



Week-at-a-Glance

STUDENT GUIDE



Week 1 at a glance



MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)

WEEKLY ARTICLES

1. *A 2020 Vision Of Patient-Centered Primary Care (2005)*
2. *Informed and shared decision making: the crux of patient-centered care (2001)*
3. *Invite, Listen and Summarize: A Patient-Centered Communication Technique (2005)*
4. *Getting it Right: Why Bother With Patient-Centered Care? (2003)*
5. *Two Words to Improve Physician-Patient Communication: What Else? (2003)*

WEEKLY OBJECTIVES

CONTENT

- Introduce patient-centred care approach and what this means in terms of the physician-patient relationship.
- Review history-taking (the importance, the stages, complete versus pertinent, etc.).
- Introduce Calgary-Cambridge Guide.
- Develop protocol for peer evaluation.
- Produce a professional biography.

LANGUAGE/COMMUNICATION

- Learn questioning techniques and strategies to take histories (i.e. open and close ended questions).
- Introduce idiomatic expressions for Cases 1 and 2.
- Practice explaining conditions in patient terms (i.e. fibroid tumours, etc.).
- Identify interview structure, practice signposting and using transitional phrases.

CULTURAL

- Discuss the patient-centred care approach, how this approach differs from those in other countries and what changes or adjustments participants need to make in order to employ this approach.
- Examine patient life stories and the culture of medical practice.
- Prepare participants for the learning expectations of a performance-based model.

Calgary Cambridge Guides

- Initiating the session.
- Gathering information.
- Providing structure to the consultation.
- Building the relationship.
- Explanation and planning.
- Ensuring appropriate closure.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Continuous instructor observation of participants in classroom discussions and activities to evaluate their understanding of the material presented and/or ability to put new language skills and techniques taught into practice.
- Case evaluation on both a rehearsed and unrehearsed performance from the perspective of peers, SPs and observers (a combination of language educators and physicians).
- Participants self evaluate their performance on weekly cases through the use of a Performance and Reflection Log.

Cases

CASE 1 (REHEARSED)

A middle-aged working woman presents with abdominal discomfort. She is concerned about the possibility of ovarian cancer after having done an internet search. The physician is expected to take a history, address her concerns and make a plan for further steps.

CASE 2 (UNREHEARSED)

Scripting Tasks

IN-CLASS

- Gathering information.
- Explanation to patients.

POST-VIDEO

- Open and closed questions.
- Initiating a session.



Week 2 at a glance

MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)



WEEKLY ARTICLES

1. *Suggested Clinical Approach for the Management of Smoking Patients* (1999)
2. *What causes ADHD and checklist (Are you living with ADHD?)* (2003)
3. *Type 2 Diabetes in Children and Adolescents: Risk Factors, Diagnosis and Treatment* (2005)
4. *Migraines: Myth Vs. Reality*
5. *Arthritis Management* (2007)

WEEKLY OBJECTIVES

CONTENT

- Develop an understanding of patient needs as they relate to their demographics (age, gender, etc.).
- Familiarize participants with community resources and support services available to patients in Alberta.
- Introduce participants to follow-up visits.
- Produce a group constructed referral letter.
- Compile an electronic list of identified community health resources.

LANGUAGE/COMMUNICATION

- Introduce idiomatic expressions for Case 3.
- Introduce expressions for building patient relationships and develop strategies and phrases required to maintain rapport for follow-up visits.
- Develop awareness and practice non-verbal communication.
- Review expected responses for referral letters.

CULTURE

- Discuss the extended family and its impact on patient-centred care.
- Explore cultural differences and demonstrating empathy.
- Explore the differences between the medical cultures of doctor-centred and patient-centred care.

