Teaching Communication Skills Virtually

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Agenda

• Project Description
• Project Methodology
• Challenges
• Impact & Conclusion
Objectives vs Results

**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

ASK
Communication

Commūnī́
Preparing...Sharing... etc

Cation
A positively charged ion
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
• 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

Expectations

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

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

- Accommodating
- Active listening
- Investigative questioning
- Explaining
- Informing
- Advising and motivating
- Coaching
- Instructing
- Reaching consensus
First Year
- Micro - Skills of communication through role play & simulation from the peers

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

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

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

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

Project Description
PROJECT METHODOLOGY
## Training Session 1: Informing & Explaining

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

- Facilitator
- Simulated Patient
- Observer
- Doctor
- Students

Project Methodology
Project Methodology
Stages for development of the on-line Training Session

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
Instructions for Trainers
(Blackboard Collaborate Ultra)

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

➢ 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

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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

Google Drive Link:
1. https://drive.google.com/file/d/1dD1l5GGEmsNFNyo0iO6V5aOgEQsHZ3Py/view?usp=drive_web
2. https://drive.google.com/file/d/1rLWOIDFfZTg5Hx4jDnTES6A6dX_Kmva/view?usp=drive_web
3. https://drive.google.com/file/d/1ix-U7Yknjdw2E7RxrvTYMTnpQ5nDwK5y/view?usp=drive_web
• 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

- Verbal
- Paralanguage
- Body Language

Challenges
Non-Verbal Communication

S (smile)
O (open posture)
F (forward lean)
T (touch)
E (eye contact)
N (nod)

Challenges
Feedback from students

Sometimes difficult to have all feedback from all students due to technical issue like video streaming / voice or internet non-availability
IMPACT & CONCLUSION
The E-Learning teaching style is efficient and recommendable.

186 responses

- Strongly disagree: 22 (11.8%)
- Option 2: 10 (5.4%)
- Uncertain: 34 (18.3%)
- Agree: 61 (32.8%)
- Strongly agree: 65 (34.9%)
All activities on E-Learning Teaching Style on Medical Communication Skills helps students to gain clear
186 responses

- Strongly disagree: 12 (6.5%)
- Disagree: 15 (8.1%)
- Uncertain: 30 (16.1%)
- Agree: 77 (41.4%)
- Strongly agree: 58 (31.2%)
Group participation and interaction were encouraged.

186 responses

- Strongly disagree: 8 (4.3%)
- Disagree: 1 (0.5%)
- Uncertain: 14 (7.5%)
- Agree: 51 (27.4%)
- Strongly agree: 113 (60.8%)
Overall General Feedback

Please rate the Medical Communication Skills Teaching Sessions.

186 responses

- 1: 2 (1.1%)
- 2: 5 (2.7%)
- 3: 32 (17.2%)
- 4: 70 (37.6%)
- 5: 77 (41.4%)
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
References

Khane, R. S., & Joshi, A. A. 2014. A questionnaire based survey from first year MBBS students about teaching learning methods of physiology in private medical college. Medical Science, 3(2).