

KERN INSTITUTE



Transformational ideas initiative



Lessons Learned from the Mastering the Difficult Conversation Course

Course director: John Hayes DO

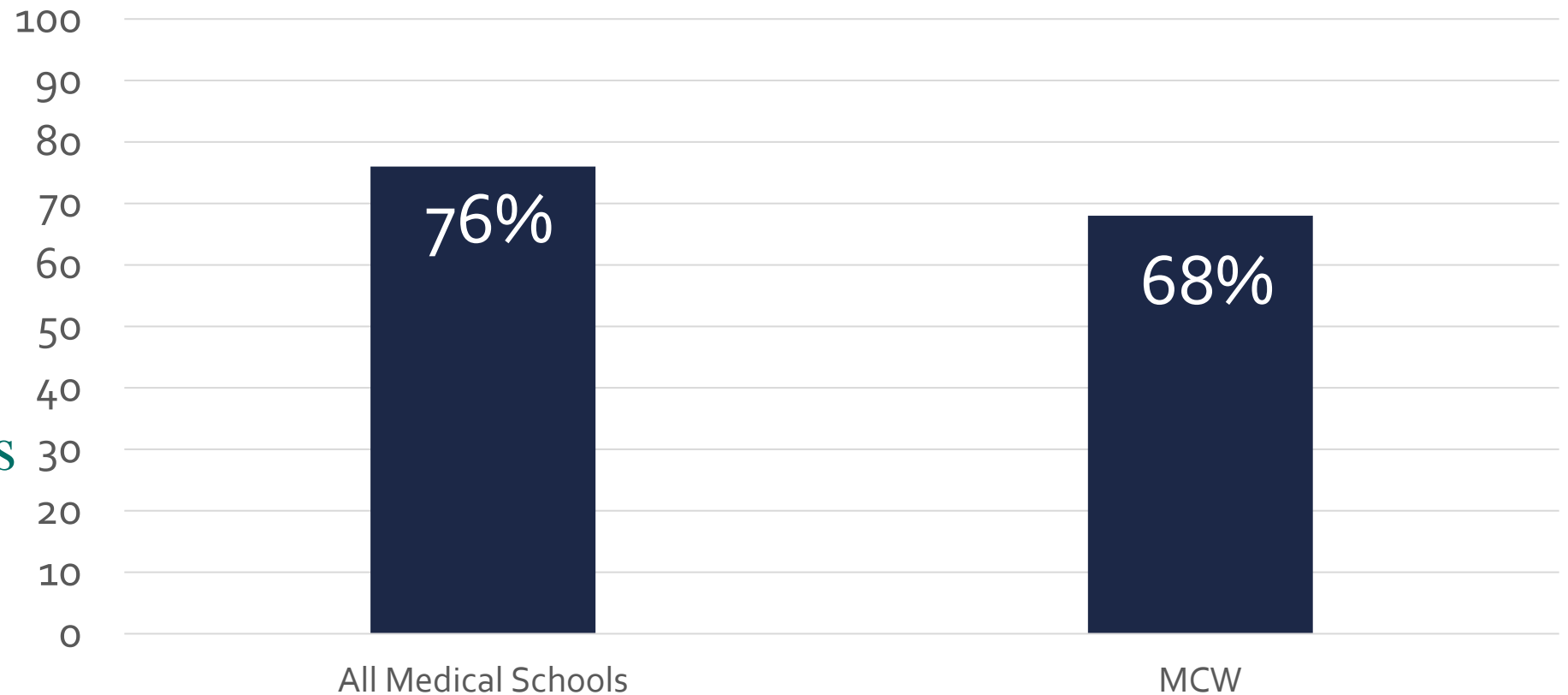
Facilitators: Sabina Diehr MD, Heather Martens PsyD, Tavinder Ark PhD, Lindsey Coon MD, Elizabeth Wayne MD

Special thanks: Deb Amos and Kurt Stefan @ the STAR center!