Calgary Cambridge Guides

- Demonstrates appropriate non-verbal behaviour.
- Uses empathy to acknowledge patient views.
- Provides support for patient efforts.
- Encourages patient to tell his/her story.
- Clarifies and summarizes the patient perspective.
- Progresses from one section to the next using signposting.
- Avoids medical terminology where possible / explains medical jargon when used.
- Includes patient in the negotiation of the management plan.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Continuous Instructor observation of participants in classroom discussions and activities to evaluate their understanding of the material presented and/or ability to put new language skills and techniques taught into practice.
- Case evaluation on both a rehearsed and unrehearsed performance from the perspective of peers, SPs and observers (a combination of language educators and physicians).
- Participants will evaluate their own performances on weekly cases through the use of a Performance and Reflection Log

Cases

CASE 3 (REHEARSED)

Middle-aged single mother in for a follow-up visit. She is unable to quit smoking. Introduces participants to a patient with barriers, and community and support services required to aid in smoking cessation.

CASE 4 (UNREHEARSED)

Scripting Tasks

IN-CLASS

- Explaining treatment options.
- Eliciting patient's story.

POST-VIDEO

- Open and closed questions.
- Analysis of non-verbal communication.



Week 3 at a glance

MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)



WEEKLY ARTICLES

1. *Adolescent Pregnancy (2006)*
2. *Withholding life-sustaining treatment: Are adolescents competent to make these decisions? (2000)*
3. *Ethics in Practice: Managed Care and the Changing Health Care Environment (2005)*
4. *Ethics in the trenches: Part 2 (2004)*
5. *Defining the physician's duty to warn (1998)*

WEEKLY OBJECTIVES

CONTENT

- Present case summary including differential diagnosis.
- Develop an understanding of issues facing teenagers today in Canada.
- Learn common questions used to facilitate taking a sexual history within a Canadian context.
- Produce an independent, timed referral letter.

LANGUAGE/COMMUNICATION

- Develop strategies and techniques to communicate with reticent and/or teenage patients.
- Provide information regarding sexually transmitted diseases and birth control in language that a teenage patient can understand.
- Introduce idiomatic expressions for Case 5.
- Practice structure for case summaries.

CULTURAL

- Discuss ethical considerations in view of the teenage patient such as confidentiality.
- Explore the potential impact of one's own attitudes, or religious views towards sexually active youth.
- Discuss ethical responsibilities and options if your patient is in conflict with your ethics.

Calgary Cambridge Guides

- Building relations:
 - developing rapport;
 - involving the patient.
- Exploring and planning:
 - providing the correct amount and type of information;
 - aiding accurate recall and understanding.
- Closing the session:
 - forward planning;
 - assuring appropriate point of closure.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Continuous Instructor observation of participants in classroom discussions and activities to evaluate their understanding of the material presented and/or ability to put new language skills and techniques taught into practice.
- Case evaluation on both a rehearsed and unrehearsed performance from the perspective of peers, SPs and observers (a combination of language educators and physicians).
- Participants will evaluate their performances on weekly cases through the use of a Performance and Reflection log.

Cases

CASE 5 (SEMI-REHEARSED) – TUESDAY AFTERNOON

Teenage patient requests birth control for the first time and is concerned about confidentiality. Physician needs to take a sexual history and provide relevant information.

JOB SHADOWING (DAY 1 OF 2) – THURSDAY

Participants are placed with a physician to observe presenting cases, physician's manner and communication style. Discussion to follow.

Scripting Tasks

IN-CLASS

- Comparing benefits and side effects of options.
- Structuring complex explanations.

POST-VIDEO

- Error analysis.



Week 4 at a glance



MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)

WEEKLY ARTICLES

1. *Principles of Suicide Risk Assessment (2002)*
2. *Depression: An Overview (2000)*
3. *Measuring the severity of depression and remission in primary care (2005)*
4. *Fatigue: a practical approach to diagnosis in primary care (2006)*
5. *ABCs of Psychological Medicine: Fatigue (2002)*

WEEKLY OBJECTIVES

CONTENT

- Develop an understanding of the patient as a whole person (needs, life story and care available).
- Familiarize participants with health care support services available to geriatric and depressed patients in Alberta.
- Introduce participants to interpreting data and conveying test results.
- Review screening questions for depression.
- Compile an electronic list of identified community health resources.

