthy relationship with patients and encouraging better decision making) • Knowledge-edge (to be one-up than their peers) 	<ul style="list-style-type: none"> • Curriculum update (relevant to the current clinical practise) • Misinformation (among population) (Elephant in the room)

- In the field of medical education, the communication skill in clinical practise is believed to be the result of constructing the knowledge and exercising the learnt information in the appropriate manner wherever required.
- To address the shortcomings of the clinical training program in research communication at clinical setting and to enhance the research skills of doctors a new short curriculum in form of certification courses or CME programs are needed.

CONCLUSION

Current medical education curricula globally, do not focus on communication skills where a physician is required to disprove the claims arising from misinformation.

The current curriculum is in the early stages of realization of this gap in communication skills.

The new curriculum should complement the existing curriculum while addressing the missing elements in research training during clinical medical education.

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