

MEDEDU Teaching communication skills

Course instructor: RM Arnold, Gordon Wood, Carla Spagnoletti et al

Teaching Communication Skills:
Individual instruction and group process

Course Summary

Communicating skillfully with patients is a major aspect of a physician’s practice and life-long career. This is the method physicians use to gather information (history), educate patients about their illness and obtain informed consent regarding various therapeutic options. In the last twenty-five years, doctor-patient communication has received increasing attention in medical education. Every medical school currently has a course focusing on communication skills, and many residency and fellowship programs devote attention to this area. The ACGME requirements include communication skills as one of their six major competencies. In the future, physicians will need to be able to document their communications skills for certification and licensure.

Over the last ten years there has been increasing data regarding the efficacy of educational interventions to improve physician communication skills. Courses, both at the medical school and the residency level, need to incorporate this information to develop evidence-based educational interventions. The goal of this course is to ensure that medical educators both understand this data, and have the practical skills needed to design and teach communication courses.

Teaching objectives

The following table summarizes the objectives for topics to be covered in this course:

Topic	Students will be able to
The evidence base for teaching communication skills	Discuss the data supporting experiential teaching of doctor-patient communication.
A developmental model for teaching communication skills	Discuss the different competencies that one might require of medical students, residents and practicing physicians.
Observation guides for teaching communication skills	Discuss the positive and negatives of at least two different evaluation forms for reviewing the doctor-patient interview.
The interplay between attitudes and skills in communication	Identify how learners’ emotions affect their ability to communicate. Help students see the connection between communication and affect.
Group process in teaching communication skills	Describe how group teaching regarding communication skills is different than one:one teaching. Effectively use a group to teach communication skills.
The “hot seat”	Understand the anxiety that results from being observed and how it affects the learning process.

MEDEDU Teaching communication skills

Feedback	Provide learner-centered feedback. Describe three models of providing feedback.
Video-review	Describe the advantages and disadvantages of this teaching method. Effectively use this method when teaching doctor-patient communication.
Role-playing	Describe the advantages and disadvantages of this teaching method. Effectively use this method to teach doctor-patient communication.
Standardized patients	Describe the advantages and disadvantages of this teaching method. Effectively use this method when teaching doctor patient communication.
OSCE	Describe the advantages and disadvantages of this evaluation method Develop an OSCE.
Clinical teaching	Describe a three step process for teaching in the clinical setting. Describe how to ascertain a learner's goals prior to watching them talk to patients. Describe how you will determine when to intervene when watching a learner talk to a patient. Describe how to give feedback to a learner after watching them talk to a patient. Describe how to debrief your communication skills after role modeling a communication encounter.
Parallel process	Be able to describe the relationship between teaching and doctor-patient interviewing. Be able to identify how issues in teaching are played out in the student-patient encounter.
Life-long learning	Describe how you will take the skills you have learned during the class and practice them in the future.

Course mechanics:

2 credits

2 sessions per week 10/25-12/15 (maybe a session on 12/20)

Monday and Wednesday from 1:15-4:30 (will end between 4-5)

Most sessions will cover specific teaching skills. While we may talk about a specific part of the encounter, the focus is on teaching rather than the content of the encounter.

No more than 1:8 faculty: student ratio (typically will be 1:4)

Will use a simulated patient for sessions; video review and role play.

Course type:

Mini-Lecture, discussion, demonstration, question and answer

Strong emphasis on inter-active teaching and role-playing

Grading: Pass/Fail

Class participation

75 %

MEDEDU Teaching communication skills

Teacher skill evaluation 25%

Location:

Parkvale Building, Room 219

Prerequisites:

None

Text

Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine. *Radcliffe Medical Press*. 2nd ed 2005

Class sessions

Session 1 Bob Arnold

10/25 3-430

A rationale for communication skills teaching

Defining what one wants to teach in communication skills:

Defining goals in a developmental curriculum

By the end of this session, participants will:

1. Define the appropriate role of lecture, discussion and experiential learning methods to teach communication
2. Understand the positive and negative aspects of using practice interviews.
3. Be able to describe three models for conceptualizing teaching the doctor-patient interview
4. Be able to differentiate between medical student, resident and practicing physician skills.