LANGUAGE/COMMUNICATION

- Develop active listening strategies in combination with supportive language.
- Explore culturally appropriate communication in resistant patient encounters.
- Introduce structures, vocabulary, and key phrases specific to organizing the patient visit.

CULTURAL

- Compare ethnocultural profiles in terms of medical practices.
- Explore cultural perspective with regard to: the treatment of elderly patients.
- Discuss options and views with regard to mentally ill patients.

Calgary Cambridge Guides

- Demonstrate appropriate non- verbal behaviour.
- Demonstrate clear listening behaviour.
- Uses empathy.
- Provides support.
- Encourage patient to tell his/her whole story.
- Recognize the patient perspective.
- Explore management options with patient.
- Involve patient in care options and plan.
- Attending to flow.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Continuous Instructor observation of participants in classroom discussions and activities to evaluate their understanding of the material presented and/or ability to put new language skills and techniques taught into practice.
- Case evaluation on both a rehearsed and unrehearsed performance from the perspective of peers, SPs and observers (a combination of language educators and physicians).
- Participants will evaluate their performances on weekly cases through the use of a Performance and Reflection log.

Cases

CASE 6 (REHEARSED)

A senior aged patient requiring a driver's license renewal. He does not qualify and the physician is required to communicate this to him in a compassionate and appropriate manner. Participants uncover underlying issues and concerns for him.

CASE 7 (UNREHEARSED)

Scripting Tasks

IN-CLASS

- Eliciting patient concerns.
- Explaining options to resistant patients.
- Expressions of empathy and support.

POST-VIDEO

- Error analysis.
- Identify indirect speech and accidental messages.



Week 5 at a glance



MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)

WEEKLY ARTICLES

1. *Doctor's Strategies When Breaking Bad News to Terminally Ill Patients (2003)*
2. *Breaking Bad News (2001)*
3. *Barriers to Breaking Bad News Among Medical and Surgical Residents (2001)*
4. *Breaking Bad News to Patients (2002)*
5. *SPIKES – A Six-step Protocol for Delivering Bad News: Application to Patient with Cancer (2000)*

WEEKLY OBJECTIVES

CONTENT

- Introduce decision making in emotionally charged interviews.
- Introduce situations where breaking bad news might occur.
- Introduce S-P-I-K-E-S method for breaking bad news.
- Prepare draft of a professional C.V.

LANGUAGE/COMMUNICATION

- Develop strategies and techniques to communicate bad news to patients (S-P-I-K-E-S).
- Develop strategies for providing support and communicating in partnership with patients and their partners.
- Introduce structures, vocabulary and expressions specific to breaking bad news.
- Introduce idiomatic expressions for Case 8.

CULTURAL

- Discuss cultural considerations in breaking bad news.
- Explore availability and need for support systems for patients receiving bad news.

Calgary Cambridge Guides

- Providing the correct amount and type of information.
- Eliciting patient's beliefs, reactions, and feelings.
- Offering suggestions and choices rather than directives.
- Exploring management options.
- Negotiating a mutually acceptable plan.
- Contracting with patient regarding next steps.
- Concluding with summary and clarifying plan of care.
- Asking about patient support systems.
- Encouraging questions about anxiety or negative outcomes.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Instructor observation of participants in classroom discussions.
- Peer evaluation in role plays.
- View and evaluate videos of own performance.
- SP and observers provide group feedback.
- Participants will be required to evaluate their own performance on Case 8 and 9 using a set of questions.

Cases

CASE 8 (SEMI-REHEARSED)

Katherine Anayabe - comes for annual checkup Lump in breast is found; biopsy needed; interferes with holiday plans.

CASE 9 (UNREHEARSED)

Scripting Tasks

IN-CLASS

- n/a

POST-VIDEO

- Error analysis.
- Interview closure.



