Teaching Communication Skills Virtually

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ASK

Agenda

- Project Description
- Project Methodology
- Challenges
- Impact & Conclusion

PROJECT DESCRIPTION

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Objectives vs Results

Project Description

Objective

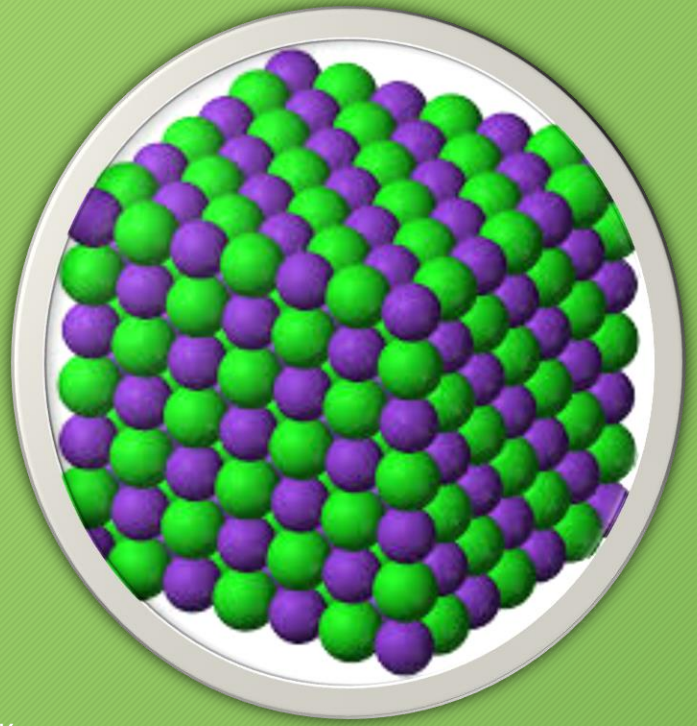
- Convert on-site courses to online courses
- Maintain the decorum of teaching and learning communication skills
- Apply role-play virtually

Results

- Successfully established e-learning
- Overall decorum was maintained
- Applied a modified role-play

Communication

Project Description



Commūnī´

Preparing…Sharing… etc

Cation

A positively charged ion

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Communication

Project Description

Communication (from Latin *commūnicāre*, meaning "to share" is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior

Patient Communication

> 50%

of the patients can be diagnosed by only communication

69 %

Doctors interrupting patients speech within the first 18 seconds

77%

Patients didn’t even express their reason for encounter

Project Description

Wonder !

Project Description

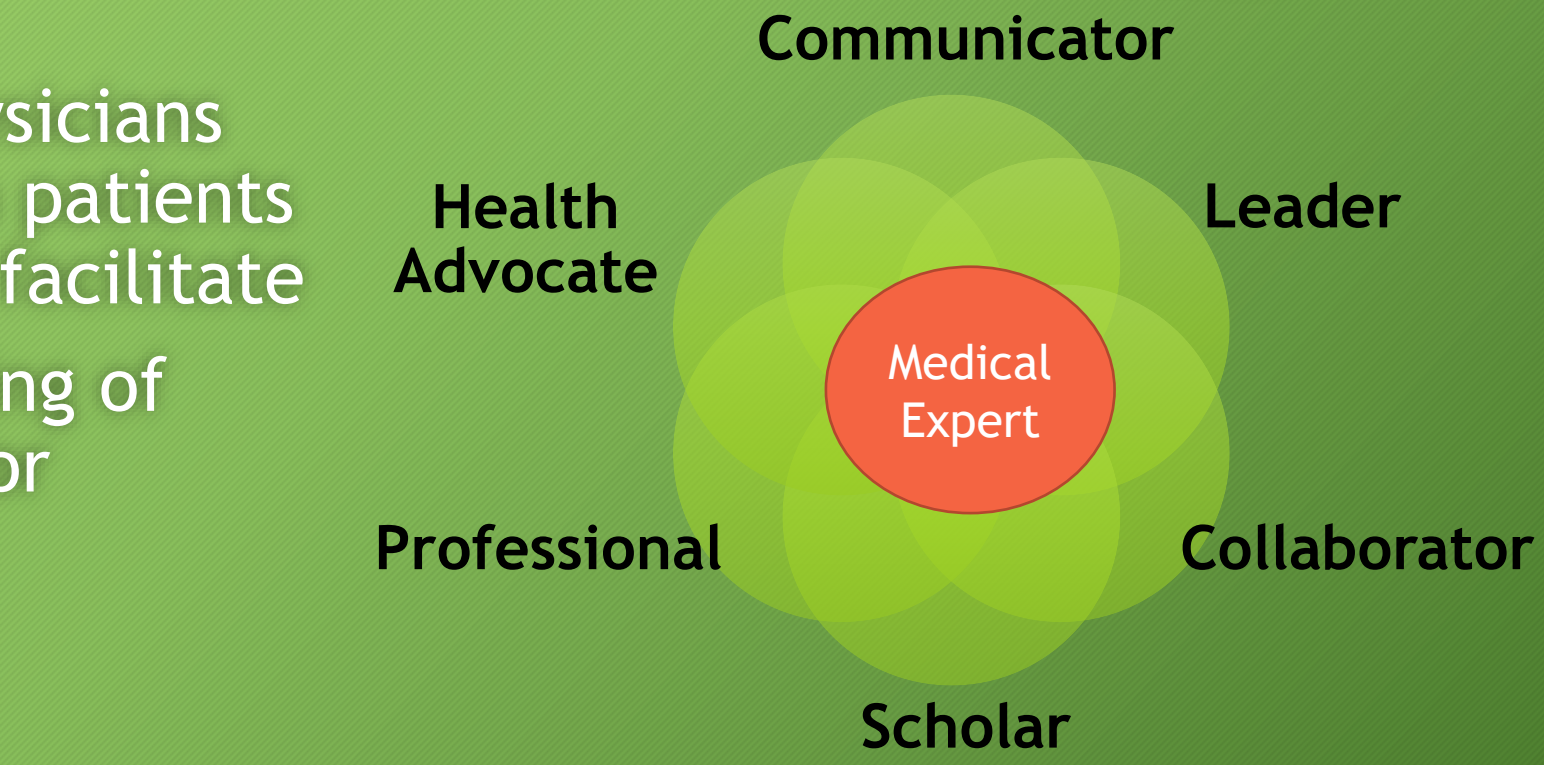
- ***50%*** of patients leaving doctors office who do not have enough information on their illness:
- ***50%*** of patients who do not know how to use their medication
- **22-70%** of patients not adhering to the suggestions of their doctor

