Course Summary

The most common thing that a physician does in his/her career is communicate with patients. This is the method that physicians obtain information (history), educate patients about their illness and obtain informed consent regarding the various therapeutic options. In the last twenty five year, doctor-patient communication has received increasing attention in medical education. Every medical school current has a course focusing on communication skills, and many internal medicine, family medicine and pediatric programs devote attention to this area. The new ACGME requirements have communication skills as one of their six major focuses. 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 interventions. The point 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:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Students will be able to</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence base for teaching communication skills</td>
<td>Discuss the data supporting experiential teaching of doctor-patient communication</td>
</tr>
<tr>
<td>A developmental model for teaching communication skills</td>
<td>Discuss the different competencies that one might require of medical students, residents and practicing physicians</td>
</tr>
<tr>
<td>Observation guides for teaching communication skills</td>
<td>Discuss the positive and negatives of at least two different evaluation forms for reviewing the doctor-patient interview</td>
</tr>
<tr>
<td>The interplay between attitudes and skills in communication</td>
<td>Identify how learner’s emotion affect their ability to communicate</td>
</tr>
<tr>
<td></td>
<td>Help students see the connection between communication and affect</td>
</tr>
<tr>
<td>Group process in teaching communication skills</td>
<td>Describe how group teaching regarding communication skills is different than one:one teaching</td>
</tr>
<tr>
<td></td>
<td>Effectively use a group in communication teaching</td>
</tr>
<tr>
<td>The “hot seat”</td>
<td>Provide learner centered feedback</td>
</tr>
<tr>
<td></td>
<td>Describe three models of providing feedback</td>
</tr>
<tr>
<td>Feedback</td>
<td>Describe the advantages and disadvantages of this teaching method</td>
</tr>
<tr>
<td></td>
<td>Effective facilitate this method when teaching doctor patient</td>
</tr>
<tr>
<td>Video-review</td>
<td>Describe the advantages and disadvantages of this teaching method</td>
</tr>
<tr>
<td></td>
<td>Effective facilitate this method when teaching doctor patient</td>
</tr>
<tr>
<td>Role-playing</td>
<td>Describe the advantages and disadvantages of this teaching method</td>
</tr>
<tr>
<td></td>
<td>Effective facilitate this method when teaching doctor patient</td>
</tr>
</tbody>
</table>
MEDEDU Teaching communication skills

| Standardized patients | Describe the advantages and disadvantages of this teaching method  
Effectively facilitate this method when teaching doctor-patient communication |
|-----------------------|-----------------------------------------------------------------------------|
| OSCE                  | Describe the advantages and disadvantages of this evaluation method  
Develop an OSCE |
| Motivational interviewing | Describe a method of motivational interviewing |
| 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 |

**Course mechanics:**

- 2 credits (32 contact hours)
- 1 session per week for 8 weeks
- 4 hours per session
  - A. Introduction and review of last session 15 minutes
  - B. Content based review 30 minutes
  - C. Demonstration and debrief 30 minutes
  - D. Break 15 minutes
  - D. Practice teaching skill 120 minutes
  - E. Summary 30 minutes

Most sessions will cover both a teaching method and a specific aspect of the interviews. This will allow teaching about both the content and the process of the interview.

- No more than 1:6 faculty:student ratio
- Will use a standardized patient for one session; video review for one session.

**Course type:**

Min-Lecture, discussion, demonstration, question and answer

Strong emphasis on inter-actional teaching and role-playing

**Grading:** Pass/Fail

- Class participation 75%
- Teacher skill evaluation 25%

(For the last session, each participant will be asked to develop a 15 minute OSCE. The participants will be asked to develop a specific teaching skill they wish to work on and then develop a check list for what would constitute success in accomplishing this teaching skill. We will then develop an situation in which the student will have to practice this skill and ask the other participants to evaluate, using the check-list, the student’s performance.)
MEDEDU Teaching communication skills

**Location:**
To be determined.

**Prerequisites:**
None

**Text**
See below

Additional readings will be distributed in class.
Class sessions

Session 1  Bob Arnold  August 29th
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) Be convinced of the importance of doctor-patient communication as a vital clinical skill
2) Be convinced of the ability to improve communication skills via structured learning experiences
3) Be able to describe three models for describing/teaching the doctor-patient interview
4) Be able to differentiate between medical student, resident and practicing physician skills.

Readings: Kurtz, Chapter 1-2
Fallowfield article
Lipkin Chapter 31,32

Teaching method: Seminar discussion
Group exercises
Demonstration

Assignment: Students will be asked to develop a list of competencies regarding the first ten minutes of the interview that they believe are appropriate for learners in the first two years of medical school, the last two years of medical school and residency.

Session 2  L. Milberg and W Cohen-Sept 5
A. Teaching communication skills using role playing: Structure and feedback
B. The start of the interview: Introductions and setting the agenda

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 role play
3) Be able to set up a role play
4) Be able to define effective feedback
5) Be able to give feedback and facilitate group feedback
6) Be able to recognize common “mis-steps” in the start of an interview

Readings
Kurtz 3,4,5
Lipkin 34
Edwards handout
Erde Feedback

Teaching method: Seminar discussion
Demonstration
Group exercises
Assignment: Participants will be asked to describe the parallels between teaching communication skills (teacher-student relationship) and the doctor-patient relationship OR will describe three ways that a physician’s emotional reaction may influence doctor-patient communication and how one might help the student see this relationship.

