

Aysha Mohamed Faris, Pratheepkumar Venupragash
**ASSESSING KNOWLEDGE, ATTITUDES AND PRACTICES RELATED
TO PROPAEDEUTIC OF INTERNAL MEDICINE
AMONG HEALTHCARE PROFESSIONALS AND STUDENTS**

Tutor: PhD, associate professor Khvaschevskaya G.M.

*Department of Propaedeutics of Internal Disease with Advanced Training Course and Retraining
Belarusian State Medical University, Minsk*

Relevance. Understanding the knowledge, attitudes, and practices (KAP) related to propaedeutic (preliminary examination and assessment) in internal medicine is crucial for enhancing diagnostic skills and improving patient outcomes. Propaedeutics is fundamental in internal medicine as it lays the groundwork for comprehensive patient care. This research is particularly relevant for identifying gaps in education and training among healthcare professionals, which may affect patient management and treatment effectiveness.

Aim: to evaluate the current state of knowledge, attitudes, and practices regarding propaedeutics of internal medicine among healthcare professionals.

Materials and methods. The study involved 93 healthcare people from Belarus and Srilanka, using a cross-sectional descriptive design and structured questionnaires to gather demographic information, knowledge, attitude, and practices. More than 20 articles from PubMed and Google Scholar released in the time frame between 2020 to 2025 have been analyzed.

Results and their discussion. A survey conducted among **93 healthcare people** comprising **22 doctors (23.66%)**, **17 nurses (18.28%)**, and **54 medical students (57.14%)** revealed insights into their knowledge, application of propaedeutic techniques, confidence levels, and satisfaction with their training. When it comes to the application of their knowledge, **48.39%** reported that they apply propaedeutic techniques either **Often (30)** or **Always (15)**. This demonstrates that nearly half of the surveyed professionals actively utilize their training in practical settings, underscoring the value they perceive in propaedeutic skills for patient care. However, a significant **29.25%** indicated they apply these techniques **Rarely (18)** or **Never (10)**, suggesting potential barriers or challenges in incorporating these techniques consistently. The significance of propaedeutic skills was heavily supported, with **75.27%** stating that they believe these skills are either **Very Important (30)** or **Important (40)** in the context of patient care. This strong acknowledgment of the necessity for propaedeutics indicates a robust collective understanding of its impact on patient outcomes and the healthcare process as a whole. Only a small fraction, **8.61% (8)**, considered these skills **Unimportant (5)** or **Very Unimportant (3)**. Despite recognizing the importance of propaedeutic skills, only **53.77%** of the respondents felt **Confident (30)** or **Very Confident (20)** in their ability to perform proper examinations. This highlights a critical area for improvement, as almost half of the participants reported feeling either **Neutral (25)**, **Insecure (10)**, or **Very Insecure (8)** indicating room for growth in both training and practical experience to bolster their confidence. Finally, regarding satisfaction with training received, **59.14%** expressed some level of satisfaction, with **Satisfaction (40)** and **Very Satisfied (15)** being the predominant responses. Conversely, **19.35%** reported dissatisfaction, with **Dissatisfied (12)** and **Very Dissatisfied (6)** rankings echoing the need for improvements in training programs. This suggests that while a large number of professionals feel positively about their training experiences, there are clear areas identified by participants that necessitate refinements to better meet their educational needs.

Conclusions. The survey indicates a growing understanding of propaedeutic techniques among healthcare people, but also highlights challenges in confidence and application, emphasizing the need for educational efforts.