Rhoades DR, McFarland KF, Finch WH, Johnson AO. Speaking and interruptios during primary care office visits. Fam Med 2001; 33(7): 528-32.

Expectations

Project Description

As Communicators, physicians form relationships with patients and their families that facilitate the gathering and sharing of essential information for effective health care.



Micro skills

Project Description

- Prompting
- Connecting
- Making specific
- Giving feedback
- Showing empathy (reflecting feelings)
- Paraphrasing
- Summarizing
- Using pauses
- Asking opened and closed questions

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Meso skills.

Project Description

- Accommodating
- Active listening
- Investigative questioning
- Explaining
- Informing
- Advising and motivating
- Coaching
- Instructing
- Reaching consensus

Fifth Year

- Using fully equipped simulation labs for learning skills
- Simulated Patients from the community
- Expose to real patients

Fourth Year

- Using fully equipped simulation labs for learning skills
- Simulated Patients from the community

Third Year

- Micro & Meso - Skills of communication through role play & simulation from the peers
- Dealing with difficult patients
- Breaking Bad News

Second Year

Meso - Skills of communication through role play & simulation from the peers

First Year

Micro - Skills of communication through role play & simulation from the peers

Project Description

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PROJECT METHODLOGY

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Sample of the session: On site

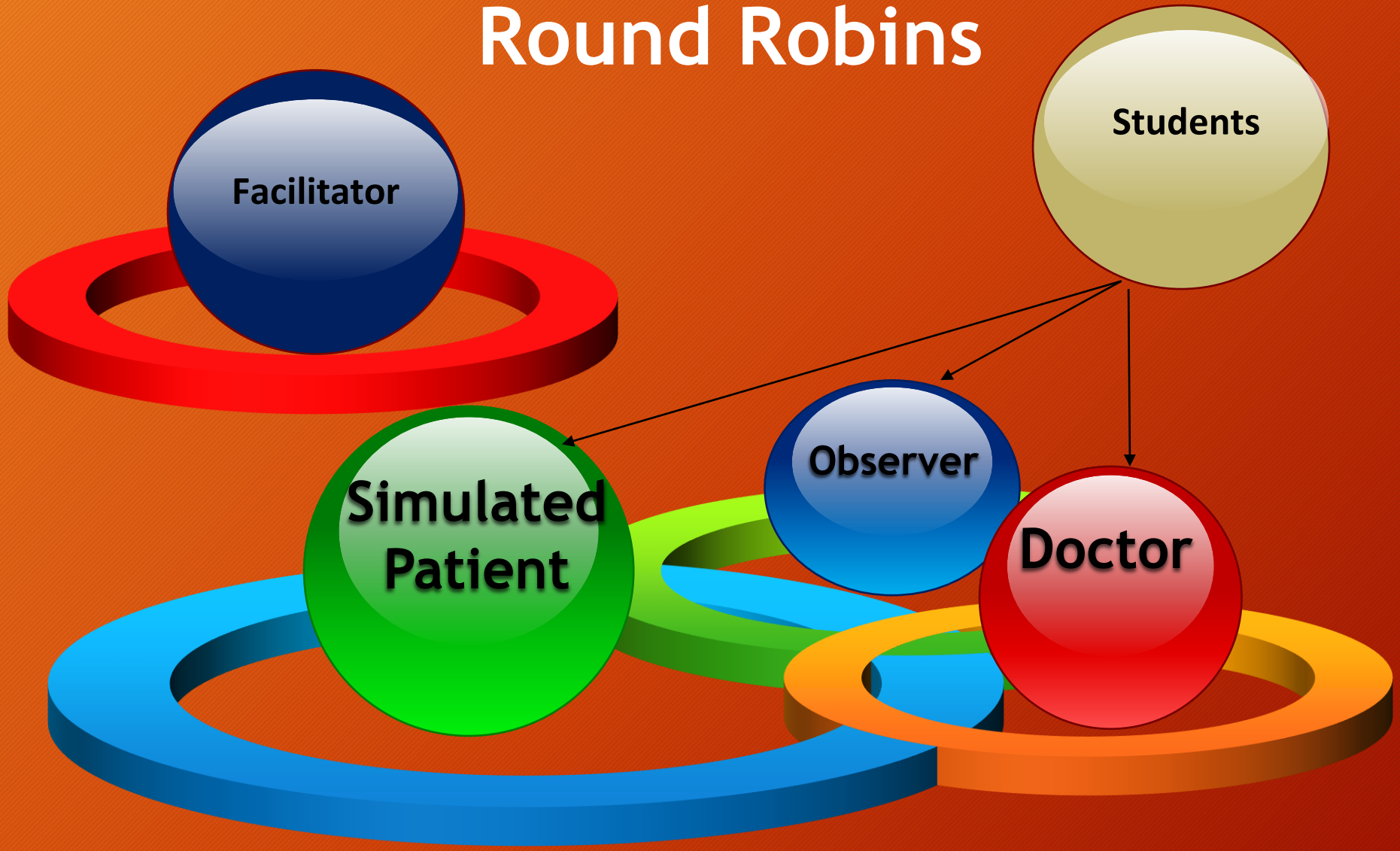
Project Methodology

Training Session 1: Informing & Explaining

Timing	Activities / Session Program (2 Hours)
00:00 – 00:10	Meeting with the trainer: Explanation of whole program
00:10 – 00:30	Agree upon the training group session: Structure, procedure, obligations, & methods
00:30 – 00:45	Discuss the theory: Skills in the diagnostic and treatment Consultation
00:45 – 01:00	Video demonstration for the diagnostic and treatment Consultation
01:00 – 01:55	Role Play for a given case: **Round Robins / Relay Method**
01:55 – 02:00	Discuss about the preparation of the next session

Round Robins

Project Methodology



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Project Methodology

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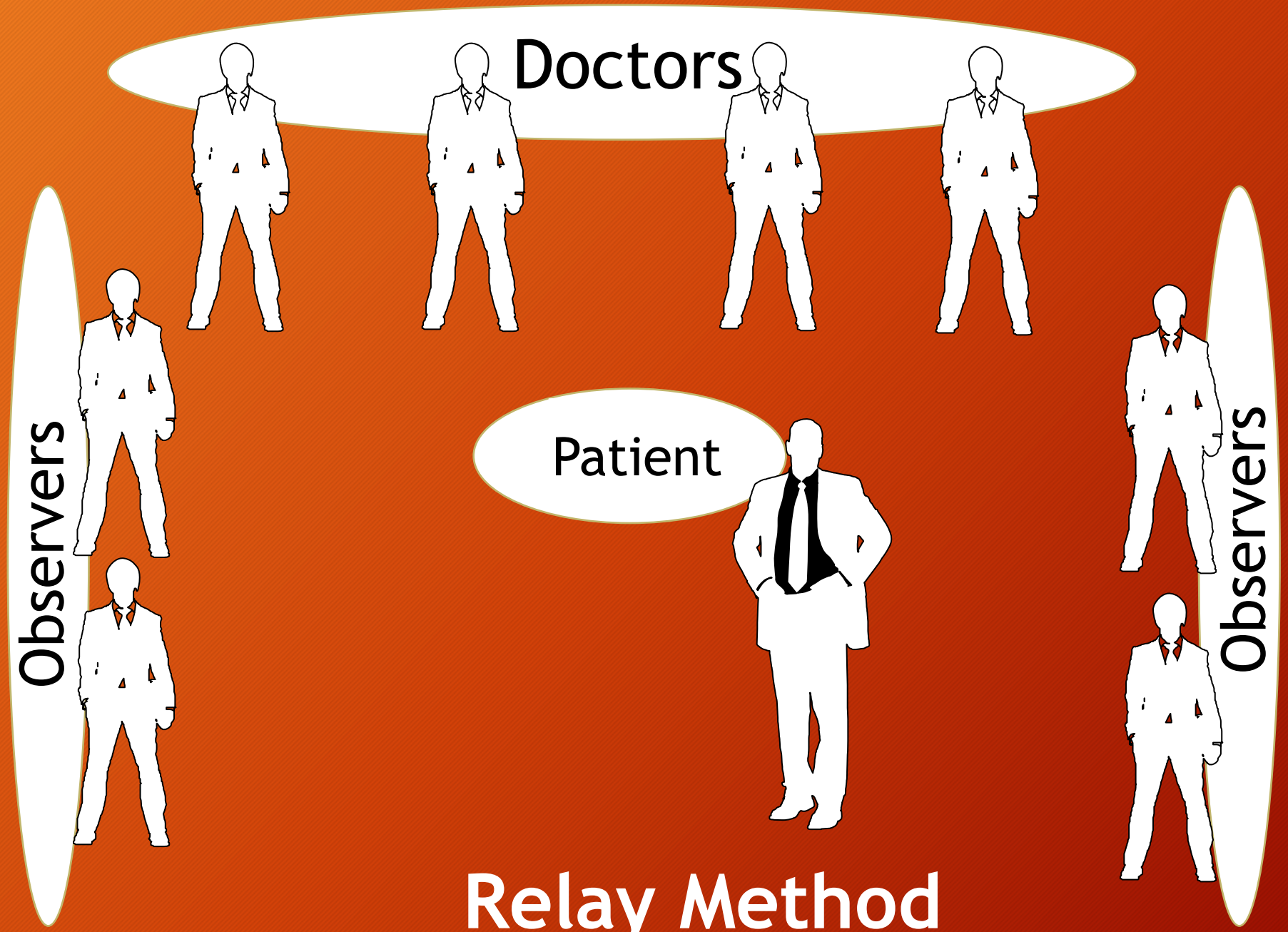
Project Methodology



Relay Method

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Project Methodology

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Stages for development of the on-line Training Session

Project Methodology

Stage 1 Brainstorming

Stage 2 Remove Relay Method

Role-play & Only apply Round Robbins Method

Stage 3 Development of e-learning manual

Stage 4 Training of facilitator to become simulated patients

Stage 5 Each student plays role as a doctor during the session and other become observers

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Instructions for Trainers
(Blackboard Collaborate Ultra)

Project Methodology

1) Kindly ask them to use ONLY the assigned link with their names.

