Clinical Interviewing in Primary Care Settings

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DESCRiPTiON OF THE INNOVATION

Course description: Innovative Course Design
Intended Audience: Major Clinical Year, Primary Care Clerkship students, Vagelos College of Physicians and Surgeons

This training course aims to help medical students in further development of both theoretical understanding and practical skills in patient interviewing.

The course is delivered in the context of Primary Care Clerkship (PCC) while the students are working directly with primary care patients.

Students are taught to use patient-centered interviewing skills deliberately and actively with an aspirational goal of meta-cognitive skills acquisition for interview management.

The course delivers clearly defined, behaviorally anchored interviewing skills as well as metrics for learners’ self-assessment in line with current, evidence-based recommendations and research literature.

The course is unique as it combines several modalities of teaching and learning in a context of a blended model. Most importantly, this course aims to promote students’ comfort and competence when interviewing patients in clinical, primary care settings.

PROJECT RATIONALE

Effective communication during medical visits is associated with a range of patient benefits and it is recognized as a central area of competency for physicians.1,2

Proficiency in communication skills is central to the medical students' development of professional identities.3

Working with patients in clinical settings presents physicians-in-training with a unique set of challenges that might not be possible to fully anticipate using standardized patient methodologies.

Within primary care settings, physicians need set agenda early, explain visit parameters, establish professional identities.

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KEY LEARNING DOMAINS

Upon the completion of the course the students will be able to:

- State the role of each content domain in patient care
- Describe behavioral steps/components of each domain
- Demonstrate use of specific techniques as outlined in each domain
- Differentiate between domain consistent/not consistent behaviors
- Appraise the impact of implementation of the six content domains upon their clinical care practices

LEARNING OUTCOMES ASSESSMENT

Student Learning Outcomes – Asynchronous Learning: Self evaluation of knowledge /skills/perceived competence pertaining to each of the TDs pre/post to each online training via Qualtrics platform.

Student Experience of Learning feedback: Feedback about the course for quality improvement is collected via in-person meetings at the end of the training. Students’ course satisfaction ratings are collected via Qualtrics platform

Instructor Experience:
Faculty of the Farrell CFCM asked to provide feedback about students’ patient interviewing skills. Faculty perceptions about the students’ abilities to perform patient interviewing (in line with course contents) and any observed changes over time will be assessed. Qualtrics platform will be utilized to collect feedback.

PI will create a brief report reflecting on the reported strengths and areas of improvement for the course. These reflections will be used to facilitate future course re-design.

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REFERENCES

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