



## Emotional footprint pedagogical project: storytelling in the development of communication skills (id76)

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### Abstract

The way healthcare professionals communicate and relate with patients can be crucial for the quality of patient participation and health outcomes. Despite the abundant research on clinical communication in the fields of medicine and nursing, further research is needed in allied health areas, such as osteopathy, orthoptics, pharmacy, and those involving complementary exams such as clinical physiology, medical imaging, and radiotherapy. This study aimed at the development of clinical communication skills by students from these areas through interviewing and storytelling. The project was implemented in communication classes of different curricular units under

the responsibility of the Human and Social Sciences area of the School of Health Polytechnic of Porto. A script for a semi-structured interview was developed with the students, each of whom individually collected a real story, from their own experience or someone else from their relationships, addressing the impact (positive or negative) of communication in a health/illness situation involving interaction with healthcare professionals/ services. They shared the story through Storytelling methodology in a safe circle in the classroom. The students assigned the role of observers registered what they heard and how they felt. They reflected on the narrative and identified

communication skills manifested or lacking and their impacts. An exhibition is planned with selected narratives, open to the academic and surrounding community, to be visited freely or through an “escape room”. With this activity, students were highly engaged and reflected on topics such as empathy, informing and planning, non-verbal and physical context features, difficult situations and emotions, relation-, patient- and professional-centered approaches, or inter-professional interactions. A strong connection between students and the surrounding community was also observed, allowing reflection on the skills acquired in real-life contexts.