



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

E-Learning to assess reflection and to enhance medical students ability to assess communication skills

Clare Whelan

Date 28/02/2017

In the Beginning

Year 2 Undergraduate Medicine
Communication Skills Teaching consisted of
Seminar series
4 small-group tutorials

4th tutorial intended to include an
opportunity to interview patients on the
hospital wards in Year 2.



What happened next?

- Expanded student numbers
- Contraction in the availability of small-group teaching
- Increasingly impractical to have students from the pre-clinical years on the medical wards



Students Views

- Unfortunately year on year communication skills received negative feedback from the students.
- Students did not seem to appreciate the need to learn communication skills



Students

We know how to communicate

Communication skills sessions
are a waste of time

I don't see why we can't just do
it online!

Educators

There are many ways,
forms and levels of
communication

If that were true we
would be the first ones
to be cut it from the
programme

SERIOUSLY????





- We needed to rethink the programme to accommodate the new issues, improve the course and also address students views



Simulated Patient Encounter



- A Simulated Patient Encounter workshop was introduced.
- Each student takes a history from a simulated patient, are assessed by a tutor and given formative feedback
- Each student also assesses two peers taking histories from other simulated patients.



Simulated Patient Encounter

Student feedback following the reduction of tutorials and inclusion of Simulated Patient Encounter was very positive.

They want more!!!

High running costs and faculty resources needed means no way to increase students experiences as we would like to



Can't believe what we are thinking of!

I don't see why we can't just do it online!



SERIOUSLY????

.....Actually maybe we could use some aspect of online learning.....



E-learning to enhance medical students ability to assess communication skills and use reflective practice

- Video cases of Simulated Patient Encounters.
- Candidates access cases online, submit assessments of the communications skills observed and receive feedback from the experts.
- Candidates submit a reflection exercise following case observation



E-Learning Module Communications skills and Reflection

The Online Module takes place over 5 weeks and is composed of 3 short blocks

Aim: To assess acceptability and effectiveness of the learning module via quantitative and qualitative measures.



Data Collection

Quantitative measures

We will measure for any change in percentage score for each individual participant over time in

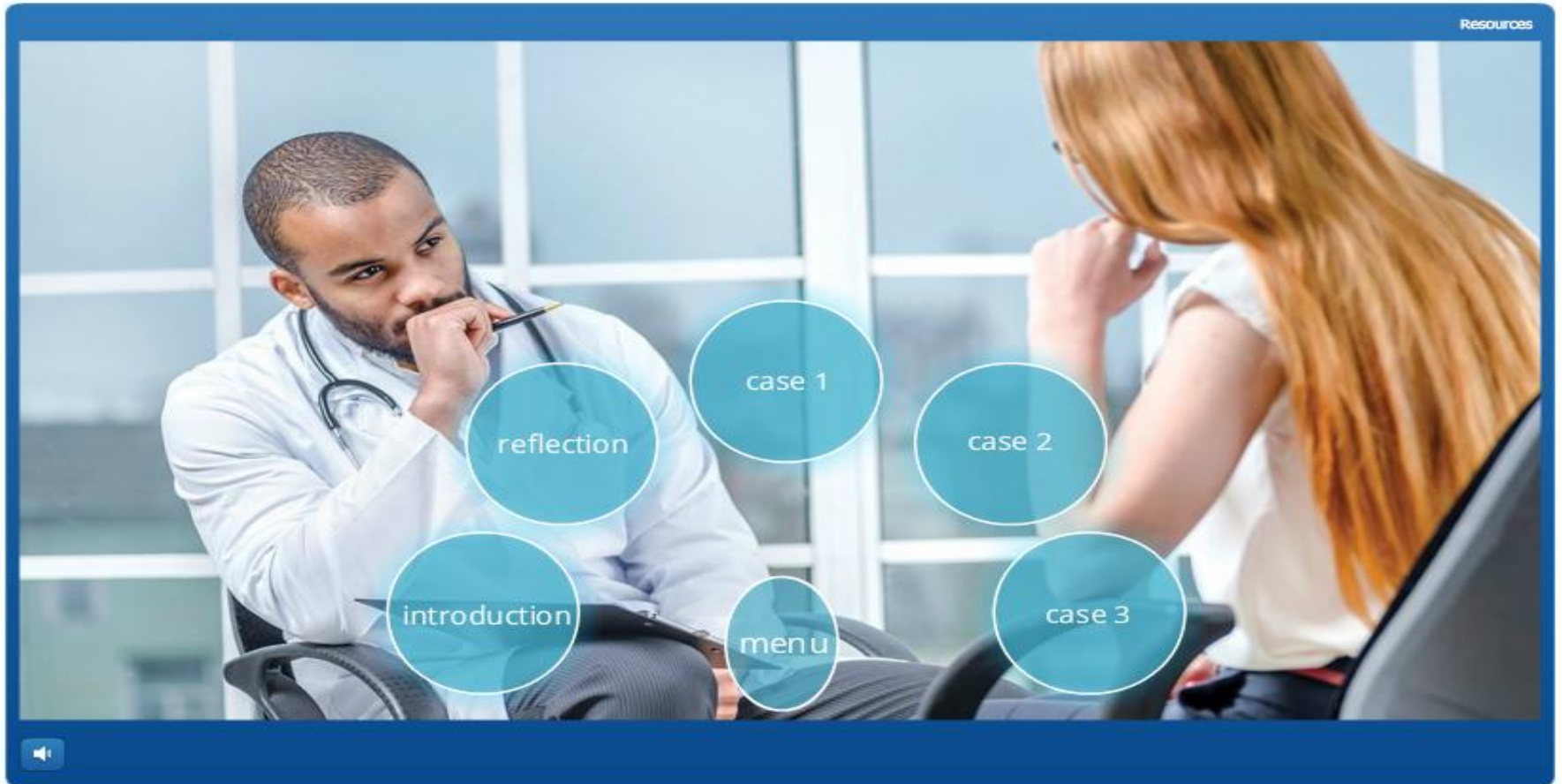
1. Reflective practice score
2. Communication skills assessment score¹ as compared to a standardised assessment of the scenarios

