



Undergraduate Communication Skills Training in breaking bad news: benefits of individual supervision



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CST in oncology: European consensus meeting

- CST required at all levels of education
- Should allow active participation / interactivity
- Learner - centered courses



European consensus meeting

Stiefel F et al, *Annals of Oncology* 2010

Rationale for undergraduate training in BBN

Opportunity to develop important competences :

- dealing with complex medical information
- dealing with high emotional load
(patient and physician)



Yedidia MJ et al, *JAMA* 2003

Moore PM et al, *Cochrane Database Syst Rev* 2013

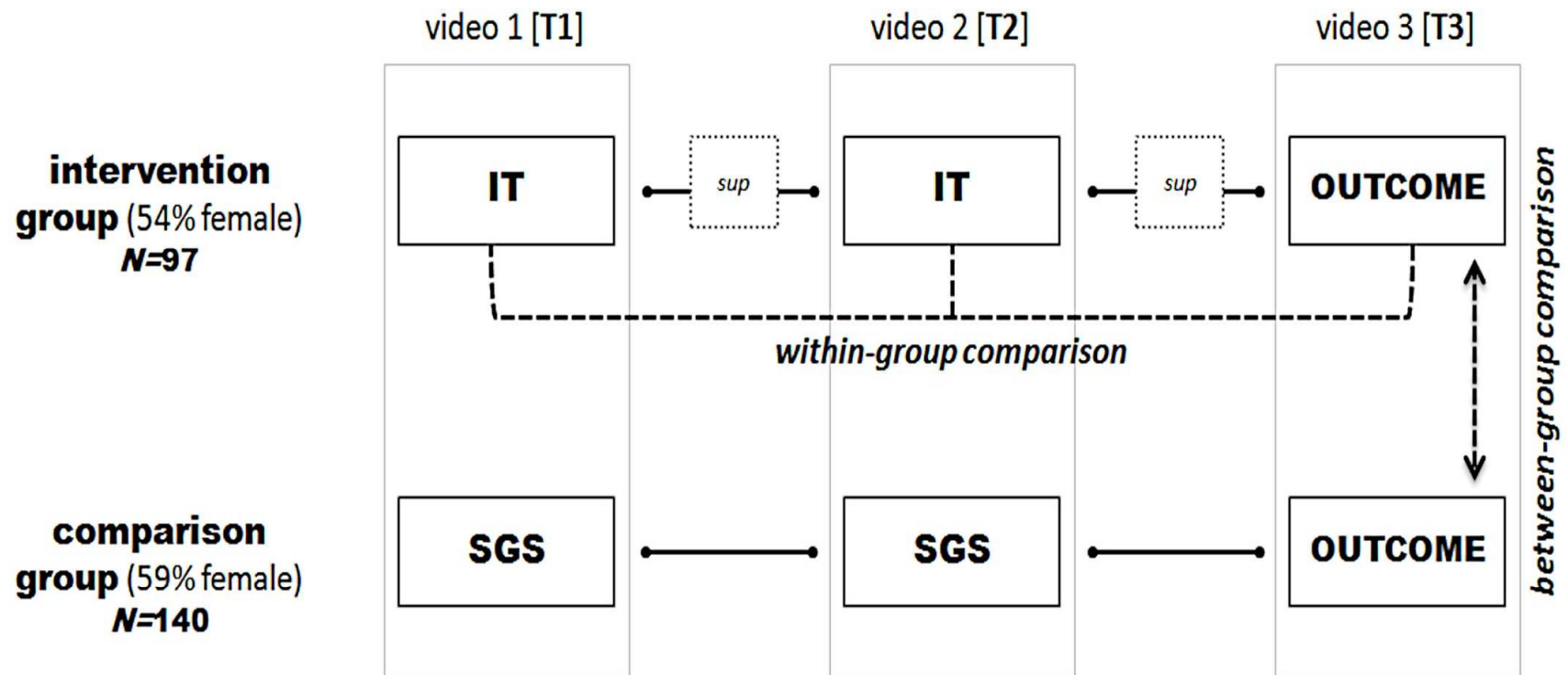
Aims

To evaluate whether a specific undergraduate communication skills training program with individual supervision

