

## **Assessing the Development of Emotional and Communicative Competence in Medical Students: Longitudinal Research**

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**Abstract:** The purpose of this study is to assess the development of emotional and communicative competence of medical students in the process of their education. Emotional and communicative competence are critical skills for healthcare professionals as they provide effective patient communication, empathy and cultural competence that are critical to providing high quality patient care.

**Keywords:** emotional and communicative competence, education, communication skills, scientific research, longitudinal research.

Here is an example of how a study of the development of emotional and communicative competence of students in medical institutions can be carried out:

**Methodology.** This study will use a longitudinal design in which a group of medical students will follow the learning process. Participants will complete a series of assessments at three time points: at the beginning of medical school, in the middle of medical school, and at the end of medical school.

Assessments will include measures of emotional intelligence, empathy, cultural competence and communication skills. These measures will be selected on the basis of their validity and reliability and will be applied using standard procedures.

**Data Analysis:** The data will be analyzed using statistical methods including descriptive statistics, regression analysis and longitudinal analysis. The results will be used to assess the development of emotional and communicative competence in medical students over time, as well as to identify factors that may be associated with changes in these skills.

**Ethical Considerations:** The study will comply with the ethical principles of human research, including obtaining informed consent from participants, maintaining confidentiality and anonymity, and minimizing any potential risk or harm to participants.

**Conclusion:** The results of this study will help us to better understand the development of emotional and communicative competence in medical students and may help design interventions and curricula aimed at developing these critical skills among medical professionals.

To study the development of emotional and communicative competence of medical students, the following hypotheses can be formulated:

Emotional intelligence, empathy, cultural competence and communication skills will improve in medical students during their studies. There will be individual differences in the development of

emotional and communicative competence among medical students, with some students showing more progress than others.

Factors such as gender, age, cultural background, and previous health care experience may be associated with differences in the development of emotional and communicative competence among medical students.

The quality of interaction with patients and other healthcare professionals can be positively associated with the development of emotional and communicative competence of medical students.

Interventions such as curricula and educational activities aimed at developing emotional and communicative competence can lead to greater improvement in these skills in medical students.

The following ideas for the development of emotional and communicative competence of students of a medical university are submitted for approval.

Some of these included in the medical curriculum are: this may include the introduction of courses or workshops on emotional intelligence, empathy, cultural competence, and effective communication with patients and other healthcare professionals.

Providing opportunities for students to practice and receive feedback on their communication skills: This may include role-play scenarios or simulated patient encounters followed by feedback and coaching from faculty or trained professionals.

Encouraging students to participate in extracurricular activities that promote emotional and communicative competence, such as volunteering in health care settings, participating in diversity and inclusion initiatives, or joining student organizations dedicated to these topics.

Providing students with mentoring or coaching from experienced healthcare professionals who can serve as role models for effective communication and emotional intelligence.

Promoting self-reflection and self-awareness among students through activities such as journaling, mindfulness exercises, or self-assessment tools designed to develop emotional intelligence and self-awareness.

What confirms the reliability and validity of the results of a study of the development of emotional and communicative competence of medical students?

The reliability and validity of the results of a study of the development of emotional and communicative competence of students in medical institutions can be established by various methods, including:

**Retest reliability:** This involves giving the same test to the same group of participants at different times to determine if the results are consistent. In the case of studying the development of emotional and communicative competence, this may include assessing the emotional intelligence, empathy and communication skills of medical students at different stages of their education.

**Reliability between assessors:** This includes comparing the results of assessments conducted by different assessors to determine the consistency of the results. In the case of studying the development of emotional and communicative competence, this may include the assessment of the same communication skills of medical students by several assessors to determine the consistency of the results.

**Content Validity:** This includes ensuring that the scores used in the study measure the construct of interest. In the case of studying the development of emotional and communicative competence, this may include ensuring that the assessments used measure emotional intelligence, empathy, and communication skills, which are key components of emotional and communicative competence.

**Validity Test:** This involves comparing the results of the assessments used in the study with an external test to determine if they are accurate. In the case of research into the development of emotional and communicative competence, this may involve comparing assessment results with patient outcomes or patient satisfaction ratings, which are external criteria that can be used to determine the validity of assessments.

In general, the reliability and validity of the results of a study of the development of emotional and communicative competence of students in medical institutions can be established using rigorous research methods that ensure the accuracy and consistency of the results.

Publication of the results of a study on the development of emotional and communicative competence of medical students

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