Qualitative measures will include

1. Attitudes towards communication skills using a valid and reliable measurement before and after, the module.
2. Attitudes towards the learning module upon completion.



E-Learning Module



Online Module – Block 1

- Section 1.0 Introduction to the module
- Section 1.1 online completion of a Communication Skills Attitude Scale (CSAS)²
- Section 1.2 Introduction to reflective practice
- Section 1.3 Access to first video recorded Simulated Patient Encounter
 - Candidates complete modified Calgary Cambridge³ assessment of the communication skills observed.
 - Candidates also submit online a reflection on the scenario observed within 4 days.
- Section 1.4 Candidate will receive feedback on their assessment and a mark and feedback on reflective exercise.



Patient Encounter 1

Video Interview Rating Scale

(modified from Calgary-Cambridge guide to the medical interview, Kurtz et al 1988; Silverman et al 1998)

Case 1

- 1 Appropriate greeting and introduction (e.g. gets patient's name, explains role and purpose of interview)

| | Rating |
|----------------|---------------|
| Answer | Adequate |
| 2 Demonstrates | Not Done/Poor |
| | Adequate |
| | Good |
| Answer | |



- i Tap to start the video, tap again to pause it.

The video will only play ONCE so please review the questions first and then focus on the interview



Online Module – Block 2 and 3

- Blocks 2 and 3 follow the same format as the first block.
- Each Video case is only released once the new block begins.



Methodology

- Assessment scores will be calculated using the *Global Consultation Rating Scale* and compared against that of standardised expert assessment scores.
- The candidates' reflective exercise marks will be compared across all 3 blocks to determine if any significant differences can be identified. Is there an improvement in reflective score for each participant?
- Candidates will be asked to complete an evaluation of the online module at the end of the 5 weeks to assess the acceptability of the e-learning module.



References

¹Silverman JD, Kurtz SM, Draper J (1998) Skills for Communicating with Patients. Radcliffe Medical Press (Oxford)

²Rees C, Sheard C, Davies S. The development of a scale to measure medical students' attitudes towards communication skills learning: the communication skills attitude scale (CSAS). Med Educ. 2002;36:141-7.

³Burt et al. (2014) *Assessing communication quality of consultations in primary care: initial reliability of the Global Consultation Rating Scale, based on the Calgary-Cambridge Guide to the Medical Interview*, BMJ open
<http://bmjopen.bmj.com/content/4/3/e004339.full>





Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Thank You

