



UNIT II - SECTION 1

TIME AND TALK
INSTRUCTOR'S GUIDE

1. Goals

- Goal 1: To review the key aspects of Person Centered Care
- Goal 2: To introduce communication types (content and process) in clinical teaching and learning
- Goal 3: To introduce the Calgary-Cambridge Model of learning clinical skills alongside communication skills.
- Goal 4: To review skills needed to conduct an effective patient interview
- Goal 5: To introduce the Time and Talk Tool, used to create a safe learning environment in which to learn and practice communication skills and clinical skills

2. Concepts to Master

- a. Good communication skills lead to better outcomes for patients and clinicians. Traditionally, communication skills or the process for how to communicate during clinical encounters, have been taught separately from the clinical method or content, in clinical education programs. As a consequence of separating content and process, these skills are not actually integrated in daily practice, with the downside being that patient centered care is not ensured. The Calgary-Cambridge Model is a model that integrates the learning/teaching of communication skills alongside with clinical method, as research shows that the routines we use to learn are those we implement in practice. The Time and Talk tool is a tool introduced to facilitate learning how to integrate communication skills and clinical skills together in Audiology.

3. Reading

- a. Kurtz, S., Silverman, J., Bensons, J. Draper, J.(2005). Marrying content and process in clinical method teaching: Enhancing the Calgary-Cambridge Guides. *Academic Medicine*, 78(8), 802-809

4. Lecture

- PowerPoint: "Time and Talk: Aligning Communication Skills With Clinical Tasks"

5. Class Activity

- Class Activity 1: What clinical tasks and communication tasks do you have to accomplish during a clinical encounter?
- Class Activity 2: Information Gathering: Role Playing
- Class Activity 3: Video: Watch Dr. Leslie Jones introduce Time and Talk.
- Class Activity 4: Watch a video of examples of Time and Talk Role-Play (approximately 30 minutes).
- Class Activity 5: Role Play: 45 minutes (see handout)

6. Reflection Moment

- a. How has this lecture changed the way you think about communication skills used during appointments in which you also have to complete clinical tasks?

7. Assignment

- a. Read, become acquainted with the topics, and bring to class a print-out of the Group Activities Handout.
- b. Read and become acquainted with the Feedback methods in the “Reflection and Feedback” handout. Both handouts can be found in the section of the course web-site called “videos and handouts”. Log into the Ida website, use the following link, go to the section “Time and Talk” and download the handouts. http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/

LESSON OVERVIEW: WHAT ARE WE DOING TODAY?

1. Establish learning mind-set.
2. Today we are exploring the Calgary-Cambridge model of teaching clinical interviews. This model emphasizes the importance of teaching both communication skills and clinical tasks at the same time. Then we will learn about the Time and Talk Tool, which shows us how to use role-playing for purposes of practicing clinical tasks alongside the communication tasks.
3. **PowerPoint**

Begin by going over the goals of the class and by reviewing the key aspects of Person-Centered Care, and the importance of good communication skills to outcomes. We will then introduce the types of skills used in clinical interviews, content and process. After these skills have been introduced, Class Activity 1 can be started in which students make lists of content and process skills.
4. **PowerPoint**

After Class Activity 1, continue with the powerpoint lecture, and introduce the Calgary-Cambridge model, and explain the three figures associated with the model. Immediately after the Calgary Cambridge model is introduced, follow Class Activity 2 and 3.
5. **Class Activity**
 - Class Activity 2: Gathering Information Activity. Allows students to practice two methods of gathering information (See associated handout).
 - Class Activity 3 : Watch Dr. Leslie Jones introduce Time and Talk Tool.
 - Class Activity 4: Putting it together. Watch role-play examples.
 - Class activity 5: Use the Time and Talk Method to practice using clinical and communication skills together.
6. **Reflection**
 - a. How has this lecture changed the way you think about communication skills used during appointments in which you have to complete clinical tasks?
7. **Closing**
 - a. Announcements

CLASS ACTIVITY 5
(INSTRUCTOR COPY)

The goal of this activity is to go through a role-playing scenario in which students implement the Time and Talk method to practice a challenging clinical case, as was done in the example videos.

