SMALL GROUP SESSION 14B
December 6th or December 8th
Video SP Presentation and Chronic Illness Visitor

Readings:  Read the 4 clinical vignettes found at the “Who Cares: Chronic Illness in America,” web-site,
http://www.pbs.org/fredfriendly/whocares/patient_files/patient_files.html
Optional: Read brief essays by 3 health care professionals at the same web-site:
http://www.pbs.org/fredfriendly/whocares/the_challenge/the_challenge.html
(These links will be available on the POM-1 web-site).

Prepare by:
• Dressing professionally
• Preparing a presentation based on your standardized patient interview. This presentation includes three parts; 1. Video clip and discussion highlighting portion that worked well, and why; 2. Video clip and discussion highlighting portion that did not go well, and why; 3. How have you improved since your first SPI, and what do you need to continue to work on. Have the first clip cued up and “ready to roll.”
• Completing self-evaluation forms of your interviews.
• Pick one interview that your Mentors will review.
• Completing write-up of hospital interview, including HPI, PMHx, Soc Hx
• Mentors, bring TV and VCR.

Brief Outline:

Section 1: Touch base (20 minutes)
Section 2: Chronic illness patient and discussion (90 minutes)
Section 3: Presentation of SP videos (60 minutes)
Section 4: Evaluate session (10 minutes)

Preparation for session 15:


Prepare by:
• Arriving in Jordan 1-5 at 12:30 PM on your usual small group day (bring lunch) for the showing of Wit

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• If you are one of the three students presenting next week, complete your presentations and handouts.
• Mentors: Please come prepared to complete students’ midterm grades.

Mentors: If you cannot come next week at 12:30, please borrow a copy of the film Wit so that you can watch it before this session. The narrative discussion will be based on the film.
Part 1. Touch base (20 minutes)

Mentors – collect hospital write-ups. Discuss questions arising from these.

Section 2. A Visitor with a Chronic Illness (90 minutes)

Objectives:

1. Demonstrate an empathic and patient-centered approach to a discussion of a patient’s chronic illness.
2. Describe a patient’s experience of a chronic illness.
3. Describe the potential roles of physicians and other health professionals in caring for patients with chronic illnesses.

A patient with a chronic illness will be visiting each small group this week. They will come to the group about halfway through the session. This person is not a standardized patient. This person has a chronic illness, and is here to share their story and their perspective with you. The format of this session should be more of a discussion, rather than an interview. After introducing yourselves to your guest, one student should begin discussion with the patient about the history of their illness. Everyone should have the opportunity to ask the person some questions. Some possible areas to explore are:

- The history of the person’s illness.
- The symptoms the patient has had.
- The patient’s reaction to being diagnosed.
- The patient’s treatment.
- The impact the illness has had on the patient’s life, including the effect of the illness on the patient’s quality of life, their ability to function, and lifestyle changes the patient has had to make to comply with treatment plans.
- The effect of the illness on family and friends.
- The financial impact of the illness.
- Emotional stress or illness related to the chronic illness.
- Interactions the patient has had with the health care system, including physicians, nurses other health care professionals, insurance companies or government agencies.
- Health care professionals (no names needed) the patient has found particularly helpful, and why.
- Health care professionals (no names needed) the patient has not found helpful, and why.
- Strategies the patient uses to cope with illness.
- Sources of strength, help and support.

Allow for 10 to 15 minutes for the group to discuss the encounter with this patient after the patient leaves.

Section 3. SP video presentations (60 minutes)
Objectives:
1. To critically evaluate your own interactions with SPs
2. To reflect on interviewing techniques you use, and how they work
3. To note ways you can improve your interviewing technique
4. To use your interview and insights to teach others

Logistics:
Your group can decide on either watching a continuous 5 to 10 minute segment of one interview, or having each student identify and locate a total of two sections from one or both interviews to show the group. If the group chooses the latter, it is important that the student be able to locate the two sections in a timely manner.
Regardless of which method the group selects, each student should present the following:
- one segment illustrating **successful use of interviewing technique(s)** and brief discussion of the **interviewing techniques that worked well for you** (4 points)
- one segment illustrating a **difficult part of the interview** and brief discussion of **how you might have worked through this situation more successfully** (4 points)
- **How you have improved** since your previous SP video. (2 points)

Mentors will assign full points if segment clearly illustrates issues and your discussion is thoughtful and well informed, partial points if done less well, for a total 10 points.

Turn in the two interview evaluation forms – each is worth one point.

Afterwards, **give the video to your mentors** and tell them which one you felt was best. Your non-physician mentor will review this interview and assign up to 5 points based on your interviewing skills, as follows:

- one point for **proper introduction** and **letting the patient describe the chief complaint**
- two points for **use of interviewing techniques** (open-ended questions, reflection/repetition, clarification, facilitators, silence, summation)
- one point for **rapport-building** (empathetic and supportive comments, open and attentive body posture, response to patient’s nonverbal cues)
- **one point for obtaining details on the substance use and sexual history.**

Section 4. 10 minutes Evaluate session.