

## A Framework for Interactive Competencies in Medical Education

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**Abstract :** Background: Patient's complaints in regard to insufficient competencies of physicians in communication remained stable over the last two decades. This is surprising because of the widespread integration of communication training in medical curricula. A potential explanation is the lack of a more comprehensive understanding of interactive competencies in this field. Methods: Based on a literature scoping review, we developed a framework for interactive competencies. The framework was then exposed to a consensus process following a shortened version of the COMET-outcome methodology within various target groups (medical students, clinicians, patient representatives, and experts) organized by a Swiss medical school. Results: A framework of seven areas with potentially interdependent competencies was defined: self-compassion, self-reflexion, basic interpersonal communication skills including cultural sensitivity, skills for online-conversation, serious illness conversation, interprofessional/-hierarchical exchange, and patient education/empowerment. Conclusion: A more comprehensive understanding of and training in various aspects of interaction, such as self-compassion, interprofessional interaction, and communication via digital tools, may help to overcome potential shortcomings in current communication training focussing on the direct physician-patient scenario only.

**Keywords :** communication skills, interactive competencies, medical education, self-compassion

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