2) Same link can be used in all sessions as the link does not have any end time (no expiry).

3) It is a Moderator Link, so trainer will have all privileges to manage the sessions.

4) Recording of all sessions are MANDATORY by the trainers (there is an option to record sessions on the top left side)

5) Once they finish session, stop recording and click on ‘leave session’ (icon will be on bottom left)

6) All links will be activated before 15 minutes of the session.

7) There are chances for crash or hanging of Blackboard when all the groups are conducting session at the same time, so session can be rescheduled with students after informing producer and coordinator.

8) It is the responsibility of tutor to take attendance and confirm wrong entry of students in the group.

9) The link is already activated, trainers may conduct a mock session with students to check the technical aspects.

Instructions for students: On - Line

Project Methodology

- All students would play as a “doctor” one by one.
- CST trainers will act two roles: As an observer as well as a patient.
- 5 to 7 minutes for role - play
- 2 to 3 minutes for feedback
- Feedback: Other students will give feedback on “doctors” performance using a‘ Checklist for feedback during Communication Skills’
- Group Evaluation: The whole group of students would comment and give feedback from what is comparable, easier or more difficult, for either doctor or patient?
- Conclusion: Go through the preparation for the next session.

Sample of the session: On - Line

Project Methodology

Training Session 1: Informing & Explaining

Timing	Activities / Session Program (2 Hours)
00:00 – 00:10	Meeting with the trainer: Explanation of whole program
00:10 – 00:30	Agree upon the training group session: Structure, procedure, obligations, & methods
00:30 – 00:45	Discuss the theory: Skills in the diagnostic and treatment Consultation
00:45 – 01:00	Video - Consultation – Sent links
01:00 – 01:55	Role Play for a given case: Round Robins / Relay Method
01:55 – 02:00	Discuss about the preparation of the next session

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Session Creation

Project Methodology

FEMALES Students

1) Block 1.4 CST Session Group 1 (FEMALE)- DR. SABA
https://ca.bbcollab.com/guest/6fe37941eb2e44fb85d216480bb2d71f

2) Block 1.4 CST Session Group 2 (FEMALE)- DR. NURJAHAN
https://ca.bbcollab.com/guest/36cf18cfa42a4c78b4372638e6579827

3) Block 1.4 CST Session Group 3 (FEMALE)- DR. SUJATHA
https://ca.bbcollab.com/guest/1684152f78bb4b1ca99a9c7b0ba96b54

4) Block 1.4 CST Session Group 4 (FEMALE)- DR. NAHEED
https://ca.bbcollab.com/guest/a6866cd3e29e4b7db1836b021b9fc172

5) Block 1.4 CST Session Group 5 (FEMALE)- DR. ARWA
https://ca.bbcollab.com/guest/1b972226ddd248129c8fd76e933e2127