1. Improves medical students' skills in BBN
2. Enhances skills in BBN as compared to standard small group teaching

Design

Master 1 students $N=239$



IT: individual training

SGS: small group session/supervision

sup: supervision

setting



Measures

1. Specific Checklist of Teaching Objectives
2. Roter Interaction Analysis System (RIAS)
3. Student's Nonverbal Behavior
4. Student-rated instruments

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PAPER

WILEY

Individual training at the undergraduate level to promote competence in breaking bad news in oncology

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Pre/post comparison (IG)

	Baseline (N=97)		Post-Training (N=97)		<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Global rating (1 - 5)</i>	3.03	.93	3.67	.96	< .001
<i>Scores of Process Skills</i>	14.88	4.95	23.56	4.97	< .001

Between group comparison

	Int. GP		Control GP		<i>p</i>
	(<i>N</i>=97)[×]		(<i>N</i>=140)[×]		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Global rating (1 - 5)</i>	3.67	.96	3.05	.88	<.001
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
<i>Scores of Process Skills</i>	23.56	4.97	19.99	5.06	<.001

Table 1 Linear regression models predicting post-training performance of the students in the intervention group from increases (between pre- (T1) and post-training (T3)) in verbal and nonverbal behavior

variables	overall impression		process skills	
	B	SE	B	SE
increase in verbal interaction behavior				
Social talk	-0.37*	0.15	-1.44 [†]	0.80
Positive talk	0.05*	0.02	0.20 [†]	0.10
Negative talk	0.03	0.10	-0.21	0.55
Emotional responsiveness	0.02	0.02	0.14	0.11
Partnership building	0.06*	0.03	0.18	0.14
Orientation	0.03	0.08	0.25	0.43
Open questions	0.01	0.03	-0.08	0.16
Closed questions	-0.08	0.05	0.02	0.29
Biomedical info	0.04	0.03	0.25	0.15
Psychosocial info	0.06*	0.03	0.23 [†]	0.14
Biomedical counseling	0.05	0.05	0.13	0.27
Psychosocial counseling	0.02	0.03	0.10	0.15
F	2.37**		1.57	
R2	.29		.21	
increase in student positive nonverbal behavior				
F	0.29*	0.14	1.47*	0.72
R2	.11		.13	

[†] $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$. $N = 96$

Note. Students' gender and year of cohort have been entered as covariates in the 2 regression models

Conclusion I

- ✓ results show a clear impact of the training on students' competence in BBN
- ✓ Results favor an individual approach tailored to the needs of the student

Supervision qualitative aspects

REVIEW



Supervision in psychiatry: *terra incognita*?