Why take a communication skills course?

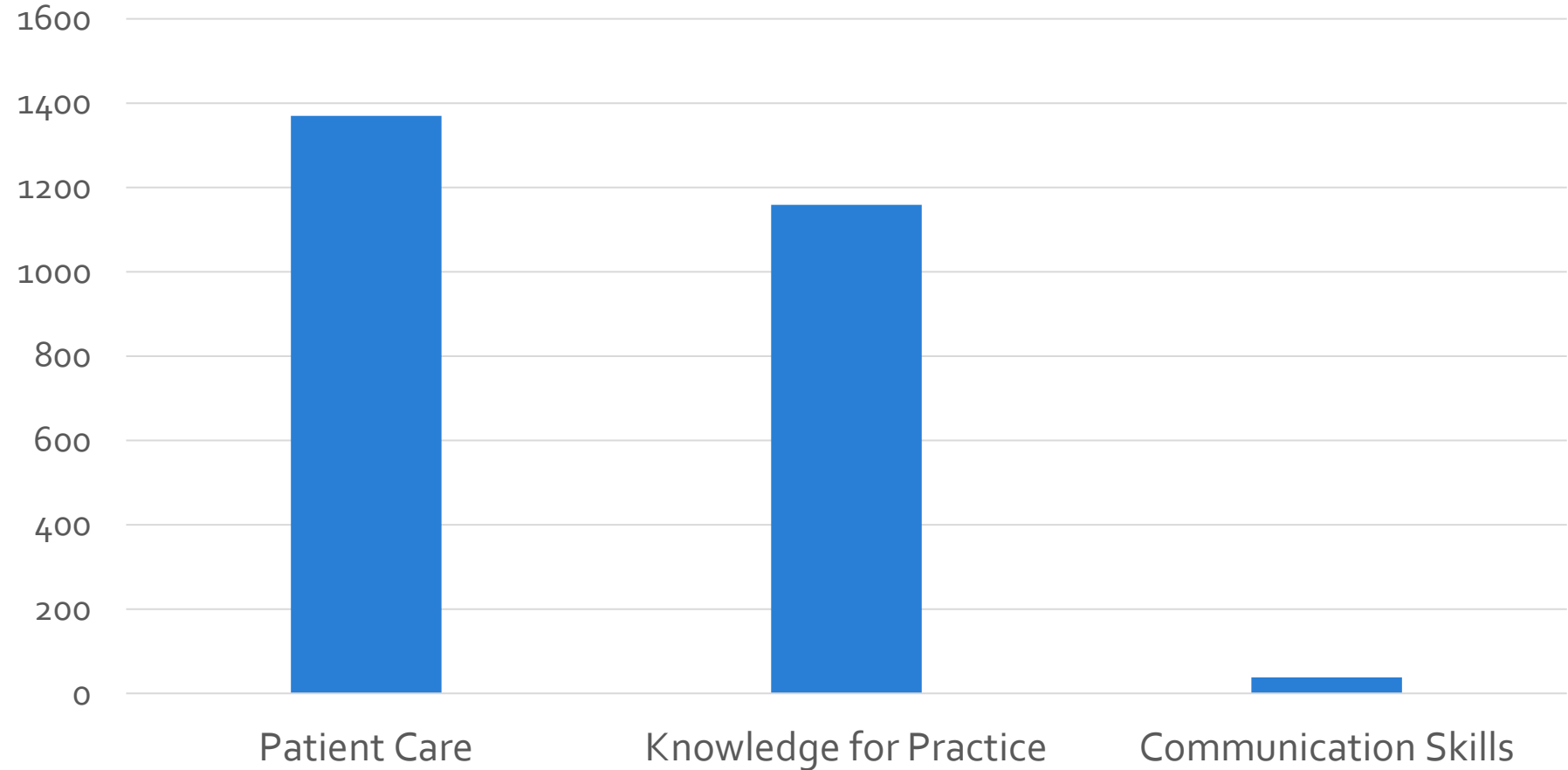


2019 MCW Graduate Questionnaire
**Strongly Agree: I have the communication skills
necessary to interact with patients**



Why are we here?
MCW students lack
confidence in their
communication skills

Total Curriculum Competencies at MCW M1-M3 Year



Why are we here?
MCW has few formal communication skills training opportunities!