Week 6 at a glance

MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)



WEEKLY ARTICLES

1. *Taming the Difficult Patient (2002)*
2. *5 Rules for Managing Tough Patients (2005)*
3. *Management of the Difficult Patient (2005)*
4. *Understanding Noncompliant Behavior (2003)*
5. *Accountability sought by patients following adverse events from medical care (2006)*

WEEKLY OBJECTIVES

CONTENT

- Decision making in non-compliant cases.
- Present case summary including a differential diagnosis.
- Discuss what constitutes a difficult patient – person/ illness?
- Develop an understanding of physician roles and responsibilities with regard to patient care.
- Learn expressions and strategies used to appease the difficult patient.
- Plan a treatment strategy – eliciting the patient's expectations and enlisting their cooperation in treatment.
- Understanding conflict management.
- Producing responses to complaint letters.

LANGUAGE/COMMUNICATION

- Refine supportive strategies: increased empathy/ understanding for patient perspective, negotiating process for care, etc.
- Develop strategies to reinforce patient-physician partnership.
- Develop skills for physician to facilitate the patient expressing negative emotions.
- Develop discussion management skills.
- Introduce key phrases and language structures to enhance understanding of patient concerns.
- Balance conflicting goals in multi-person interviews.

CULTURE

- Compare community resources and support services available in Alberta with those available internationally.

Calgary Cambridge Guides

- Negotiates agenda while considering patient's, partner's and physician's needs.
- Encourages patient and partner to tell the story of the problem.
- Accepting legitimacy of patient's views and feelings.
- Elicit patient's and partner's beliefs, reactions and concerns regarding opinions.
- Explain rationale for questions.
- Share thinking with patients.
- Explore management plan - explaining consequences and negotiating a mutually accepted plan.
- Forward planning.
- Ensure appropriate point of closure.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Instructor observation of participants in classroom discussions.
- Case observation team will gather on Thursday to evaluate participants' performance (via videotape) on a selected case to in order to provide participant with formal feedback as to their performance and progress to date.
- Participants will be required to evaluate their own performance on Case 10 using a set of questions.

Cases

CASE 10 (REHEARSED)

Follow-up visit post-discharge from the hospital. Patient has been refusing to cooperate with any group therapy and would rather see his family physician. His mother is with him and is concerned that he is about to have another episode that will require hospitalization.

JOB SHADOWING (DAY 2 OF 2) – THURSDAY

Participants are placed with a physician to observe presenting cases, physician's manner and communication style. Discussion to follow.

Scripting Tasks

IN-CLASS

- Negotiating management plan with difficult patients.
- Four-step interview closure.

POST-VIDEO

- Error analysis.



Week 7 at a glance



MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)

WEEKLY ARTICLES

1. *Medical ethics in a multicultural society (2001)*
2. *Women's reproductive autonomy: medicalisation and beyond (2006)*
3. *Is there a 'new ethics of abortion'? (2001)*
4. *An obligation to provide abortion services: What happens when physicians refuse? (1996)*
5. *Protecting abortion rights in Canada(2003)*

WEEKLY OBJECTIVES

CONTENT

- Understand physician's responsibilities in the medical complaint process.
- Develop an understanding of sensitive situations.
- Identify issues of conscience and how to deal with them.
- Identify legal issues related to abortion in Canada.
- Discuss emotional and mental risks involved .
- Compile an electronic list of identified community health resources.
- Refine physical exam techniques.

LANGUAGE/COMMUNICATION

- Identify language to deal with sensitive issues.
- Develop strategies for providing support and communicating with the patient in making difficult decisions.
- Introduce structures, vocabulary, and expressions specific to sensitive issues.
- Define boundaries between personal and professional relationships.

CULTURAL

- Discuss ethical considerations regarding pregnancy termination (Right to Life vs Pro Choice).
- Investigate community resources for family planning confidentiality.
- Explore availability and for support systems for physician patients.

