

Module A3: Communication and interviewing skills

Entry Scenario

The entry scenario addresses a variety of issues and problems associated with the module topic. It may be used at the beginning of the course to stimulate the students to identify their own needs and interests. The results may be utilized by the individual to assess their own learning process, or be integrated with class objectives.

A 14 year old adolescent girl comes to the private practice where you are replacing a colleague. She comes with her mother complaining with chest pain. It is the 3rd time she consults in emergency for the same complaint within the last month. She has never had fever, had already had a chest X-ray, ECG and labs which were all normal. She is not very talkative, looks quite annoyed when her mum explains her concerns about her. How would you manage the situation?

General Goals for Learners

By completing the module the participant will be able to:

- I. Describe and show proficiency in effective communication with adolescents
- II. Skillfully use the interview to build partnerships with the adolescent patient and his/her parents
- III. Demonstrate proficiency in building a multidisciplinary network and in managing effective communication within the network

Goal I.

Describe and show proficiency in effective communication with adolescents

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
A. Reflect on the aim of effective communication in adolescent health care	Class discussion	Class defines the hallmarks or criteria of “good” communication. What characterizes the atmosphere around “good” communication (eg. trust, respect, openness) and what is the health provider’s goal? (eg. “alliance with the adolescent patient”, Get/give information, directed health care)
B. List health provider’s behaviors and attitudes that facilitate, or hinder, good communication with adolescents	Class discussion.	Class draw up list of negative and positive behaviors and attitudes. Participants give tips from own experience about what works and what does not work in establishing a good rapport. Trainer guides discussion with list in appendix. Positive behaviors such as able to listen, support, empathy, non judgmental, etc...
C. Identify personal feelings and expectations regarding professional role as « communicator »	Exercise 2 by 2 (think about 2 recent situations when you tried to help a patient (one situation where you felt useful and one unuseful) discuss	What do you feel when talking to cynical or defiant teens? What do you think they expect from you and what do you expect from yourself? What makes you personally satisfied that the interaction was “good”? Does practitioner perceive him or herself as “authentic”? How to translate personal feelings/emotional reaction into a professional attitude?

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
D. Create an atmosphere and establish rapport with an adolescent that is conducive to effective communication	Role-play Interviews (with simulated adolescent patients if available), feed-back and discussion with a facilitator Video-taped recordings of real consultations	<p>Prior to role-playing, participants formulate sentences, review gestures, and body language that might be used. Feedback from colleagues and from real or simulated patients is important.</p> <p>Case study: John is a 15 year-old boy who has been dragged into your office by his angry parents. They have recently discovered that John has been skipping school during the last two months, blaming it on headaches. The parents suspect other things. John is equally angry and sullen, answering only with yes/no/ don't know when you try to interview him.</p>

Goal II.

Skillfully use the interview to build partnerships with the adolescent patient and his/her parents

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
<p>A1. Examine elements of skillful listening and questioning for use with adolescents</p> <p>A2. Describe basic principles of motivational interviewing</p>	<p>Lecture on</p> <p>Active listening exercise 2 by 2 exercise (A explains to B, B listens without speaking and summarizes at the end, and then change roles)</p>	<p>Lecture should cover areas such as styles of listening (e.g active listening) and styles of questioning (open-ended questions), as well as skills such as reframing, summation, and clarification. Identify and deal with ambivalence.</p> <p>It should introduce basic knowledge of motivational interviewing. Apply theories to working with adolescents. Include definition of what is “developmentally appropriate” questioning.</p>

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
B. Increase familiarity with existing interviewing tools	Mini-lecture on interviewing and demonstration of tools.	Topics: Purpose and parts of interview, bigger picture, hidden agendas. Motivational interviewing tools e.g. Building discrepancies, Elicit change talk (see related slides), HEEDSSSS (Goldenring), SSHADESS (Ginsburg) (see related slides) Self-administered questionnaires (CRAFT, AUDIT, etc.) Basics of narrative approach
C. Define how to manage communication with the family	Group discussion Clinical vignette	Discuss separate time for family and adolescent, management of confidentiality. Clarify adolescent and parents' agendas (official and hidden). For further details see module A2. Case study: A 14 year-old boy is suffering from a chronic headache that interferes with his school attendance; in fact he is bullied at school (hidden agenda).
D. Know how to interview parents -	Small group work Role play	Discuss when it is appropriate for parents to be present, and when not, during the course of an interview with an adolescent. Develop strategies for seeing an adolescent alone. Understand how to state de concept of confidentiality to both adolescent and parents. Discuss parental expectations and methods of reassuring parents. Assure that information obtained includes who asked for consultation, patient's goals for consultation, hidden agenda, and emotional issues. <u>Case study:</u> The parents of a 14 year-old want you to perform urine screening because they suspect drug use. They don't want the teen to know about it and they want you to tell the adolescent that it's just to rule out a "urine infection". Case study: A 15 year-old girl with multiple piercing and tattoos is brought to you by her mother who thinks her daughter is using cannabis. When the mother tells you about it, the adolescent screams at her mother, "You are paranoiac; you see things that don't exist!"

