

## 23 Difficult Discussions - A Novel Educational Technique to Teach Professionalism and Interpersonal Skills to Fourth Year Medical Students

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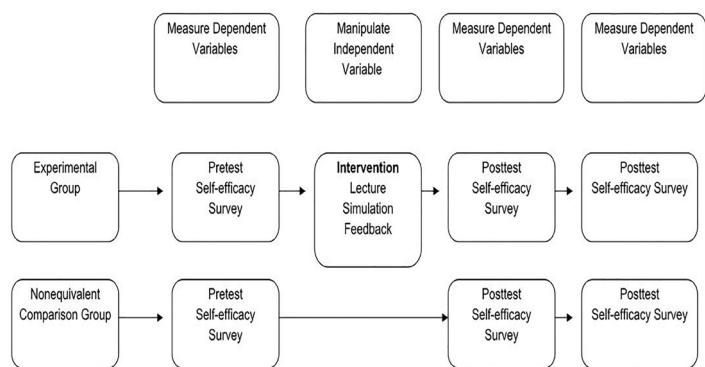
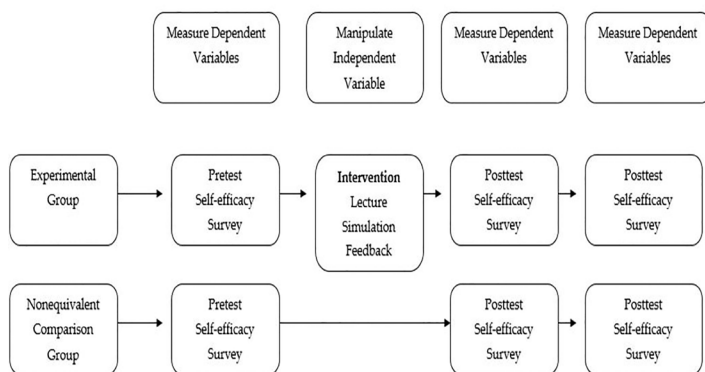
**Background:** Simulation offers an innovative modality to teach the skills of ethics, humanism and communication as it allows the deliberate practice of learned skills in a safe educational environment. We have implemented a novel educational module that provides fourth year medical students the uncommon opportunity to immediately practice and integrate newly taught knowledge in the management of four difficult patient scenarios: death notification, end-of-life discussion, medical error disclosure, and patients who wish to leave against medical advice.

**Educational Objectives:** 1) Demonstrate the five-step process of death notification; 2) Describe how to effectively and compassionately discuss a patient's end-of-life preferences; 3) Describe how to broach the subject of a transition from life saving care to comfort care measures; 4) Describe techniques for respectfully withdrawing unwanted life-sustaining interventions; 5) Demonstrate appropriate medical error disclosure; 6) Demonstrate respectful communication skills and components critical to the process of refusal of medical care.

**Curricular Design:** After completing a self-efficacy evaluation and a pre-intervention test students listen to short lectures and then participate in clinical scenarios. Critical action checklists help guide instructor feedback. Short and long-term outcomes are assessed with posttests administered at one and twelve months post module completion. Participants complete a follow-up survey after their intern year to assess their experience and confidence in utilizing these learned skills during clinical practice. A nonequivalent control group is composed of fourth year students who have not participated in this educational intervention.

**Impact/Effectiveness:** We anticipate that students participating in the educational module will demonstrate long-term retention of key knowledge, greater self-efficacy and higher posttest scores when compared to the control group.

Experimental Study Design: Longitudinal Pretest and Posttest Design with a Comparison Group



Appendix B. Experimental Study Design: Longitudinal Pretest and Posttest Design with a Comparison Group.

## 24 Education Faculty Scorecards as a Method of Ensuring Compliance and Accountability Among Educators

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**Background:** The ACGME has developed specific guidelines that must be accomplished by core education faculty yearly to ensure accreditation. Additionally, each department requires unique demands from its educators in