Communication Skills Teaching - Videos

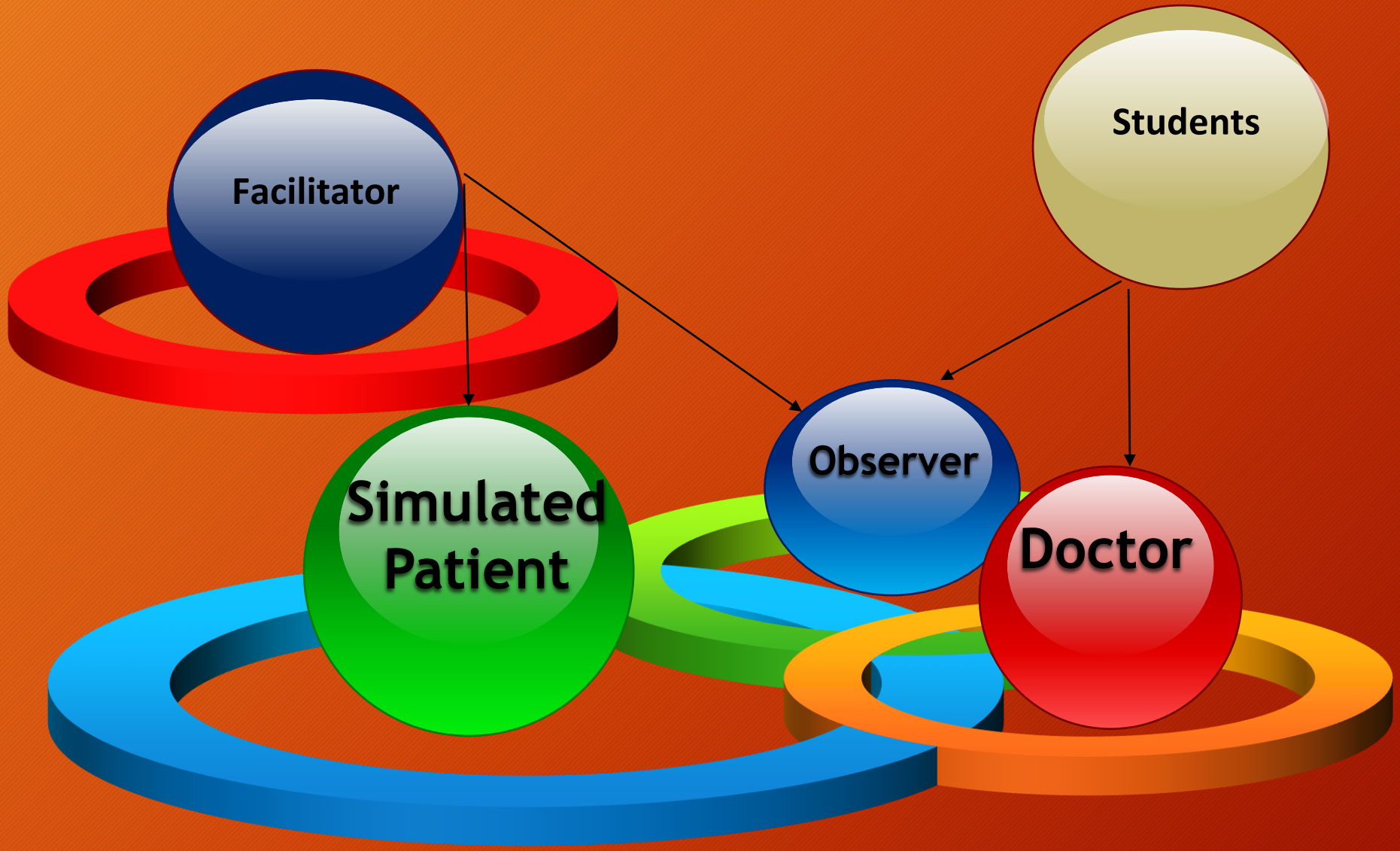
Project Methodology

Google Drive Link:

1. https://drive.google.com/file/d/1dD1l5GGEmsNFNyo0iO6V5aOgEQsHZ3Py/view?usp=drive_web

2. https://drive.google.com/file/d/1rLWOIDF-fZTg5Hx4jDnTES6A6dX_Kmva/view?usp=drive_web
3. https://drive.google.com/file/d/1ix-U7Yknjdw2E7RxrvTYMTnpQ5nDwK5y/view?usp=drive_web

Project Methodology



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Feedback / CST Evaluation

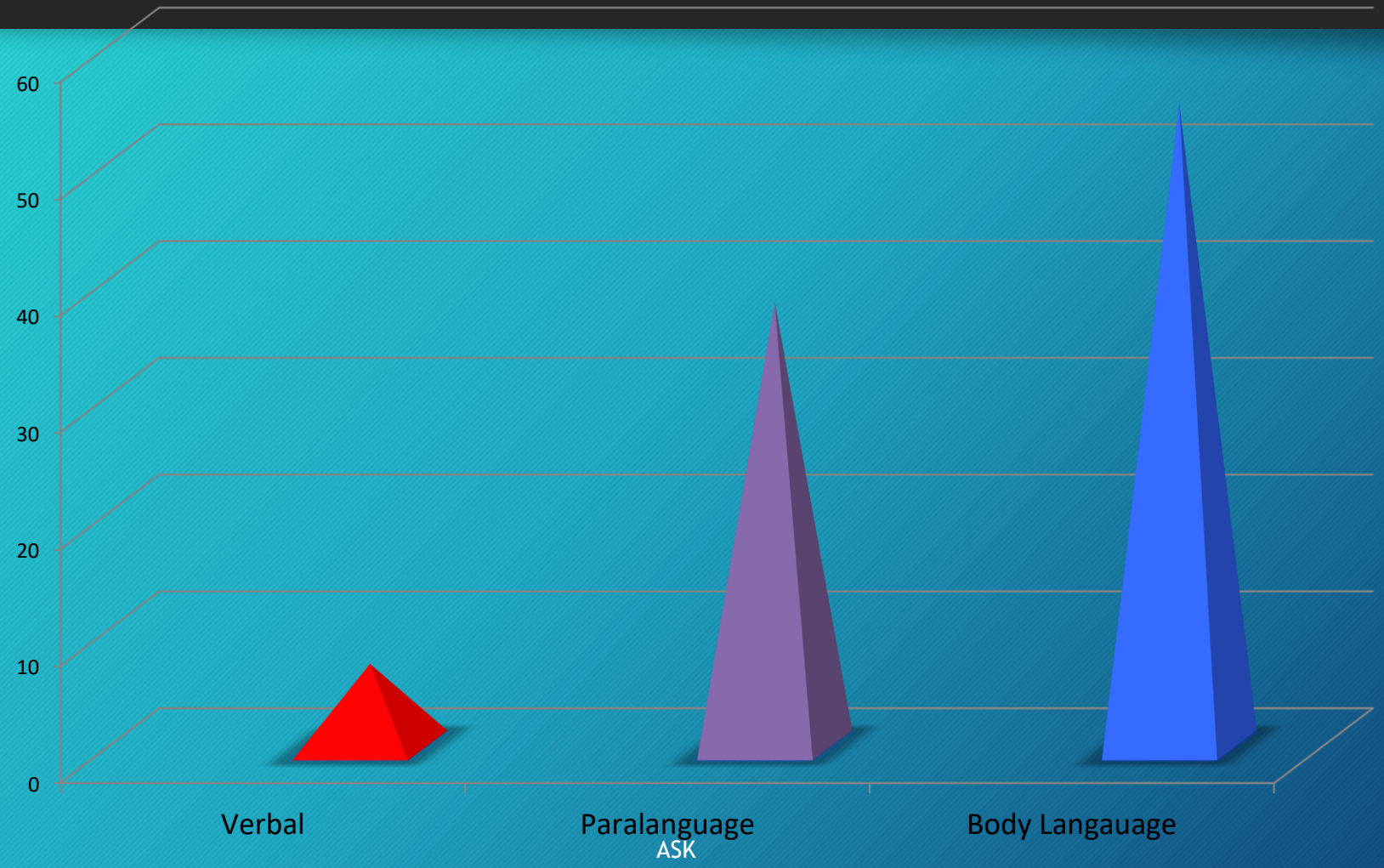
Project Methodology

- Discuss points for improvement.
- Fill-up feedback forms by trainers and students and submit online (Google Form). https://docs.google.com/forms/d/12l59tEdGAI04nJHpgOCFwuTiOndnbYUZB1D9Y2KJ1Zs/edit?ts=5e7f9d0f