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
E. Conduct a developmentally appropriate interview. Elicit information and respond skillfully	Role-playing Practice interviews with patients with feed-back and discussion with a facilitator Video-taped recordings of real consultations	<p>Based on the discussion with the adolescent you should be able to assess the developmental stage of your patient (capacity of elaboration, abstract thinking, logical reasoning etc...) for further details see module A1.Utilize interview tools.</p> <p>How do you communicate the diagnosis of insulin dependent diabetes to an 11 year-old or to a 17 year old? Compare similarities and dissimilarities in a group discussion</p> <p><u>Case study:</u> The parents of a 17 year-old boy with asthma complain that he often refuses to take his medication. The adolescent claims that everything would be easier if his parents wouldn't treat him as a child, and would let him take responsibility for his own medication.</p>

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
F. Increase skills for interviewing problematic patients/parents	Small group work with role play	<p>Participants list the kind of patients and parents that are challenging to them (eg. uncooperative patient, depressed patient, aggressive patient, inappropriately talkative patient, seductive patient). Small groups help formulate strategies (sentences, gestures, comments), which are then role-played. Discuss how the physician and patient's gender may influence the interaction.</p> <p>Case study: The parents of a 15 year old girl come to your consultation shouting at you because you have prescribed the contraceptive pill to their daughter without their consent.</p> <p>Case study: A 17 year old girl living in a foster home comes to your consultation brought by the educator. She is over reactive, screams easily, and doesn't want to be here. The educator starts telling you the problem (cannabis use), she bursts into anger and wants to leave the room.</p>
G. Increase skills for communicating bad news	Small group work with role play	<p>How do you communicate the diagnosis of a brain tumor to an adolescent and his family? How do you deal with their emotional reaction? Practice empathy, listening, support.</p>
H. Use the interview for prevention and health promotion purposes - -	Small group work with role play	<p>Case study: An obese, sedentary adolescent comes for a regular check-up. Where and how in the interview will you address the weight problem ?</p>

Goal III.

Demonstrate proficiency in building an interdisciplinary network and in managing effective communication within the network

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
A. Understanding how to build an effective interdisciplinary network	Interactive lecture	<ul style="list-style-type: none"> • Presentation covers the following characteristics of the interdisciplinary approach • Defining what an interdisciplinary network is • Objectives of the network • Role of each individual professional • Role of the “case manager” • Challenges of managing a network (time consuming, contacting people , identifying actors, potentiality, idiosyncrasies ...)Identify resources within the network <p>Class examines case study in light of the approaches.</p> <p><u>Case study:</u> A 14 year-old girl living in a foster home has been sexually abused by her stepfather during the week-end. She is admitted to the emergency room after a suicide attempt. Who should be involved in her follow-up? When do different professionals intervene? How to plan the follow-up? What information should be shared with the network?</p>

Training Objectives Topics to be covered	Educational Methodology	Activities, Issues, and Questions
B. Build or contribute to a interdisciplinary network, and manage effective communication within the network (e.g. case management)	Class task Map your own network Role play	<p>Class “brainstorm”, naming factors that need to be addressed when building an interdisciplinary network. Facilitators observes that the following elements are covered: time constraints, common language among professionals, integration of different views and objectives, and inter-professional relationships, steps to be taken, role distribution.</p> <p>Role-play these case studies, showing sensitivity to the above issues.</p> <p><u>Case study:</u> A school nurse calls you because she has a 13 year-old student who has become aggressive at school and was caught by the teacher as she was smoking cannabis in the courtyard. She knows that the girl has a difficult family background (father deceased, mother alcoholic). She has also contacted a social worker. How would you manage this situation?</p> <p><u>Case study:</u> A 16 year-old anorexic patient comes to the practice of a general practitioner. The girl explains that her gynecologist insists that she be put on oral contraceptives, while her psychiatrist is absolutely against it. How do you as the general practitioner manage the situation?</p>



Resources

World Health Organization. Adolescent friendly health services – An agenda for change. WHO/FCH/CAH/02.12. WHO, 2002.
Available at: http://www.who.int/child_adolescent_health/documents/fch_cah_02_14/en/

Introduction to motivational interviewing:
<http://www.motivationalinterviewing.org/>

Heeadsss interview tool:
<http://www2.aap.org/pubserv/psvpreview/pages/files/headss.pdf>

References

Naar-King S, S. M. (2011). Motivational interviewing with adolescents and young adults. New York, The Guilford Press.