Why are you here?

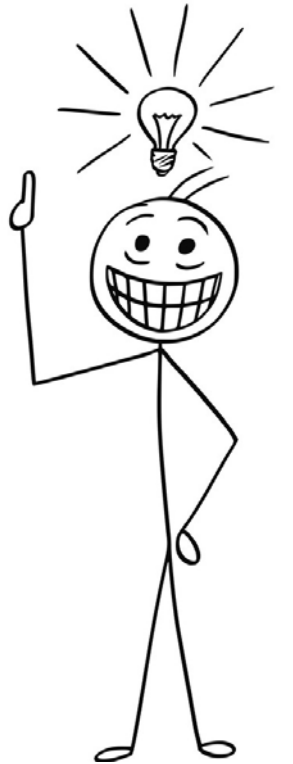
We are using a series of “Difficult Conversations” OSCEs and workshops to teach advanced communication skills

Target outcome:

Opportunity for real time practice and meaningful feedback

Objectives:

- **Better develop Empathy & Humanity in MCW students!**
- **“Proof of concept” study that this type of training works at MCW**



THIS ENTIRE CLASS TAKES PLACE OVER ZOOM!



“Ground rules”

- You can Zoom from anywhere you want as long as you have internet
- Please make sure your audio/video/internet works before our first OSCE
 - Be Professional: Treat this like a real classroom
- Keep your webcams on during lecture and discussions. Ok to turn off for breaks
 - Participate!

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COURSE STRUCTURE

Monday afternoon workshops:

- 4 themed weeks:
- Monday workshops from 2-5pm
 - 2 short articles and 1 video each session. Instructed to come prepared to discuss
 - Simple reflection paper on the these due at noon the day of the workshop
 - Combination of “mini-lecture” and multiple role play and small group activities
- Students receive the “door note” 2 days in advance at the end of the workshop

Wednesday afternoon OSCEs:

- **Overcoming Health Literacy Barriers**
 - Chronically readmitted patient that doesn't understand his meds
 - Patient on palliative chemotherapy but thinks its curative
- **Caring for Angry/Agitated Patients**
 - VERY angry patient due to late doctor and med side effects
 - VERY manic and tangential patient that wants help
- **Inspiring Behavior Change**
 - Manipulative patient that wants opioids but has opioid use disorder
 - Obese patient with considerable social barrier to change
- **Breaking Bad News**
 - PREP visit that turns into HIV disclosure case
 - Undesired surprise Pregnancy disclosure case

Students get immediate formative feedback

STUDY INFORMATION

- Question #1: Does this type of education improve communication skills?
- Question #2: What type of feedback should we utilize in the future?

- Efficacy study:
 - We will de-identify and track student's progress over time

- Feedback study
 - All students will get immediate communication skills feedback by standardized patient
 - All students will get a “report card” on their communication after each OSCE
 - Half of our students will receive IMMEDIATE feedback by faculty
 - Half will get scheduled for a feedback session after 2 weeks. Faculty will review recordings

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ASSESSMENTS:

MCW's Standardized OSCE communication skills checklists

- Information Gathering
- Relationship Development
- Patient Education
- Trust
- Correct Medical Outcome