CHALLENGES

Components of communication

Challenges



Non-Verbal Communication

Challenges

S (smile)

O (open posture)

F (forward lean)

T (touch)

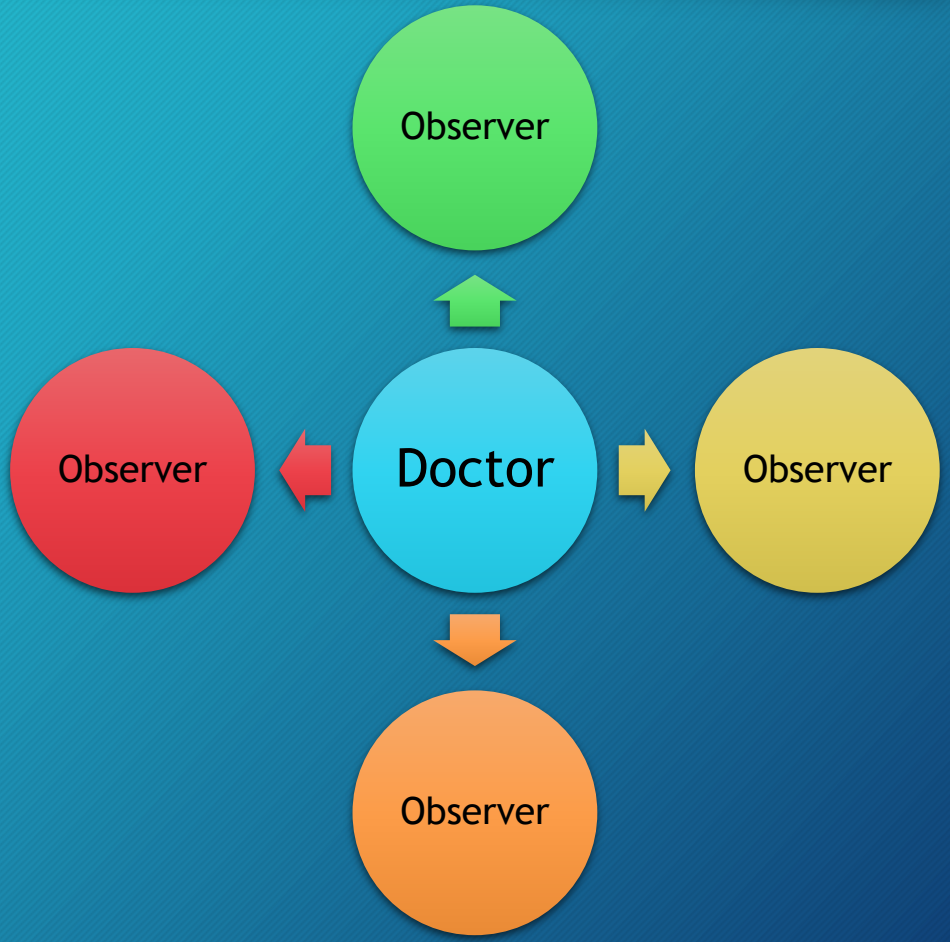
E (eye contact)

N (nod)

Feedback from students

Challenges

Sometimes difficult to have all feedback from all students due to technical issue like video streaming / voice or internet non-availability



IMPACT & CONCLUSION

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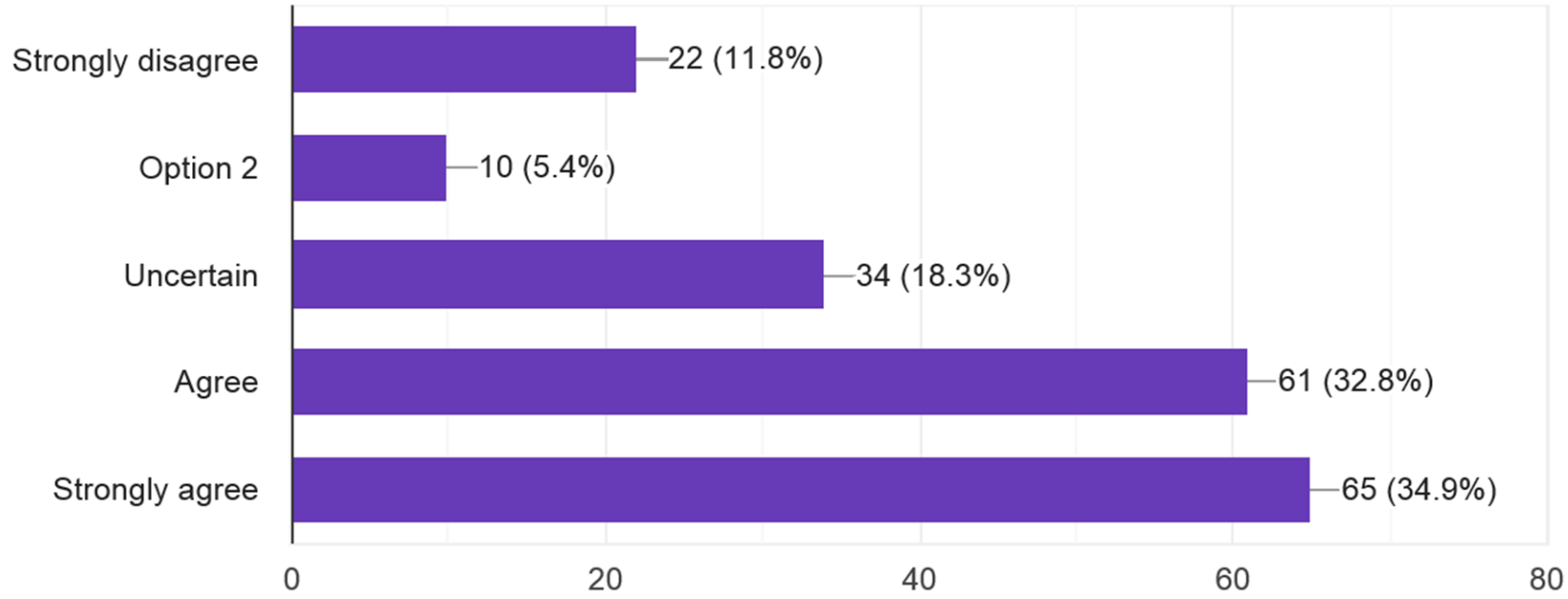
Regarding the E-Learning Teaching Styles on Medical Communication Skills Training Sessions

