Contents

Forewords Appendix Description of the Appendix Description	vii
Preface Prefac	xi
About this book	xv
About the authors	xvi
Acknowledgements	xvii
Communication skills reaching and learning in noisuborant practice	2 111
Part 1 An overview of communication skills teaching and	
ching sessions guinning land and a session guinnel	59 11
entroduction and the second of	
1 The 'why': a rationale for communication skills teaching	160
eard learning sessions and learning sessions and learning sessions	
Onvenional reles of feedback shape strikes a strike of the strikes	13 14
Why teach communication skills? Can you teach and learn communication skills?	
Is the prize on offer to doctors and their patients worth the effort?	25
is the prize on oner to doctors and their patients worth the chort:	2)
2 The 'what': defining what we are trying to teach and learn	29
Introduction contexts contexts	
Why facilitators and programme directors need help with knowing	na fa
what to teach what to teach	30
Types of communication skills and how they interrelate	32
The problem of separating content and process skills in	
teaching and learning about the medical interview	33
An overall curriculum of doctor-patient communication skills	36
The Calgary–Cambridge Observation Guide	36
The enhanced Calgary–Cambridge Guides	38
The need for a clear overall structure	49
Choosing the process skills to include in the communication	Rel
ntegies for maximising participation and learning guardina washing	51
Summary Summar	55
3 The 'how': principles of how to teach and learn	
communication elzille	F7
Introduction Skins grants of grants of octoor bas graibuse	57
Why take a skills-based approach to communication teaching and	nal,
learning?	58
Which teaching and learning methods work in practice?	63
Why use experiential learning methods?	63
Why use a problem-based approach to communication skills	
teaching?	72
What place is there for more didactic teaching methods?	76

4	Choosing and using appropriate teaching methods	77
	Introduction	77
	Choosing appropriate teaching methods	77
	Using methods from the left half of the methods continuum	79
	Introducing cognitive material into the curriculum	80
	Using methods from the right half of the methods continuum	82 83
	Audio and video feedback	85
	Real patients	88
	Simulated patients	
	Role play	womb
Pa	rt 2 Communication skills teaching and learning in	
1	practice	105
_	inted \$(005, 2000)	
5	Analysing interviews and giving feedback in experiential	109
	Introduction galaxies	109
	Carrying out analysis and feedback in communication skills	The
	teaching sessions	109
	teaching sessions	110
	Agenda-led outcome-based analysis of the consultation	
	Phrasing feedback effectively in communication skills teaching	Can y
	sessions sessions at the session and the session of	122
	565510115	
6	Running a session: facilitating communication skills	
	teaching in different learning contexts	131
	acililators and programme directors need help with low noisubortni	131
	Agenda-led outcome-based analysis in practice	132
	Examples of how to use agenda-led outcome-based analysis in	
	different contexts produced and process and produced ended	
	'In-the-moment' teaching in the clinic or at the bedside	149
7	Running a session: facilitation tools to maximise	
	participation and learning	1))
	Introduction	1))
	Relating facilitation to communication with patients	155
	Strategies for maximising participation and learning	157
	Strategies for dealing with difficulties	170
0	Running a session: introducing research and theory;	
8		185
	expanding and consolidating learning	185
	Introduction	Why to
	An overview: how to introduce didactic teaching and expand and	186
	consolidate experience and discussion Practical suggestions for introducing theory and research evidence	Which
	Practical suggestions for introducing theory and research evidence	190
	and consolidating learning	Why u

		Department of the last
Appendices		
Appendix 1	Example of a communication curriculum	305
Appendix 2	The two-guide format of the Calgary–Cambridge	505
Thing mails	Process Guide	315
Appendix 3	A protocol for writing simulated patient cases	323
Appendix 4	Sample OSCE marking sheets	329
Appendix 5	Medical skills evaluation: communication process skills	335
Appendix 6	Notes on using the Calgary–Cambridge Guides	337
VIX Simula	rogrammes? v do we select appropriate methods for each component of th	
References		334
• h		
Index		359
A 4 la		
Author inde	ecific issues of communication curriculum design at: X	365