To prepare for this the class should arrange in a circle and prior to starting remind the Group of Ground Rules and Importance of Creating a Safe Environment in which to Role-Play.

1. Please have students generate several possible topics to discuss. They can see a list of possible topics for inspiration in the handout "Role play Topics" (please have these sample topics available for students). Use the following link, go to the section "Time and Talk and download the handout. http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/
2. Please select a student to play the audiologist, and have him/her select a scenario they want to work with in Role Play, then ask that person to step out.
3. Ask a student to play the role of the patient, or use an actor.
4. Please have students build a character for the patient and their communication partner if it applies, using the Hot Seat method, including background, history, hobbies, etc.
5. Assign student observers communication skills to watch for, and to provide feedback on these skills using the suggested feedback methods. For example, assign a couple of students to observe clinician non-verbal behavior, or to watch for empathic responses, or for setting rapport, or for how the student applies structure to the appointment, etc.
6. Ask the audiologist / student playing the role of audiologist to come in and start the role-play.
7. Ask students to use the suggested methods of role-play engagement discussed earlier, such as use of Alter Ego, (these should be selected prior to starting the role-play), Life-Line, etc.
8. After the role-play has come to a stop. Conduct the reflection on what was learned. Did the skill that needed to be practiced get resolved in the student's mind?
9. For a review of what to do please watch the videos again (Planning the role play, Scenario 1 and Scenario 2) if needed. The videos can be found in the section of the course web-site called "videos and handouts". Use the following link and go to the section "Time and Talk": http://idainstitute.com/toolbox/university_course/videos_and_handouts/unit_ii/
10. Answer discussion questions.

CLASS ACTIVITY 5

(STUDENT COPY)

The goal of this activity is to go through a role-playing scenario in which students implement the Time and Talk method to practice a challenging clinical case, as was done in the example videos.

To prepare for this, the class should arrange in a circle. Also, keep in mind the ground rules and the importance of creating a safe space in which to role-play, by giving non-judgmental feedback.

1. Together with the other students please generate several possible topics to role-play. You can see a list of possible topics for inspiration listed in the Ida Institute Website at the following link http://idainstitute.com/toolbox/time_and_talk/resources/role_play_topics/ and in the handout “Role-play topics” found in the course website section called “videos and handouts.”
2. Please select a student to play the audiologist, and have him/her select a scenario to role-play from those that were discussed in the previous exercise. Then have the student playing the audiologist step out of the room while the rest of the class works on building the character sketch of the patient(s).
3. Ask a student to play the role of the patient, (or use an actor). The patient will work with the other students on creating the personality of the patient, and the details of the patient’s background, perspective, and problem.
4. Together with the other students, build a character for the patient and their communication partner if it applies, using the Hot Seat method, including background, history, hobbies, etc.
5. Student observers will watch the interaction for certain clinical skills, assigned by the instructor. Student will provide feedback on these skills using the suggested feedback methods. For example, a couple of students should observe clinician non-verbal behavior, others could watch for empathic responses, others for skills used in building rapport, and finally, others for how the student applies structure to the appointment, etc. You will be responsible for giving the student feedback in the particular area, which you were asked to observe.
6. Once the patient character sketch has been developed, ask the student playing the role of the audiologist to come in and start the role-play.
7. During the role-play use the suggested methods of role-play engagement discussed earlier, such as use of Alter Ego, (these should be selected prior to starting the role-play), Life-Line, etc.
8. After the role-play has come to a stop, reflect on what was learned.
9. Answer discussion questions.

How did role-playing facilitate the learning of communication skills in the context of clinical tasks (clinical appointment?)