Joanna MacDonald and Pete M. Ellis

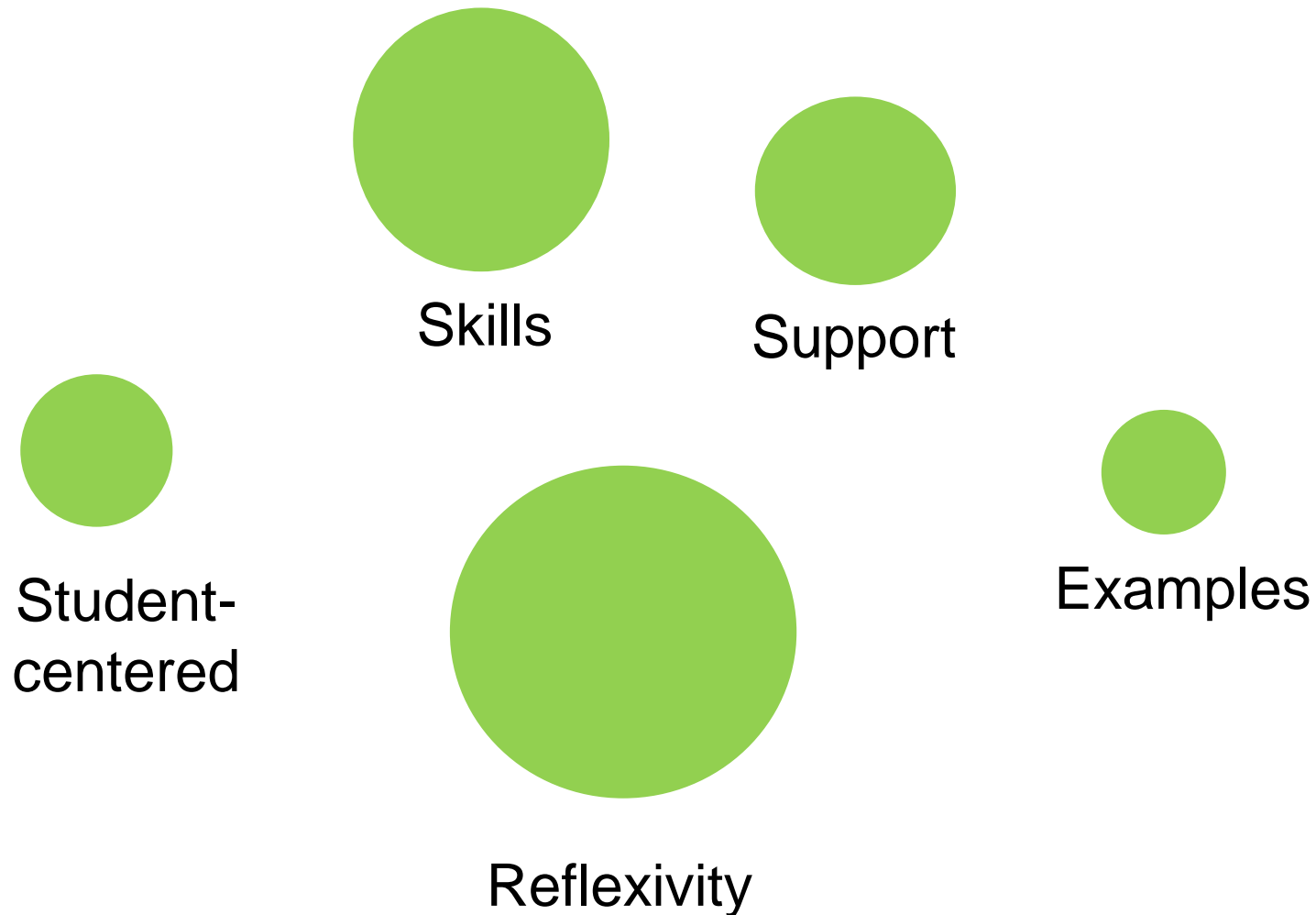
Main objectives of the supervision

- ✓ Adress both technical and relational issues
- ✓ Be student-centered / explore specific needs
- ✓ Promote existing competences (student self-critical!)

Main objectives of the supervision

- ✓ Gaining awareness of one's own reaction
- ✓ Explore student lived experience
- ✓ Make accessible less conscious aspects of the clinical relationship

Main ingredients of the supervision



Typical issues discussed in the supervision

- ✓ Space for the patient
- ✓ Process / Temporality
- ✓ Confusion between the needs of the patient and those of the student

Typical issues discussed in the supervision

- ✓ Difficulty to address the limits of medicine (resulting in false/premature reassurance)
- ✓ Need for immediate repair / solution
- ✓ Telling all the truth to the patient
- ✓ Context (prof, family)

Conclusion II

- ✓ Individual supervision provides *key teachable moments* and make it possible for the student to learn to meet with the patientas well as him/herself

Thank you!