

doi: <http://dx.doi.org/10.11606/issn.1679-9836.v97i2p258-259>

LETTER TO THE EDITOR

Academic leagues consultation in patients' view

Carolina Reis Bonizzio¹, Gabriel Berlingieri Polho¹, Maria do Patrocínio Tenório Nunes²

Academic leagues are extracurricular activities organized by students who want to deepen studies in one specific topic. It is where students gain practical care training and knowledge for their careers. Among possible options of activities, some leagues provide ambulatory consultations: the student initially sees patients and then the appropriate treatment is discussed with the supervisor doctor. Patients are constantly being informed of the league work process. They have the possibility to quit the project and return anytime they wish to. Using this model, for at least thirty years, leagues have been importantly contributing to medical student training^{1,2,3}. However, in literature most articles focus on student-patient relationship at hospital wards activities^{4,5}, which have a very different proposal from what is seen in academic leagues.

Therefore, the primary objective of this study was to verify patients' view on academic leagues care and to compare it with the students' one. Moreover, we also aimed to determine the leagues learning quality according to students' opinions.

The chosen method for reaching the study's objectives was a prospective research. Patients and students from three academic leagues of the Faculty of Medicine of the University of São Paulo answered a portuguese version of "Consultation Questionnaire Satisfaction"⁶, with eighteen questions assessing four major areas: general satisfaction, professional aspects, duration of the meeting and student-patient relationship. Semiology learning was analyzed with seven extra questions in students' questionnaire.

The participation of 73 patients and 53 students in the study leded us to very interesting findings. The general consultation satisfaction had a high average in both groups. However, when compared, the groups presented a relevant statistical difference: students had overall lower levels of satisfaction with their own consultation (72,1 vs 80,1; $p < 0,05$). On the other hand, collected data revealed that patients not only had a good consultation rating but also found an improvement in their own health evaluation after being attended in leagues (grade for own health, from 0 to 10: 6,3 vs 9,3; $p < 0,05$).

1. Faculdade de Medicina FMUSP, Universidade de Sao Paulo, Sao Paulo, SP, BR. Acadêmicos de Medicina da FMUSP - Turma 101. E-mail: carolbonizzio@hotmail.com, gabrielbpolho@gmail.com.

2. Faculdade de Medicina FMUSP, Universidade de Sao Paulo, Sao Paulo, SP, BR. Médica Assistente da Clínica Médica HCFMUSP. E-mail: ppatro@usp.br.

Correspondence: Carolina R. Bonizzio. Estrada da Divisa, nº 459. Chácara Planalto, Vargem Grande Paulista, SP, Brasil. CEP 06730-000. Email: carolbonizzio@hotmail.com.

And despite lesser consultation satisfaction, students positively evaluated the learning aspects of academic leagues. Most students believed that improved their skills on: history taking (100%), semiology (94%), doctor-patient relationship (98%) and clinical reasoning (96%). Interestingly, Pearson correlation showed an inverse correlation between student's and patient's satisfaction with the same consultation ($r=-0,31$; $p=0,04$).

In conclusion, our study shows that students and

patients are, indeed, satisfied with the treatment seen in academic leagues. In comparison to previous treatments, patients do feel a better care in these academic spaces. And we found something quite surprising: students are less satisfied than patients. We believe this topic deserves further investigation. For sure, academic leagues are an important place to gain practice skills and they need to be better explored as a source of education and research.

REFERENCES

1. Torres AR, Oliveira GM, Yamamoto FM, Lima MCP. Academic leagues and medical formation: contributions and challenges. *Interface (Botucatu)*. 2008;12(27):713-20. <http://dx.doi.org/10.1590/S1414-32832008000400003>.
2. Ferreira DAV, Aranha RN, Souza MHFO. Academic leagues: a Brazilian way to teach about cancer in medical universities. *BMC Med Educ*. 2015;15:236. doi: 10.1186/s12909-015-0524-x.
3. Fernandes FG, Hortêncio LOS, Unterpertinger FV, Waisberg DR, Pêgo-Fernandes PM, Jatene FB. Cardiothoracic Surgery League from University of São Paulo Medical School: twelve years in medical education experience. *Rev Bras Cir Cardiovasc*. 2010;25(4):552-8. <http://dx.doi.org/10.1590/S0102-76382010000400020>.
4. Alcira Escocia Dorigatti AE, Faber EW, Junior CG, Turato ER. Como se sentem pacientes quando examinados por estudantes de medicina? Um misto entre ambiguidades e satisfações encontradas em estudo qualitativo. *Rev Bras Educ Med*. 2015;39(1):95-111. <http://dx.doi.org/10.1590/1981-52712015v39n1e02072013>.
5. Silva RMFL, Rezende NA. The teaching of clinical examination from the view of the students: implications for a curricular reform. *Rev Bras Educ Med*. 2008;32(1):32-8. <http://dx.doi.org/10.1590/S0100-55022008000100005>.
6. Pinto D, Coutinho SS, Rezende C. Cumprimento de expectativas e satisfação com a consulta de medicina geral e familiar. *Rev Port Clin Geral*. 2009;25:405-17. <http://www.rpmgf.pt/ojs/index.php/rpmgf/article/view/10643/10379>.

Submitted in: January, 02, 2018

Accepted in: January, 09, 2018