Readings:

Required Readings:

Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine. *Radcliffe Medical Press*. 2nd ed 2005, chapter 1-2 and 4.

Fellowes, D., S. Wilkinson, and P. Moore, Communication skills training for health care professionals working with cancer patients, their families and/or carers. *Cochrane Database Syst Rev*, 2004(2): p. CD003751.

Handouts from Bill Cohen/L Milberg's First year medical student communication course for the faculty.

Recommended Readings:

Carroll, JG, Lipkin M, Nachtigall L, Weston, WW. A developmental awareness for teaching doctor-patient communication skills In . In Lipkin M, Putnam SM, Lazarre A (Eds.), *The Medical Interview*, New York: Springer.1995: 388-96.

Skeff, KM, Stratos, GA, Berman, J. Educational theory and teaching medical Interviewing. In Lipkin M, Putnam SM, Lazarre A (Eds.), *The Medical Interview*, New York: Springer.1995: 379-387.

Assignment for the session (we will do in the session): Complete the Rezler-Canfield learning preference inventory sheet and score

MEDEDU Teaching communication skills

Teaching method:

Seminar discussion

- I. Course introduction
 - a. Goals
 - b. Structure
 - c. Expectation
 - i. Their learning goals
 - d. Grading
- II. Importance of doctor-patient communication
- III. Is doctor-patient communication teachable – Review of the data
- IV. Different methods of teaching doctor-patient communication
 - a. Educational theory
 - b. Parallel process
 - c. What are we trying to do?
- V.

Group exercises:

- I. One-page goals for 1st/3rd year students and interns focusing on their competency in the first ten minutes of the interview.
- II. Discussion of differences
 - a. Readiness
 - i. Cognitively
 - ii. Emotionally
 - b. Teaching opportunities
 - c. Ideals vs. minimum
- III. Characteristics of good teaching
 - a. Does it differ for doctor-patient communication
 - i. Why
 - ii. Role of identity and affect

Demonstration

MEDEDU Teaching communication skills

Session 2 Bob Arnold, Gordon Wood, Carla Spagnoletti and Demetria Marsh Oct 27
Teaching using standardized patients – Part I- Learning the experimental learning method; starting class

By the end of this session, participants will:

1. Be able to set up practice interviews in a group learning setting.
2. Be able to provide the instructions prior to starting the role playing
3. Be able to recognize common “mis-steps” in the start of an interview

Required Readings (These readings are for sessions on Nov 4,9,11,16,23,30):

Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine. *Radcliffe Medical Press*. . 2nd ed 2005, chapter 3, 5-8

Edwards-Fryer K, Arnold RM, Baile W, Tulsy JA, Petracca F, Back A. Teaching communication skills: A Qualitative study of reflective teaching practices. *Academic Medicine* 2006; 81: 638-44. (One group’s experience of teaching using simulated patients)

Handouts from Oncotalk Teach (called MSSM facilitator, essential)

Handout from William Cohen and L Milberg on primary teaching method (summary PTM)

Teaching method: Seminar discussion
Demonstration
Group exercises

MEDEDU Teaching communication skills

Session 3 Nov 1

Gordon Wood, Carla Spagnoletti, Bob Arnold and Demetria Marsh

What to do when the learner "times out": Feedback and using the group

By the end of this session, participants will:

1. Be able to debrief a session when a learner times out
2. Be able to define effective feedback
3. Be able to describe learner-centered feedback and how it differs from a “feedback sandwich”
4. Be able to obtain feedback from the learner and the group
5. Be able to determine what issues to focus on during a time out (learner-centered feedback)

Required Readings:

Ende, J. Feedback in clinical medical education. *JAMA*. 1983;250: 777-781.

