

Week 9 Recorded small group interview and goal setting on a SIMP

Learning objective

1. Develop skills in interviewing and goal setting with a simulated patient who has been referred to you from their GP.
2. Giving and receiving feedback

Pre-session preparation

- Planning notes from un-facilitated practice session

Session tasks

During this session you will practice interviewing and goal setting with a simulated patient. You will do this in small groups of 3-4 with each student taking responsibility for a specific element of the session. The session will be recorded and verbal feedback will be given by your peers, the facilitator and the simulated patient. The recording will be reviewed in the un-facilitated practice session. For the elements that you are carrying out evaluate and record your performance against the descriptors from the individual record of clinical practice (IRCP) in your workbook. For procedures/components carried out by other members of the group evaluate and record their performance against the descriptors from the individual record of clinical practice (IRCP) in your workbook.

| A1. (B1.1) Prepares for and initiates the session (adults) SIMP session |
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| <p><i>A1.1. Preparing for, and initiating, the session</i></p> <p>a) Puts aside last task and attends to self-comfort. Checks referral information and existing records.</p> <p>b) Prepares room and resources including equipment; conducts Stage A, safety and hygiene checks.</p> <p>c) Calls and greets SU and companion(s) from waiting room and guides them into consultation/test room safely. Takes the opportunity to start to build rapport with SU and companion(s).</p> <p>d) Checks SU's ID. Identifies all present, their roles and the involvement of SU's companion(s). Explains nature of session.</p> |

Extract from the practical workbook for AUDI1011

| Student's notes on feedback including top 1-3 priorities for improvement | Student's action plan including how the priorities for improvement will be tackled |
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A7 (B1.2.) Gathering information (identifies individual needs) and goal setting

- a) Using open questions, encourages SU to tell their story from onset to present (including reason for presenting now, establishing sequences of events). Facilitates appropriate input from the companion(s).
- b) Using open questions, explores (i) key aspects of SU's life (e.g. social, domestic and occupational status); (ii) the problems the SU is currently experiencing; (iii) the impact of those problem(s) on their life (including physical, psychological, social and occupational); (iv) SU's ideas and feelings regarding their problem(s); (v) existing support systems and current coping strategies and how effective they are.
- c) Listens attentively, avoids interrupting and leaves space for SU to think and respond. Encourages SU's responses using verbal and non-verbal cues (e.g. nodding). Clarifies SU's statements that are unclear. Invites the SU to provide further information.
- d) Gathers specific information, typically using closed questions, related to contraindications, cautions, 'red flags', the need for onward referral and other issues that may influence assessment, planning and rehabilitation (e.g. vision, dexterity, mobility, dementia, general health and medication).
- e) Structures interview in logical sequence and attends to timing, keeping session on track.
- f) Together with SU, establishes SU's SMART goals and priorities, which typically includes identifying a set of specific situations associated with difficulties that SU wishes to improve.

| Student's notes on feedback including top 1-3 priorities for improvement | Student's action plan including how the priorities for improvement will be tackled |
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A1.2. Builds relationship

a) Uses appropriate verbal and non-verbal communication strategies (including eye contact, facial expression, posture, gesture, position, vocal cues) given SU's hearing (e.g. clarity, pace and volume of voice, intonation, facilitates speech/lip reading, minimises background noise and repeats appropriately). Uses language that is concise, easily understood and avoids jargon. When reading/typing, ensures it does not interfere with communication or rapport.

b) Demonstrates patience, respect, concern and willingness to help towards the SU and companion(s) and attends to their physical comfort.

| Student's notes on feedback including top 1-3 priorities for improvement | Student's action plan including how the priorities for improvement will be tackled |
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Un-facilitated Practice Session (occurs in practice session in week 10) reflections on interview and goal setting with a SIMP linked to recordings.

Learning objective

1. Develop reflective skills using recordings
2. Identifying priorities for improvements and planning

Session tasks

Task 1: In your group from the interview and goal setting with a SIMP session, review the feedback on your performance (your own evaluation and your peer, SIMP and facilitator feedback). Watch your recording from the session. Take time to pause or re-watch as appropriate. Discuss the things you noticed in your own and each other's performance. Further develop your feedback and action plan in your workbook based on your new insights.