INSTANT “REPORT CARD” GENERATION FROM QUALTRICS EVALUATION

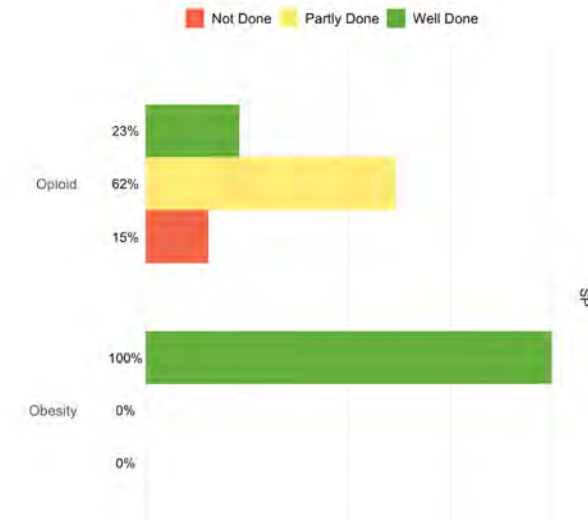
Sent to students immediately following OSCE = actionable feedback

Case	Question	Feedback
Opioid	Information Gathering	He seemed very abrupt.
Obesity	Information Gathering	Student right on point and great instruction.
Opioid	Relationship Development	Body language made it difficult to connect on anything other than a vary basic level. Attempts at acknowledgement of emotions seemed rote and not genuine
Obesity	Relationship Development	It was a good Idea to mention lab work. I like that I was given a chance to give a input of what will work for me and if I was ok with trying new things.
Opioid	Patient Education	I felt really judged and understood the plan but would not feel invested to follow through
Obesity	Patient Education	Great with bringing me into the decisions of what steps to take. I just love the mention of lab work to make sure nothing else is going on.
Opioid	Organization and Management	It didn't feel like we ran out of time but it felt like he just wanted it to be done.
Obesity	Organization and Management	Acknowledged that I was doing a lot for others made me feel good. Letting know I'm important, to take care of myself.
Opioid	Communication	Seems competent
Obesity	Communication	I felt student was very knowledgeable. Perfect strategy to ask what I think will be ok with trying. grilling instead of frying and to write down when I grill verse frying and with liquid as well.

Rater Perspective

Communication

Your overall communication skills were rated, including information gathering (elicit symptoms etc.), relationship building (acknowledge emotions, use appropriate language, lack judgment etc.), organization and time management (pace of encounter and closure), and patient education and counseling (ask, tell and ask method).



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4TH YEAR STUDENT COMMENTS

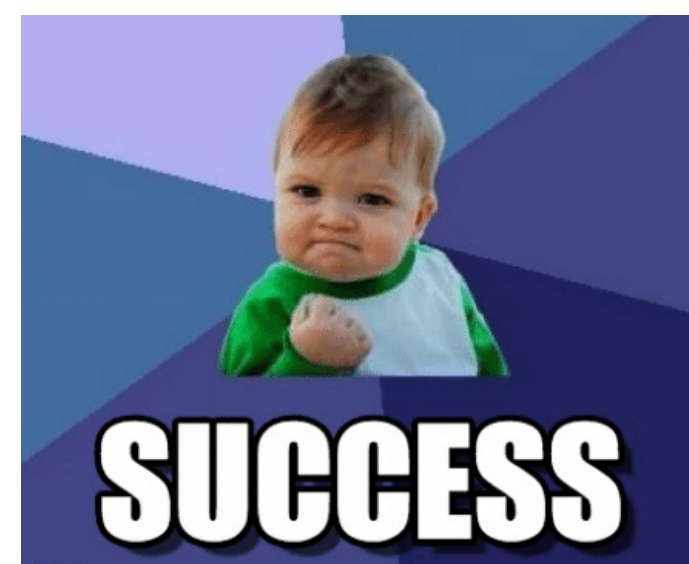
- *“This was the first time in my medical education where I’ve had meaningful feedback on my communication skills with patients”*
- *“This was really helpful and I think **pushed boundaries** in ways that you don't often experience or may be shielded as a student (eg I've had attendings before say don't see this patient they are 'challenging'). **It pushed me on skills that I know I need to work on in general** so I think students will find this really helpful”*
- *“Much of these skills will come with time in residency but that early practice goes a long way (such as with this course)”*
- **69% of our students mentioned empathy** when asked “what is the major area of success our faculty provided you regarding your performance today”