See above

Teaching method: Seminar discussion
 Demonstration
 Group exercises

MEDEDU Teaching communication skills

Session 4 Nov 3

Gordon Wood, Carla Spagnoletti Demetria Marsh, and Bob Arnold
Teaching using standardized patients –More on

feedback, redo and take home points

By the end of this session, participants will:

1. Be able to help the learner come up with solutions about their problems
2. Be able to redo the part of the interview where the learner is stuck
3. Be able to use the SP to give feedback
4. Be able to help the learner define a take home point

Required Readings:

See above

MEDEDU Teaching communication skills

Session 5 Nov 8

Gordon Wood, Carla Spagnoletti, Bob Arnold, Demetria Marsh

Dealing with learner emotions as a reason for timing out

By the end of this session, participants will:

1. Be able to highlight affective issues during practice with simulated patients
2. Be able attend to the learner's emotional reaction to the patient encounter

Required Readings:

See above

MEDEDU Teaching communication skills

Session 6 – November 10

Bob Arnold, Gordon Wood, Carla Spagnoletti, Demetria Marsh

More practice and developing and training simulated patients

By the end of this session, participants will:

1. Be able to describe the positives and negatives of using simulated patients
2. Be able to describe simulated patient training

Required Readings:

Barrows HS. An overview of the uses of standardized patients for teaching and evaluating clinical skills. *Acad Med.* 1993;68(6);443-453.

Examples of standardized patient scripts Laurael Milberg, Robert Arnold

Training manuals for standardized patient Demetria Marsh

MEDEDU Teaching communication skills

Session 7– November 15

Bob Arnold, Gordon Wood, Carla Spagnoletti, Demetria Marsh

Faculty time out

By the end of this session, participants will:

1. Be able to describe the positives and negatives of using simulated patients
2. Be able to describe simulated patient training

Required Readings:

MEDEDU Teaching communication skills

Session 8 – November 17

Bob Arnold, Gordon Wood, Carla Spagnoletti, Demetri Marsh

Open practice of simulated patient teaching method

Session 9 – November 22

Gordon Wood, Carla Spagnoletti

Teaching communication using video review

Goals:

By the end of this session, participants will:

1. Understand the role of videotape review in assessing and teaching communication skills.
2. Appreciate the capacity of the videotape to develop learner's capacity to be self-reflective.
3. Use videotape to improve and enhance feedback to learners about their communication skills.

Objectives:

1. Define positive and negative features of using videotape review for teaching communication skills
2. Identify videotape triggers that facilitate reflection on communication skills
3. Recognize non-verbal behaviors during videotape review and describe how they affect communication
4. Practice giving feedback to learners using specific videotape-observed behaviors

Readings:

Recommended:

"Teaching creatively with video: fostering reflection, communication and other clinical skills". by Jane Westberg and Hilliard Jason from the Springer series on medical education. Best chapters are 2, 3, 6, 7.

Beckman HB. Frankel RM. The use of videotape in internal medicine training. *Journal of General Internal Medicine*. 9(9):517-21, 1994 Sep

MEDEDU Teaching communication skills

Session 10 Nov 29

Bob Arnold, Gordon Wood, Carla Spagnoletti

Teaching communication in conferences and actual patient encounters: Part 1 A three step method for teaching communication in a clinical setting

By the end of this session, participants will:

- 1) Be able to discuss goals with a learner prior to watching a learner interact with a patient
- 2) Be able to determine when you will intervene when watching a learner interact with a patient.
- 3) Be able to give a learner feedback after watching the learner interact with a patient
- 4) Be able to debrief after you have role modeled an interaction with a patient

Readings Required:

Oncotalk Teach Modules. Back T, Arnold RM, Fryer-Edwards K, Baile W, Tulsy J. Back AL, Arnold RM, Tulsy JA, Bale WF, Edwards K. "Could I Add Something?": Teaching Communication by Intervening in Real Time During a Clinical Encounter. *Acad Med.* 2010; 85: (6): 1048-1051.

