

**Learning & Teaching Day**  
**Wednesday 29 April 2009**  
**Parallel Session 3**

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**Producing DVD Clips as a Teaching  
Resource for the Undergraduate  
MB/BS Consultation Skills Teaching  
Programme**

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# Background & Context

## The Need for Teaching Clips

- Lectures as part of the undergraduate teaching format
- My role as a brand-new lecturer
- Innovation & **interactive** learning
- Authenticity

# Teaching Project Aims

- to produce DVD clips that incorporate and successfully demonstrate the core tasks of the Calgary-Cambridge Model as taught in the MB/BS Undergraduate medical course in Year 1 – 3 at UEA MED
- to produce a relevant & authentic teaching resource

# Teaching Consultation Skills in UEA MED

- An integrated 5 year programme
- The Calgary/Cambridge Model
- Years 1 – 3 we teach the basic model and thus the core tasks and related skills
- 72 skills

# THE CALGARY/CAMBRIDGE GUIDE

**Initiating the session**

**Gathering information**

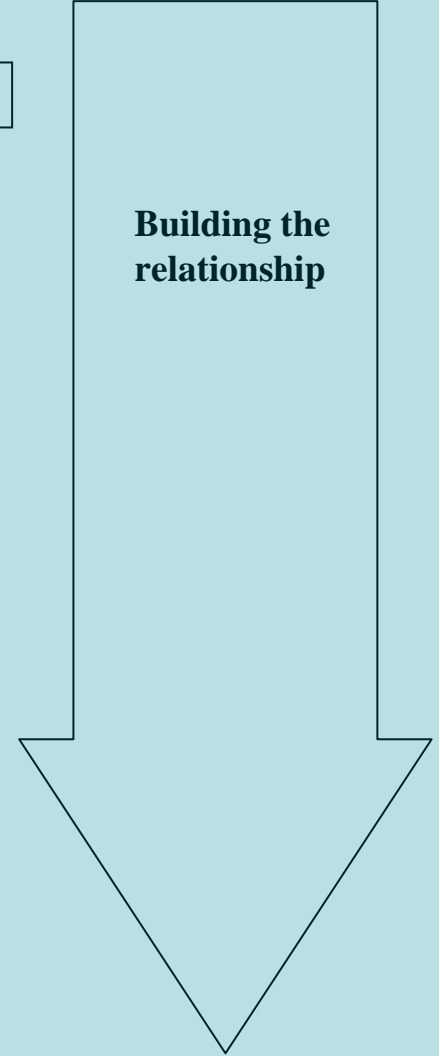
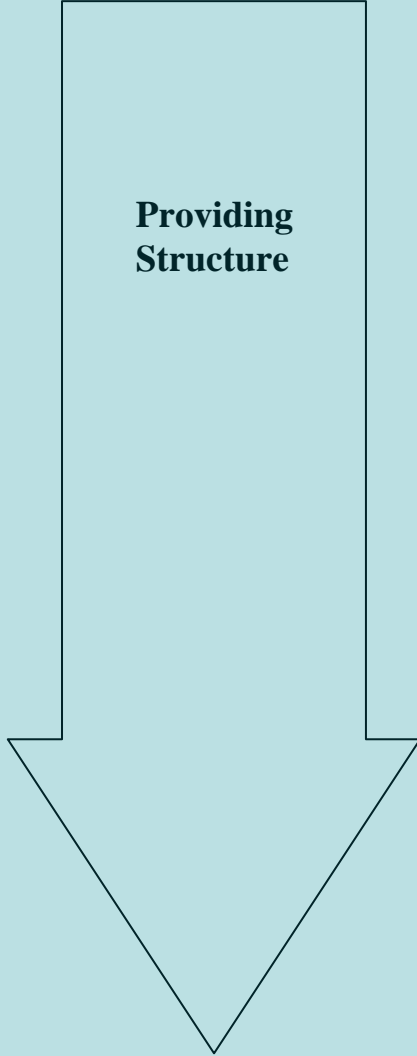
**Physical Examination**

**Explanation and planning**

**Closing the Session**

**Providing  
Structure**

**Building the  
relationship**



**Providing Structure**

- making organisation overt
- attending to flow

**Initiating the Session**

- preparation
- establishing initial rapport
- identifying the reason(s) for the consultation

**Gathering information**

- exploration of the patient's problems to discover the:
  - biomedical perspective
  - patient's perspective
  - background information - context

**Physical examination**

**Explanation and planning**

- providing the correct amount and type of information
- aiding accurate recall and understanding
- achieving a shared understanding: incorporating the patient's illness framework
- planning: shared decision making

**Closing the Session**

- ensuring appropriate point of closure
- forward planning

**Building the relationship**

- using appropriate non-verbal behaviour
- developing rapport
- involving the patient



# Core Tasks Years 1, 2 & 3

- establishing and building a relationship
- initiating the session and agenda setting
- establishing the patient's ideas, concerns and expectations
- gathering information
- recognising, acknowledging and validating the patient's perspective
- explaining, planning and negotiating
- structuring, signposting, summarising and screening
- closing the interview, planning and follow up.



# The Consultation Process

- Students
- Tutors
- Experts





Funding: UEA Annual Alumni Fund

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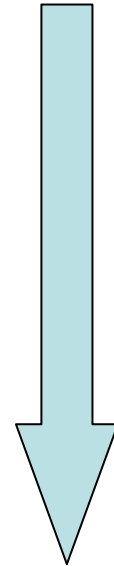
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# The Dilemma: who to record?

- Students and *real* patients
- Students and *simulated* patients
- Clinicians and *simulated* patients



# Practicalities

- Working with AVS
  - Environment, language, expectations
- Recruiting
  - Managing and organising busy clinicians
  - Simulated-patient recruitment
  - **Getting the product you want**
- Timetabling
- Consent – Personnel Release Form!





# Working with AVS

## Politics & compromise!

- Lights – Camera – Action
- Seating, microphones, backdrop

## More Decisions

- Editing – don't underestimate this stage
- Finalising – headers, chapters, sleeves, labels, colour schemes etc



# Initiating a Doctor-Centred Consultation

- Clip 1 (51 seconds)



# Initiating a Patient -Centred Consultation

- 5 mins 21 seconds

# Using the Product

- Interactive-lectures have now been delivered to 2 cohorts of students
- $\frac{3}{4}$  of those who responded (n=80; 60% response rate) to the question about the '*usefulness of the clips in supporting their learning*' stated they were **useful** or **very useful**
- Suggestions included keeping clips **short(er)**

# Next steps

- Media files on Blackboard (UEA *virtual* learning environment) ✓
- OSCE (exam) Demonstration Clips ✓
- Videos of students and *simulated* patients
- Videos of students and *real* patients

# Conclusions & Lessons Learnt

- Really know EXACTLY what you want and stick to it
- Don't underestimate time & effort involved in producing a high-quality teaching aid
- There is no perfect teaching aid!
- Don't reinvent the wheel! Liaise with others who have done it before or are doing something similar.







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