Non-technical skills teaching in the medical undergraduate curriculum

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Background

- Calls for Human Factors to be included in the core curriculum

- Little evidence in the literature
  - Simulation based
An opportunity!

- Final year
- Four week block
- Following all clinical teaching and prior to final exams and shadowing week
Designing an educational intervention

- What is the goal?
  - aims and objectives

- Learning needs assessment
  - what is the focus of the session / course?

- Teaching and learning materials
  - which will be most useful / instructive?

- Resources available
  - what are the practical considerations?

- Assessment
  - what, when, where and how?

- Remedial support
  - How will this be provided?

- Evaluation
  - has the learning occurred and has it transferred to the workplace?
Adult learners

- Autonomous and self directed

- Foundation of life experiences and knowledge
  - learning occurs as a continual process

- Goal oriented

- Relevancy oriented

- Practical

- Need to be shown respect
Course Design - 1

- Small working group

- Supported by student summer scholarship project

- Defined core non-technical skills categories
  - Communication
  - Situation awareness
  - Decision making
  - Team working
  - Stress management
  - Management of fatigue
  - Leadership

Safety at the sharp end: Flin, O’Connor, Crichton
Course design - 2

- Whole class seminar and Handbook on non-technical skills

- Observation of expert clinician in the workplace

- Reflection on own performance

- Moderated on-line discussion of essay focusing on uncertainty

  Atul Gawande

- Small group discussion and reflection on learning

- Framework for use during shadowing week
Evaluation - 1

- Logistical issues
  - Technical issues
  - Organising learning activities

- Moderated on-line discussion
  - Some tutors didn’t engage in discussion with students
  - Many student comments thoughtful and reflective

- Clinician observation
  - Clinicians were agreeable to having students observe and comment on their non-technical skills
  - Students were able to pick out the non-technical skills
- Both students and tutors felt that the topic should be taught earlier in the course
  - would allow observation as part of attachments

- Many tutors unfamiliar with topic matter & moderating a discussion board

- Negative student comments
  - Seminar too long
  - Common sense / too complex
  - Would have preferred to be taught technical skills
  - ‘acting’ consultants
- Small group discussion
  
  - Allowed students to talk about their fears starting work
  
  - Expressed uncertainty about their technical skills and knowledge of the workplace
Outcomes and future directions

- Has prompted discussion about moving topic and changing the curriculum in final year

- Tutor training and support required

- Further work required on selecting observation for best outcomes

- Shadowing week framework

- Review of handbook
Any Questions?

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