Facilitating Communication Skills Training

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Goals of Workshop

• To review key facilitation skills for small group role play work.

• To practice facilitation skills, focusing on challenging situations.
Plans

• Introductions of participants
• Review of key facilitation skills
• Practice
• Discussion and wrap up
Background

• Adult learning theory
  – Practical, experiential is motivating
  – Self-directed learning is important
  – Knowing why they need to know

• Skills acquisition in vitro
  – Skills approach required for learning communication
  – Didactic session is essential

• Promoting reflective practice in vivo

• Promoting skills of direct observation and feedback
Facilitator role

• Facilitator not teacher
  – If 5 people, should be speaking 1/5 of the time
• Time keeper
• Material distributor
• Partner with SP to create safe and stimulating learning environment
• Super observer and note keeper
• Super feedback giver
  – Ensuring that major issues have been addressed
  – Last word to inspire ongoing learning
Key Facilitation Skills

• Start the Session
• Structure the Group’s Learning
• Run the Role Play
• Facilitate Feedback
• Close the Role Play Session
Prep the room

• Set up chairs in circle
• Ask SP to remain outside room
  – Prep SP
• Organize materials
• Find time-keeping device!
Step 1: Start the Session

- Make introductions
- Define goals – com skills and feedback
- Establish rules of role play
  - Confidentiality, stopping rules, feedback rules
  - Using skills sheet and taking notes
- Normalize anxiety
  - Goal is safe, stimulating learning environment
- Describe process
  - 5 mins role play, 15 mins feedback for each
  - Opportunities for practice, life line, +/-video review
- Determine first learner
- Distribute materials
  - Skills sheet, MD role play, paper, (pen)
Step 2: Structure the Group’s Learning

• Read and discuss role play scenario; make changes as needed.
• Elicit learning goal
  – Ask to refer to skills sheet
  – Make note on your sheet!
• Determine starting place
• Talk to SP
Step 3: Run the Role Play

• Watch closely
• Take notes
• Note both verbal and non-verbal behavior of MD and SP
• Look for key moments when the interaction shifts
• Stop the role play
• Manage time equally across learners
The Old Feedback Sandwich

Praise

Criticism

Praise

Is it more palatable?
The New Feedback Sandwich

Ask

Tell

Ask
Step 4: Facilitate Feedback

• Ask for feedback:
  – Learner self-assessment first
  – Other group members
  – SP
  – Facilitator(s)

• Balance positive and constructive feedback

• Name specific skills
  – Behaviorally based

• Remember the learner’s goals

• Video playback (if available)
Next

• Ask SP to leave
• Return to Steps 2-4 for each learner
Step 5: Close the Session

• Summarize learning
• Final feedback and discussion with SP
• End on positive note
  – Inspire ongoing learning in vivo
Breaking Bad News Skills Session

• Brief didactic session

• Skills session
  – Facilitator
  – SP
  – Learners
    • Practicing MD
    • Observers

• Debrief of skills session with feedback to facilitator
Breaking Bad News

• Tailor the consultation to patient’s needs
  - Check patient understanding
  - Ask open questions

• Provide information
  - Invite questions
  - Check understanding

• Respond empathically to emotion
  - Acknowledge/validate
  - Allow time to integrate

• Check readiness to discuss management options
  - Check patient preference for information
  - Preview
Role Play Fish Bowl

• I will be the MD learner
• Need facilitator
• Need an SP
• Need 3 learners who will observe and give feedback
• Rest will give feedback to facilitator
• Read the role play and review the check list
Some challenges

• Eye rolling
• “I don’t like role play”
• Why can’t we just learn with real patients? SPs are so fake”
• “That was great”...when it wasn’t
  – By learner or feedback giver
• “That was terrible”