



Welcome!

Objectives

1. Apply a structured model for communication skills to assess trainees' communication skills
2. Describe 3 distinct methods for assessing communication skills in medicine
3. Create a blueprint for communication teaching and assessment for their residency training program

Outline

- Brief introductions
- Fundamentals of teaching communication skills
- Exercise – The Carousel
- Exercise – Video Review
- Exercise – Building a Blueprint Part I
- Fundamentals of assessing communication skills
- Exercise – Building a Blueprint Part II
- Recap and Questions
- Feedback

Teaching and Assessing Communication Skills in Residency – You CAN do it!

2011 ICRE
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Fundamentals of Teaching Communication Skills

1. Discuss how to deconstruct an interview
2. Review structured models for communication skills
3. Review the Calgary Cambridge Observation Guide
4. Discuss how to teach communication skills to residents

Why Bother?!

“I was never taught how to communicate. I am doing fine. My patients are satisfied, and I haven't been sued. Why do I need to do this for my trainees?”

Teaching Communication Skills

Why?

Enhancing communication skills improves:

- Patient and physician satisfaction
- Adherence
- Safety
- Malpractice claim rates
- Patient outcomes

Kurtz S, Silverman J, and Draper J, 2005

Teaching Communication Skills

How?

“How am I supposed to do this? I didn’t receive formal training...how can I provide it to my residents?”

Underlying Premises

- Communication is a core clinical skill
- Communication is a learned skill
- Experience is a poor teacher
- Observation is not enough
- Not just being nice/good personality
- Skills based approach is essential

Kurtz S, Silverman J, and Draper J, 2005



Choose an established model

Diagnosing Communication Problems

A skills-based model helps...

- Create a communication lexicon
- Teachers actively role model their skills
- Diagnose and remedy communication problems

Deconstructing the interview

- Useful teaching tool with residents
- Try a “Carousel” to break an interview into component parts
- Fosters confidence that you DO know how to do this

Exercise – The Carousel

- 6 Groups and 6 Headings
- Discuss what skills you use to accomplish the task in each heading
- Write them down
- Moves to the next Heading when the whistle blows

Calgary Cambridge Observation Guide

1. Initiating the Session
2. Gathering information
3. Providing structure
4. Building relationship
5. Explanation and planning
6. Closing the session

Kurtz S, Silverman J, and Draper J, 2005

Other Communication Skills Guides

- **Calgary Cambridge Observation Guide**
- Kalamazoo Checklist
- SEGUE Framework
- Brown Interview Checklist

Exercise – Video Review

- Watch this short interview
- Note what process skills are demonstrated
- What skills need work?

Definitions

- Formal Curriculum
 - What you say you're going to do
 - e.g., formal half-day sessions
- Informal Curriculum
 - What happens every day
 - e.g., in-the-moment teaching

Teaching Scripts and Teachable Moments

- What do I mean by this?
- Some examples



Exercise – Building a Blueprint I

- Look at Part I of the Communicator Blueprint
- Choose 1-2 listed communicator key competencies
- Indicate how you teach that competency

Fundamentals of Assessing Communication Skills



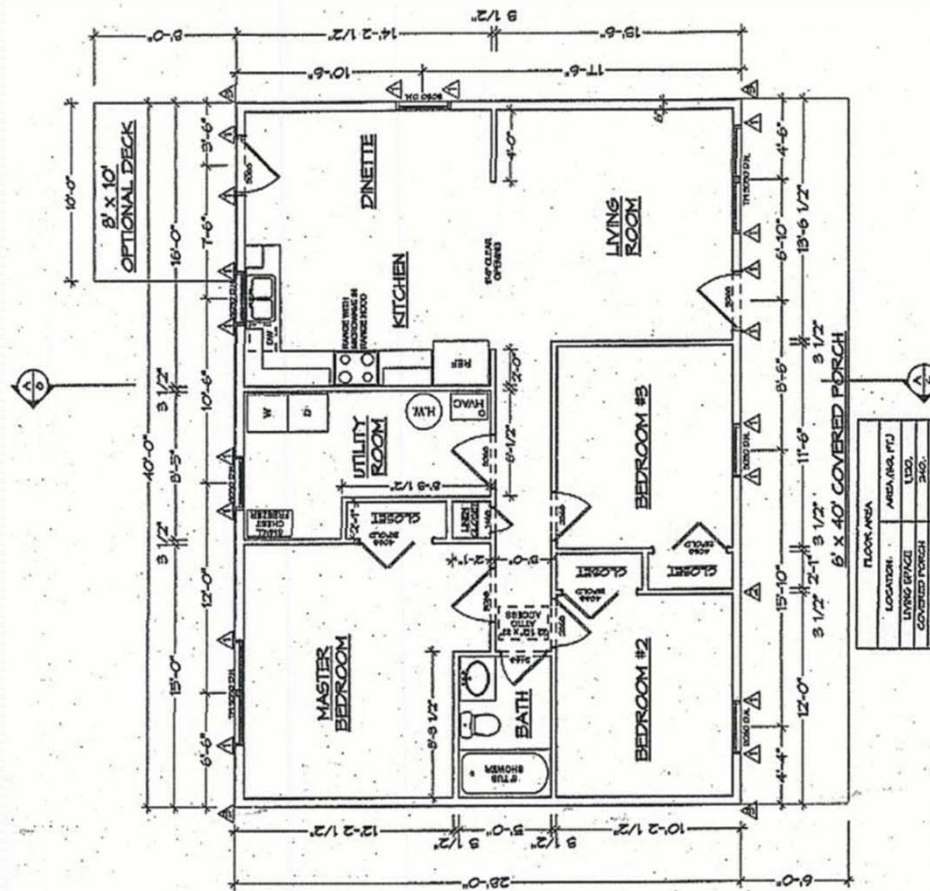
Fundamentals of Assessing Communication Skills

1. Review Basics of Assessment
2. Blueprint your curriculum
3. Review with a peer

Fundamentals of Assessment

- Direct observation with validated rating scale
- Direct observation with ITER
- OSCE with standardized patient
- Multiple source feedback
- Portfolios and logbooks
- Short answer questions (SAQ)?!

What do I do with a blueprint?



Curriculum Mapping in Medical Education

OBJECTIVES

CONTENT

TEACHING METHODS & ASSESSMENT

OBJECTIVES



Exercise – Building a Blueprint II

Peer Consultation Exercise

- Complete 2 sections of page 2 of the blueprint
- How you assess communication skills
 - Be specific
- Note gaps and barriers in your plan
- Review and critique your plan, with a partner

Lessons Learned and Wrap-up

- Learned about the CCOG – a structured CS model
- Discussed CS teaching scripts and teaching moments
- Applied CCOG to assess trainees' CS
- Described appropriate CS assessment methods
- Created a blueprint for CS teaching and assessment
- Encouraged networking to facilitate your curriculum

References

1. Boon H, Stewart M. Patient-physician communication assessment instruments: 1986 to 1996 in review. *Patient Education and Counseling* 1998, 35:161-176
2. Duffy F, et al. Assessing Competence in Communication and Interpersonal Skills: The Kalamazoo II Report. *Academic Medicine* 2004, 79(6):495-507.
3. Kurtz S, Silverman J, Draper J. *Teaching and Learning Communication Skills in Medicine* 2nd edition. Radcliffe Medical Press, Oxford, UK, 2005
4. Makoul G. The SEGUE Framework for teaching and assessing communication skills. *Patient Education and Counseling* 2001, 45:23-24.
5. RCPSC *The CanMEDS Assessment Tools Handbook*, 2006



Thank-you!
Please fill in your evaluation forms