

## S23-4 **Assessing Communication Studies: From a case study of a medical university**

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The proposal of the bio-psycho-social model, which states that health is not dependent on physical conditions alone, directed the attention of those in health-related fields to communication studies as a health related concept more than social interaction. After the advent of the model, Ikemi, the first professor of psychosomatic medicine at medical school in Japan, discussed the need for an ethical facet in health and insisted that the spiritual facets-the beliefs, motivations, and values of person-greatly affect health. More recently educators stressed the importance of communication studies in the core curriculum of a medical education. But many medical schools, failing to fully allow their educators to scrutinize and share in the goals of their communication studies programs, find it adequate to teach more comfortable ways to address patients or offer treatment training similar to what flight attendants undergo. However, this field of communication studies must revolve around the concept of person. The field must be regarded and considered in the context of interpersonal relationship as dealing with processes that support, through verbal and nonverbal communication, the clear identification of personal problems, and the increasing of the significance of life through personal decisions and accountability. Educational assessment from the standpoints of psychological freedom will be discussed in the context of personal growth.