Suggested readings

Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine. *Radcliffe Medical Press.* . 2nd ed 2005, chapter 9,12

Session 11 – Dec 1

Gordon Wood, Carla Spagnoletti, Gary Fischer, Bob Arnold

Teaching communication in conferences and actual patient encounters II. Role play lite and when learners bring communication problems to the faculty

By the end of this session, participants will:

- 1) Be able to integrate short role-plays into attending rounds or noon conference
- 2) Be able to describe the positives and negatives of role play lite
- 3) Be able to describe the positive and negatives of using students to be the “patient” in a role play

Readings Required:

Cohen-Cole S, Bird, J, Mance, R. Teaching with role-playing: A structured approach. In Lipkin M, Putnam, SM, Lazarre A (Eds.), *The Medical Interview*, New York: Springer 1995: 405-412.

Hand-out. Setting up and conducting a role-play. B Arnold

MEDEDU Teaching communication skills

Session 12 Dec 6

Open communication teaching

Gordon Wood, Carla Spagnoletti, Bob Arnold

MEDEDU Teaching communication skills

Session 13 December 8th

Hollis Day, Gordon Wood, Carla Spagnoletti

A. Assessing communication skills: OSCE and other evaluative methods

Goal I To review the use of standardized patients in assessing communication skills

Objective 1 prior formative and summative uses

Objective 2 reliability and validity issues

Objective 3 The OSTE

Goal 2- To discuss alternative methods of evaluating these skills

Objective 1 The use of descriptive evaluations with emphasis on the RIME system

Objective 2 patient, peer evaluations

Readings

“Assessing Competence in Communication and Interpersonal Skills: The Kalamazoo II Report.” Duffy FD et al. *Academic Medicine*.2004; 79:495-507.

Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine. *Radcliffe Medical Press*. . 2nd ed 2005 chapter 11.

“Teaching Communication in Clinical Clerkships: Models from the Macy Initiative in Health Communications.” Kalet A et al. *Academic Medicine*. 2004; 79:511-520.

“Assessment of a 360-Degree Instrument to Evaluate Residents’ Competency in Interpersonal and Communication Skills.” Joshi R et al. *Academic Medicine*. 2004;79-458-463. *Academic Medicine*. 2004;79-458-463.

“Assessment of Residents’ Interpersonal Skills by Faculty Proctors and Standardized Patients: A Psychometric Analysis.” Donnelly M B et al. *Academic Medicine*. 2000; 75:S93-S95.

“Development and Implementation of an Objective Structured Teaching Exercise (OSTE) to Evaluate Improvement in Feedback Skills Following a Faculty Development Workshop.” *Teaching and Learning in Medicine*. 2003;15(1):7-13.

Teaching method: Seminar discussion
Demonstration
Group exercises

MEDEDU Teaching communication skills

Session 14 December 13

Bob Arnold, Gordon Wood, Carla Spagnoletti

Teaching communication: When learners come to you asking for advice (but you did not see the encounter)

By the end of the session, participants will be able to:

Describe the goal(s) of giving feedback to learners when they ask you communication questions

Give appropriate feedback to a learner who comes to you asking for feedback

Readings Required:

Oncotalk Teach handout (Points for mentoring questions)

MEDEDU Teaching communication skills

Session 15 December 15

Gary Fischer and Bob Arnold, Gordon Wood, Carla Spagnoletti

- A. Continue to develop your skills
 - B. Feedback on the course
-

By the end of this session, participants will:

1. Recognize the importance of critical appraisal of educational programs and of oneself as a teacher.
2. Make reflective practice a means for professional growth.
3. Utilize various tools to evaluate one's teaching.
4. Understand the uses and limitations of feedback from learners.
5. Recognize the value of evaluating learners for the sake of evaluating oneself.

Readings:

http://www.ericfacility.net/databases/ERIC_Digests/ed449120.html;

<http://www.ericfacility.net/ericdigests/ed346319.html>

Reflective Practice and Professional Development Joan Ferrarro

Chapter 27. Evaluating a faculty development course on medical interviewing in Lipkin M, Putnam SM, Lazarre A (Eds.), *The Medical Interview*, New York: Springer 1995, pages 436-50.

Teaching method: Seminar discussion
Demonstration
Group exercises