Impact & Conclusion

The E-Learning teaching style is efficient and recommendable.

186 responses



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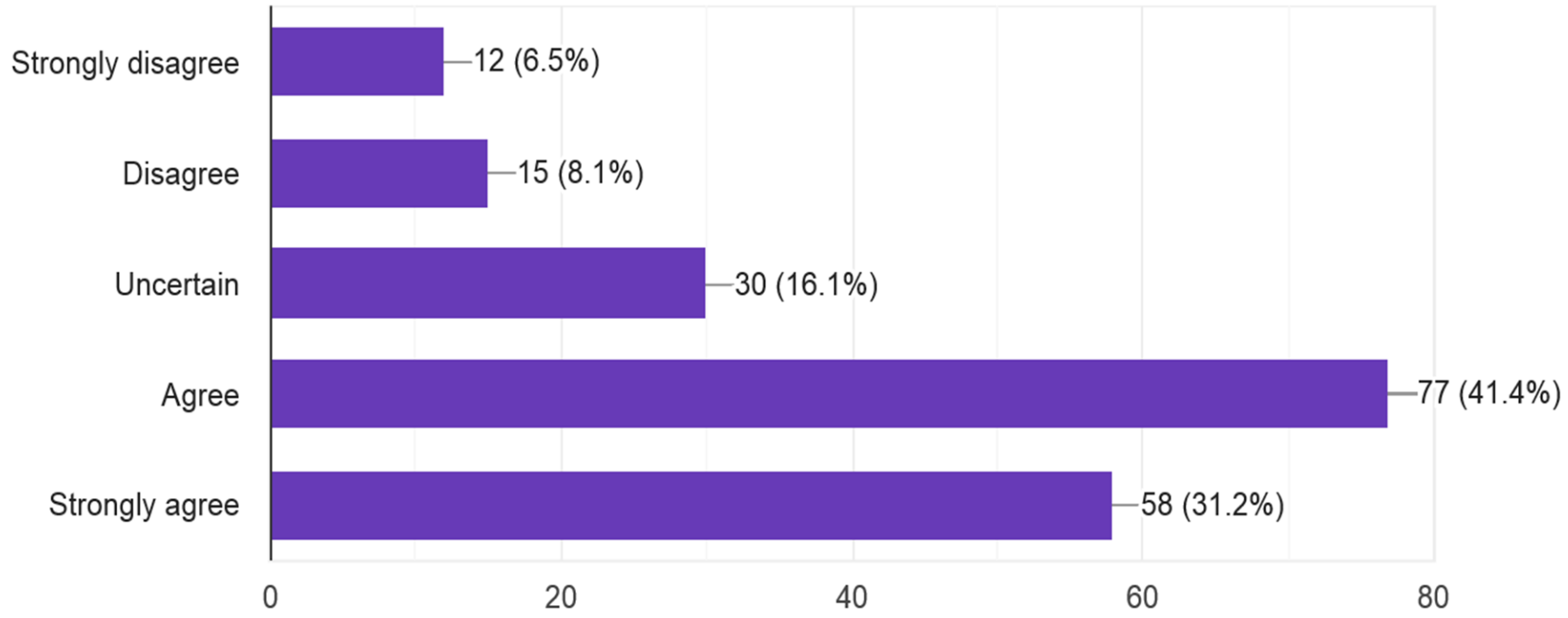
Impact & Conclusion

All activities on E-Learning Teaching Style on Medical Communication Skills helps students to gain cle

