

OBJECTIVES: COMMUNICATION SKILLS TEACHING

To bring together a group of participants who have an enthusiastic desire to learn more about their own consultation skills and to extend their thinking about how to teach communication skills to learners.

To provide a supportive learner-centred environment to enable the group to share their combined expertise and experiences of communication skills and communication skills teaching and to choose from the following possible areas to work on:

- **exploring together our own consultation skills**, identifying those areas that work well for us and those areas which do not seem to work so well, in order to improve our own consultations with patients and to learn how to teach these skills to our learners
- **exploring the “what” of communication teaching by:**
 - ❖ identifying those skills that make a difference to the consultation
 - ❖ discussing the theoretical and research evidence that validates these skills
 - ❖ considering the importance of structuring these skills within the consultation
 - ❖ introducing the Calgary-Cambridge Observation guides to help organise opportunistic learning
- **exploring the “how” of communication teaching by:**
 - ❖ identifying the principles that help learners to learn communication skills
 - ❖ exploring different methods of analysing and providing feedback on consultations and experiencing at first hand our suggestions of agenda-led, outcome-based analysis and descriptive feedback
 - ❖ how to begin to recognise “patterns” in the consultations that learners need help with
 - ❖ considering how research evidence and teaching exercises can be introduced into experiential discussion
 - ❖ using various methods and different models to explore the consultation
e.g. video analysis of consultations, role play, the use of actors, trigger tapes
 - ❖ giving participants the opportunity to facilitate the group and experience feedback
 - ❖ looking at the advantages of group work over 1:1 teaching
- **considering how to structure a communication skills teaching curriculum by:**
 - ❖ considering the components and structure of a communication curriculum
 - ❖ considering how to balance opportunistic video-work with sessions on sections of the consultation and specific issues
 - ❖ exploring how to plan individual sessions
 - ❖ summative assessment and the MRCGP video component: how to prepare registrars through high quality teaching;
 - ❖ assessment in medical student teaching
- **increasing our own confidence in our teaching** and pass on our enthusiasm for teaching the consultation to others
- **deepening our awareness of:**
 - ❖ ourselves including our blocks and difficulties
 - ❖ the experience of the patient
 - ❖ the relationship between ourselves and our patients

We wish to encourage the group members to identify their own problems and utilise the expertise within the group to help solve them.