

Detailed Overview of Course D (3 Saturday sessions)

Session 1	Outline of topics / skills covered
10.00am to 1.00pm	<p>1. Introduction to course leaders and participants 2. Course overview 3. Expectations</p> <p>Sharing information with patients</p> <ol style="list-style-type: none"> 1. Selective information 2. Sharing of information in a clear and concise way to gain understanding 3. Offering options available 4. Risks and uncertainties 5. Cultural issues 6. Language analysis (Selective information and Enlistment) <p style="text-align: right;"><i>With the inclusion of 'mini role plays'</i></p> <p>This in-put session focuses on selecting information and on both patient-centered and doctor-centered ways of sharing this information, in a clear and concise way, within a variety of contexts; offering options available through different interactive approaches. The main objective is for the patient to gain complete understanding and to feel reassured. Cultural issues will also be discussed in relation to how various beliefs may need to be considered when selecting and sharing information.</p> <p>Short tea / coffee break</p> <p>Polite language</p> <ol style="list-style-type: none"> 1. Help patients to reach decisions about treatment and care 2. Asking for views on health 3. Respond to concerns and preferences 4. Language analysis (Good conversational skills, decoding ambiguous language and intensifiers) <p style="text-align: right;"><i>With the inclusion of 'mini role plays'</i></p> <p>This in-put session focuses on a cross cultural understanding of how cultures differ in how they define politeness and how important politeness is to them. It further focuses on methods that can be used to add politeness in certain personal contexts such as, helping patients to reach decisions about treatment and care and asking for their views on health. Linguistic skills such as, good conversational skills, decoding ambiguous language and intensifiers will be analysed in conjunction to their usefulness in these situations.</p>
1.00pm to 2.00pm	<p>Lunch</p>
2.00pm to 4.30pm	<p>Individual diagnostic session / Role play scenarios / discussion –This session offers examples illustrated in the form of role play scenarios, of how best to use the skills illustrated in the morning in-put sessions. GP trainees will then have a chance to practise these skills by conducting role plays under supervision.</p> <p>Short tea / coffee break</p>

Session 2	Outline of topics / skills covered
10.00am to 1.00pm	<p>1. Summary of previous session 2. Overview of second session</p> <p>Sensitive issues</p> <p>1. Language needed for sensitive issues - varying strengths of meaning 2. Palliative care 3. Cultural issues 4. Language analysis (Empathy, Pausing, Emphasising and Body language)</p> <p><i>With the inclusion of 'mini role plays'</i></p> <p>This in-put session focuses on cultural differences that may create barriers when confronting sensitive issues. Considerations and possible solutions to these are presented in the form of an analysis of language and interpersonal skills, such as empathising, pausing, emphasising and body language. An illustration will then be given as to how these skills could prove to be useful in these situations to enhance both a patient-centered and doctor-centered approach.</p> <p>Short tea / coffee break</p> <p>Continue with topic: Sensitive issues</p>
1.00pm to 2.00pm	<p>Lunch</p>
2.00pm to 4.30pm	<p>Individual diagnostic session / Role play scenarios / discussion –This session offers examples illustrated in the form of role play scenarios, of how best to use the skills illustrated in the morning in-put sessions. GP trainees will then have a chance to practise these skills by conducting role plays under supervision.</p> <p>Short tea / coffee break</p>
<p>Task for workshop 3: Listening and writing skills Make revisions to the pre-homework task based on the activities and peer review. GP trainees will be asked to bring the revised task to the second workshop.</p>	

Session 3	Outline of topics / skills covered
10.00am to 1.00pm	<p>1. Summary of previous session 2. Overview of second session</p> <p>Developing clinical listening skills</p> <p>1. Qualities of a 'good' listener <i>With the inclusion of 'mini role plays'</i></p> <p>2. Barriers to Listening</p> <p>3. Strategies to employ (Attention to exact content of language, Heuristic strategies, Selective tuning, Relating information to an emerging formulation, Evenly suspended attention)</p> <p>4. Listening for specific detail</p> <p>This in-pup session aims to enhance listening skills by raising awareness of various strategies to employ during consultations. Employing these skills will enable the GP trainee to effectively capture key data, pick up on hidden or ambiguous cues and restructure information to add clarity. The skills and strategies in turn allow the GP trainee to build a relationship with the patient and improve consultation skills.</p> <p>Short tea / coffee break</p> <p>Writing Skills 1</p> <p>1. <u>Peer review, analysis and discussion</u> - The aim of this session is to demonstrate individual understanding of various elements of writing and awareness of the criteria involved. Analysing a good and bad example of a letter of reference in order to identify what criteria is needed to produce an acceptable letter and offering constructive feedback in order to make improvements.</p> <p>2. <u>Introducing Coherence, cohesion and other writing criteria/skills</u> Based on the analysis carried out, further writing criteria/skills will be highlighted and explained. Useful techniques to add formality to writing will also be touched upon.</p> <p>Writing Skills 2</p> <p>1. <u>Peer review, analysis and discussion</u> - The aim of this session is to focus on the pre-homework task (as outlined in workshop 2) reviewing and analysing where various criteria has and has not been applied in order to improve it further..</p> <p>The aim of this session is to highlight and reflect on elements of writing where difficulty arose. It also encourages individuals to assess elements in relation to the criteria and offer constructive feedback in order to make further improvements.</p>
1.00pm to 2.00pm	Lunch
2.00pm to 3.30pm	<p>Feedback [written and oral] of individual diagnostic session / Role play scenarios / discussion – This session offers feedback from the previous two sessions of role play scenarios and the use of the skills illustrated in the morning in-pup sessions.</p> <p>Short tea / coffee break</p>
3.30pm to 4.00pm	<p>Course feedback questionnaire</p> <p>Submission of written feedback, documentation confirming attendance and a transcript of the learning outcomes</p>