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**Project Abstract**

*Title of Project: Increasing the communication skills of the residents*

**Purpose:** According to the call to reform medical education there is a need in different priorities in education such as in teamwork in research and interprofessional teams in clinical care as well as communication with patients. In Turkey, a program directing the residency training is in its last stage. It includes the requirements in knowledge treatment skills. During residency training the educators are responsible for the medical and surgical competence. Additionally, the Education Planning and Organizing subcommittee of Turkish Ophthalmological Society is organizing courses on planning scientific projects and writing and presenting paper. Still, there seems to be a lack of communication skills both in medical school and in residency. The current practice depends mainly on personal abilities and imitating the mentors. Besides teaching high quality patient care, the medical educators are responsible for inspiring the learners through modeling professional behaviors and tailor communication and educational strategies to optimize learning. However, in the busy schedule of daily practices, the educators may fail to teach these competencies, or the residents may fail to learn them.

In this project our aim was first to explore and define the competencies for a successful physician soon to be an ophthalmologist. According to our search, competencies may be defined as “medical expert, communicator, collaborator, manager, health advocator, scholar, and professional”. In other words knowledge, skills, attitudes, and personal qualities are essential for the practice of ophthalmology

Next, we aimed to design, and organize a program as a two-day course on communication skills as well as academic publishing of the residents. For this program, we planned to include 25-30 residents in ophthalmology, and invite fellow ophthalmologist or experts in their field, who do fit to the purpose of the program, as instructors. According to the feedback of the first attendees, we might consider a sequential course following the first one.