Calgary Cambridge Guides

- Encouraging patient to tell the story
- Provides support – concern, and willingness to help.
- Acknowledging coping efforts and offering partnership.
- Eliciting patient's beliefs, reactions and feelings.
- Offering suggestions and choices rather than directives.
- Negotiating a mutually acceptable plan.
- Explaining consequences.
- Asking about and offering patient support services.
- Encouraging questions about anxiety or negative outcomes.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Instructor observation of participants in classroom discussions.
- Peer evaluation in role plays.
- View and evaluate videos of own performance.
- SP and observers provide group feedback.
- Participants will be required to evaluate their own performance on Case 12 using a set of questions.

Cases

CASE 12 (SEMI-REHEARSED)

A physician colleague finds herself pregnant and does not want to have the child. She wants a termination. The physician must counsel her, provide reassurance and discuss next steps.

CASE 13 AND 14 (UNREHEARSED)

Scripting Tasks

IN-CLASS

- Explaining next steps.

POST-VIDEO

- Error analysis.
- Online commentary.



Week 8 at a glance

MEDICAL COMMUNICATIONS ASSESSMENT PROJECT (M-CAP)



WEEKLY ARTICLES

ARTICLES REVIEW OF WEEKS 1-7

1. *Cultural Consultation: A Model of Mental Health Services for Multicultural Societies (2006).*
2. *A Changing Culture in Interpersonal Communication Skills (2003)*
3. *Assessment in Medical Education (2007)*
4. *The Structure of Reflective Practice in Medicine (2004)*
5. *Conflict management: A Primer for Doctors in Training (2007)*

WEEKLY OBJECTIVES

CONTENT

- Review differential diagnosis in physical exams.
- Practice protocol for performing physical exams.
- Develop the “think aloud” procedure for online commentary.
- Review main stages of medical interviews.

LANGUAGE/COMMUNICATION:

- Introduce structures, vocabulary, and expressions specific to performing various physical exams.
- Calgary Cambridge Guide review of questions and statements for all aspects of the CC Guide.
- Pronunciation review of relevant medical and patient terms.

CULTURAL

- Discuss differences and considerations regarding physical protocol.

Calgary Cambridge Guides

- Uses empathy to communicate understand appreciation of the patient’s predicament.
- Deals sensitively with embarrassing and physical pain including when associated with physical exam.
- Shares thinking with patient to encourage patient’s involvement.
- During physical examination, explain process and ask questions.
- Pick up and respond to verbal and non-verbal cues.
- Effectively uses think aloud onlinecommentary skills.

In-Class Activities

- Summarize and synthesize weekly articles and information.
- Participate in various group discussions, presentations and tasks.
- View and critique relevant videos.
- Practice communication process skills (Calgary Cambridge Guides).
- Complete performance reflection (PR) log entries.
- Engage in professional writing tasks.
- Engage in clinical critique with preceptor(s).

Evaluation

- Instructor observation of participants in classroom discussions.
- Peer evaluation in role plays.
- View and evaluate videos of own performance.
- SP and observers provide group feedback.
- Participants will be required to evaluate their own performance on Cases 14+ using a set of questions.
- Evaluation of 8 week in-class component with regard to: quality of language and communication instruction, amount of feedback and error correction received, content covered, materials, guest speakers, schedule, facility, organization and length of time.
- Participants will complete a final self-evaluation from the CC Guide.

Cases

MONDAY PM: CASE 14 STOMACH FLU

Rehearsed case – area of focus: think aloud technique and accurately taking a patient’s blood pressure.

TUESDAY PM: CASES 15 – 16 OSCE-LIKE SET-UP

Participants will perform 2 cases in rotation, timed, resembling OSCE rotation situation.

THURSDAY PM: CASES 17 – 20 OSCE-LIKE SET-UP

Participants will perform 4 cases in rotation, timed, resembling OSCE rotation situation.

Scripting Tasks

IN-CLASS

- Explanation of medical conditions.
- Scripting of a SOAP note.

POST-VIDEO

- n/a





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