Attachment 2: Advance organizer of the training session "Providing structure in a medical interview" (1st semester)

Time (in min.)	Торіс	Implementation
15'	Introduction of the topic	Orientation: Calgary Cambridge Guide (see attachment 1) Relevance: [43, 44]: relevance of providing structure for time efficiency
40'	Techniques and examples on videos: announcing, repeating, summarizing, paraphrasing, questioning techniques, setting time frames	4 short trigger videos with and without errors, followed by analysis, discussion in plenary session and collecting suggestions for improvement
20'	In-depth video analysis (worked example)	Video Mr. Schragen [45]: View video, then individual work with transcript: analysing the techniques used by the doctor; collect answers and discuss in plenary session
15'	Break	
45'	Practicing the techniques in role plays	In small groups of 4 students: patient, student, 2 observers with observation tasks, followed by feedback, possibly 2nd role play
15'	Open questions, summary, evaluation	Plenary White board

Attachment 2 to: Kiessling C, Mennigen F, Schulte H, Schwarz L, Lutz G. Communicative competencies anchored longitudinally – the curriculum "personal and professional development" in the model study programme in undergraduate medical education at the University of Witten/Herdecke. GMS J Med Educ. 2021;38(3):Doc57. DOI: 10.3205/zma001453