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RESULTS & CONCLUSIONS

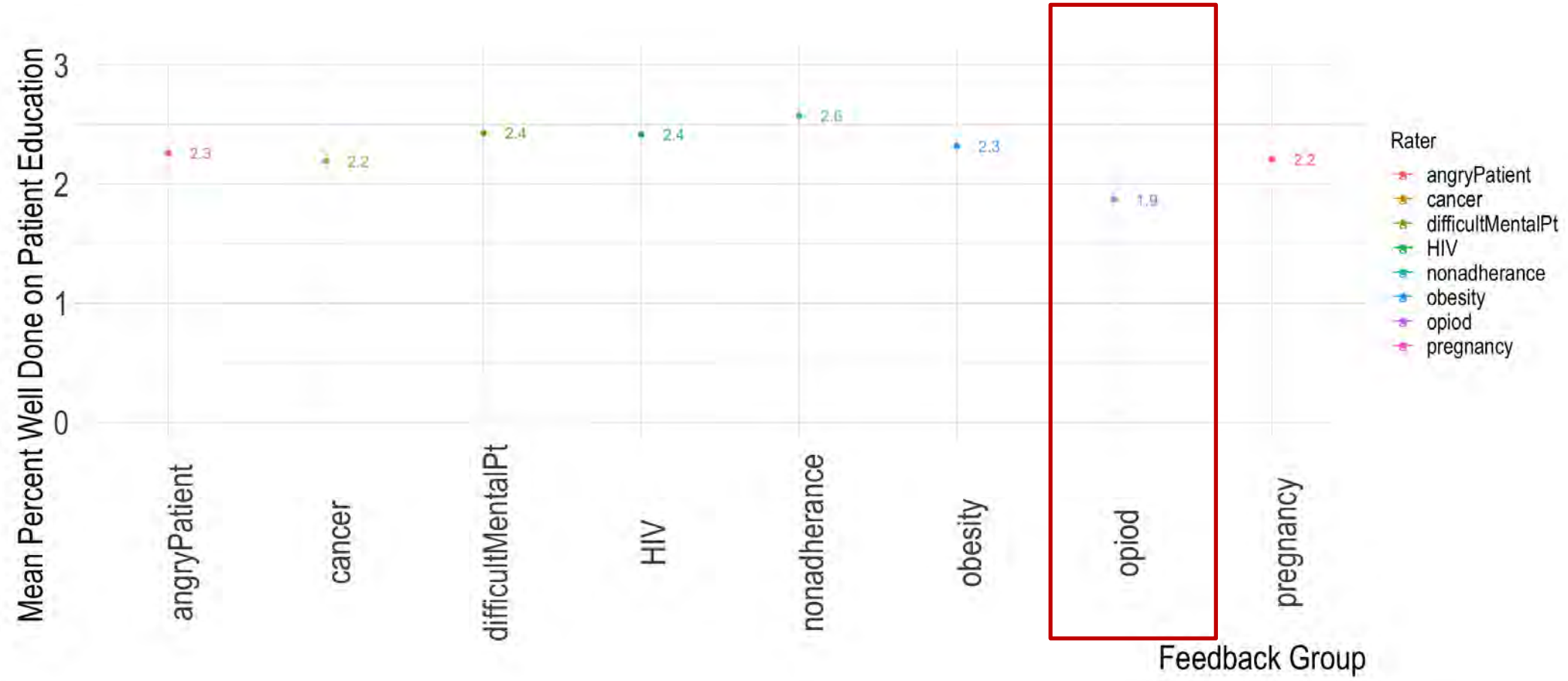


- Highly rated course!
- Zoom communication OSCEs work!
- MCW Standardized Patients are excellent and underutilized
- Practice = improvement. All students got better w/ time
- Students with direct feedback improved in relationship development faster
- Limitation: 13 M4 students completed course in 2021... need more data!