186 responses



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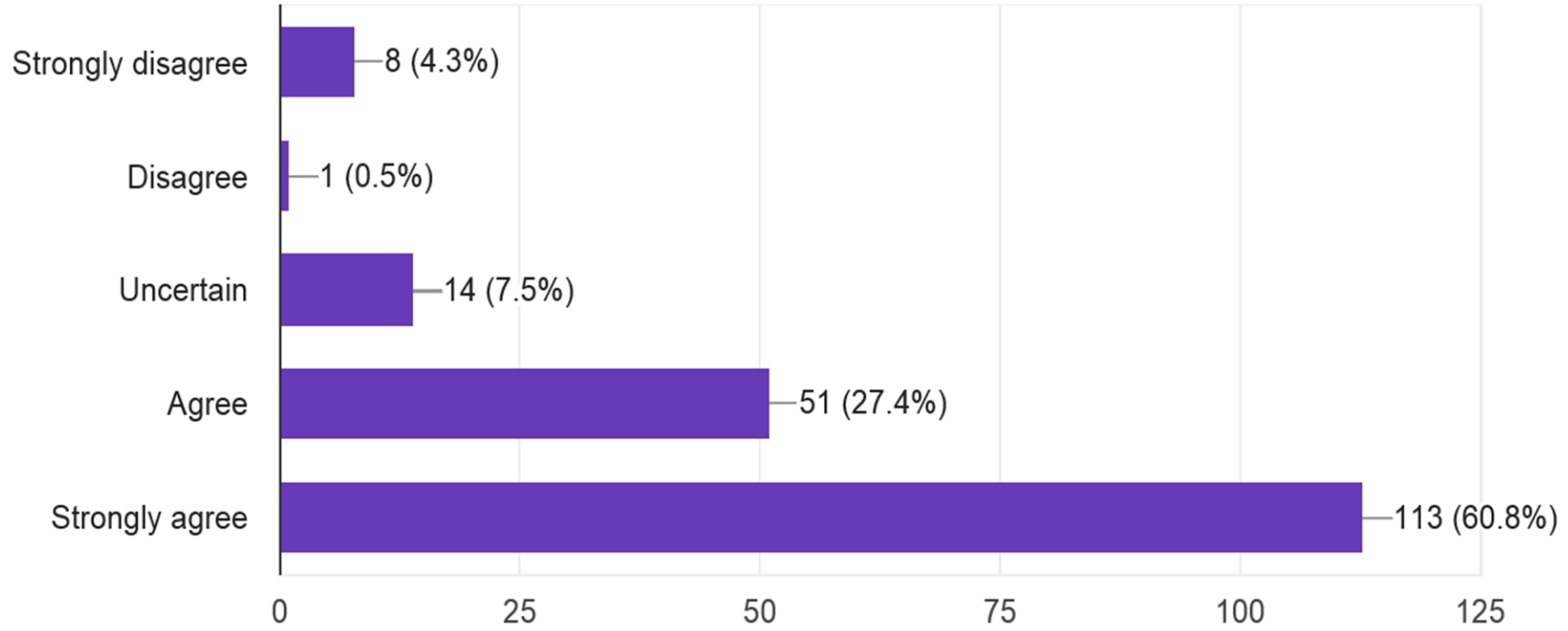
Impact & Conclusion

Group participation and interaction were encouraged.

186 responses

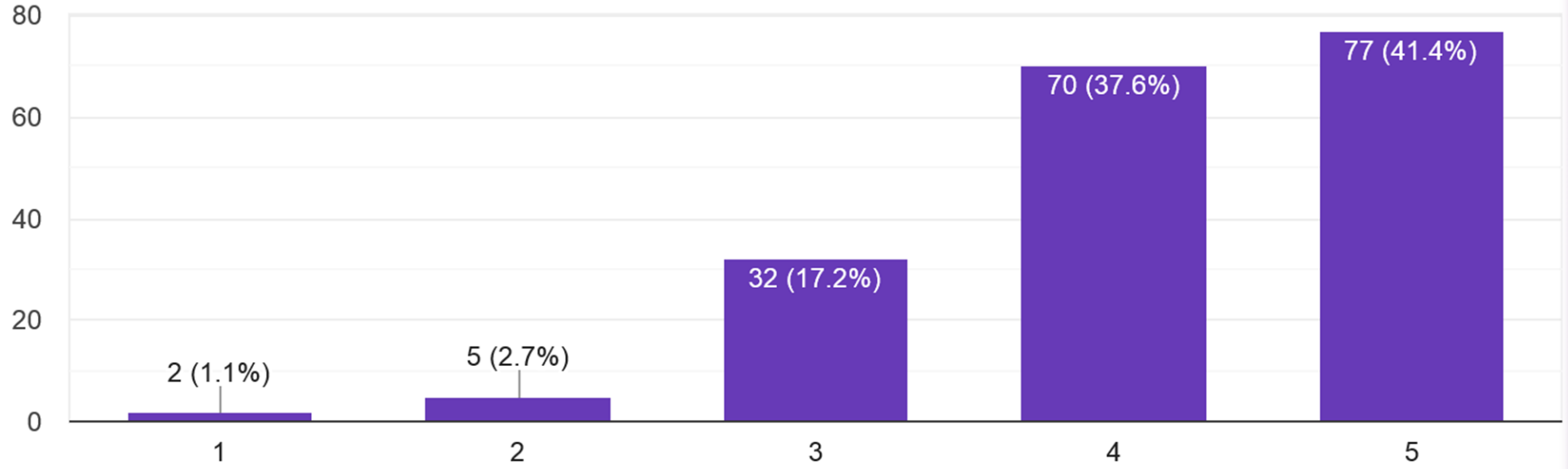


Overall General Feedback

Impact & Conclusion

Please rate the Medical Communication Skills Teaching Sessions.

186 responses



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Conclusion

Impact & Conclusion

Results

- Successfully established e-learning
- Overall decorum was maintained
- Applied a modified role-play

Conclusion

- Successfully established e-learning and taught communication skills virtually and gain as equal as benefits as achieved by on-site learning

ASK

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