Session 3  Bob Arnold and L Milberg-Sept 12
A. Teaching communication skills using role playing: Facilitation and integrating theory into experiential learning
B. The HPI: “Getting the story”: Use of open-ended questions and facilitators

By the end of this session, participants will:
1) Describing the parallel between communication skills and facilitation skills
2) Define various models of learning and change in doctor-patient communication
3) Be able to integrate evidence based data into role playing
4) Be able to highlight affective issues when teaching about role-playing
5) Be able to describe the different kinds of questions used in the medical interview and their role (as well as their role in facilitating communication skills)

Readings
Kurtz 6,7
Lipkin 7, 36

Teaching method: Seminar discussion
Demonstration
Group exercises

Assignment: Describe the positive and negatives associated with using videotape review for teaching motivational interviewing.

Session 4  Gary Fischer and Bob Arnold-Sept 19
A. Teaching communication skills: quick role play and other methods
B. Asking “emotionally charged questions: The sexual history

By the end of this session, participants will:
1) List five non-communication focused teaching endeavors in which it would be appropriate to use “role-playing-lite”
2) Be able to integrate short role plays into attending rounds
3) Be able to raise questions about how the doctor’s affect influences the interview
4) Be aware of how group process issues might influence teaching regarding the doctor-patient interview
5) Be able to use the group to give feedback regarding the emotional issues surrounding the doctor-patient interview
MEDEDU Teaching communication skills

Readings
Kurtz  Chapter 8, Section 1
Lipkin 29
Article on group process
Article on emotional issues

Teaching method:  Seminar discussion
Demonstration
Group exercises

Assignment:  Be able to describe what would constitute an acceptable performance for a medical student and resident in taking a sexual history and describe how one might evaluate the student’s performance.

Session 5  Bob Arnold, L Milberg and a standardized patient-Sept 26 (W COHEN TO DO FOR ME)

A. Teaching communication skills using standardized patients
B.  Moving from patient centered to physician centered: ROS (or characterizing pain)

By the end of this session, participants will:
1)  Be able to define a standardized patient
2)  Be able to describe the positives and negatives regarding the use of standardized patients
3)  Be able to write a standardized patient script and train a standardized patient
4)  Be able to use a standardized patient for feedback

Readings
Lipkin 33
Examples of standardize pt scripts
Milberg
Arnold

Teaching method:  Seminar discussion
Demonstration
Group exercises using standardized tapes

Assignment: Choose a specific teaching skill that one wishes to be tested on and develop a checklist for what would accomplish successfully accomplishment of the skills
Session 6  Ro and Joe Conigliaro-Oct 3
A. Teaching communication skills using video review
B. Motivational interviewing: Smoking, alcohol and other drugs of abuse

By the end of this session, participants will:
1. understand the role of videotape review in assessing and teaching communication skills.
2. Appreciate videotape review as one means of systematic, sequenced, supervised practice of communication skills
3. Identify videotape triggers that facilitate reflection on communication skills
4. Use videotape to improve and enhance feedback to learners about their communication skills.

Readings
Lipkin 35
"teaching creatively with video: fostering reflection, communication and other clinical skills, by jane westberg and hilliard jason from the springer series on medical education.

Teaching method: Seminar discussion
Demonstration
Group exercises using video review

Assignment:
Write a script for a standardized patient interview which would allow the student to practice one of the following skills: a) motivational interviewing, b) giving bad news, c) taking a sexual history; d) asking about patient’s pain; e) having the student conduct a ROS

Session 7  Mike Elnicki and med school guy in charge of OSCE’s-Oct 10
A. Assessing communication skills: OSCE and other evaluative methods
   B. Teaching the efficient interview

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
Fortin JGIM
Keely Acad Medicine
Stone
Bogels Teaching and learning in medicine
Colliver Teaching and learning in medicine
Cohen Acad Medicine
Donnelly Acad Medicine
James Acad Medicine
Kurtz Chapter 8, Section 2
Lipkin 37, 38, 39
Article on OSCE

Teaching method: Seminar discussion
Demonstration
Group exercises

Assignments:

Session 8  A. Teaching evaluation –Oct 17th
          B. Teaching learners with different styles (or figuring out their styles)

By the end of this session, participants will:
    GARY OR LMILBERG CAN YOU DO THIS?

Readings
Need an article on teaching with different kind of learners.

Teaching method: Seminar discussion
Demonstration
Group exercises

**Recommended readings**
Kurtz S, Silverman J, Draper J. Teaching and learning communication skills in medicine.
Radcliffe Medical Press. 1998

Lipkin M, Putnam SM, Lazarre A (Eds.), *The Medical Interview*, New York: Springer. 1995

Selected readings from the medical and communication literature

**Proposed faculty**
Bob Arnold
Laurel Milberg
William Cohen
Ro Conigliaro
Gary Fischer
Mike Elnicki