Let's do this in the new MCW curriculum!

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NEEDS FOR CURRICULAR IMPROVEMENT: PATIENT EDUCATION FOR CHRONIC PAIN AND OPIOID USE DISORDERS

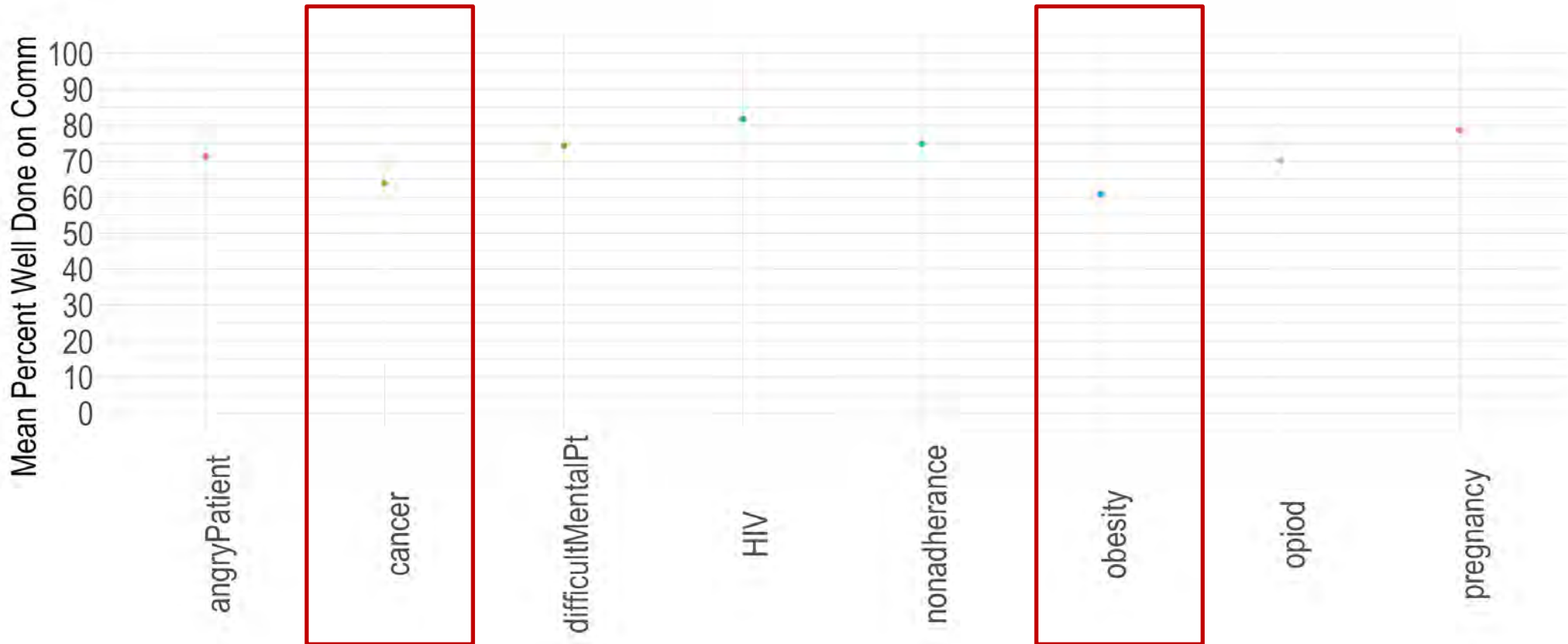


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NEED FOR CURRICULAR IMPROVEMENT: COMMUNICATING PROGNOSIS AND ADDRESSING OBESITY



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