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
Sue Dojeiji MD MEd FRCPC
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
“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

Have a seat Kermit. What I’m about to tell you might come as big shock....
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


5. RCPSC The CanMEDS Assessment Tools Handbook, 2006
Thank-you!
Please fill in your evaluation forms