

Presentation by

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Teaching team communication skills in Radiotherapy using decision-based learning scenarios

Overview

- Creation of 3 decision based learning scenarios using actors/video clips to teach Y2 BSc Radiotherapy and Oncology students how to improve communication with staff
- Multi-disciplinary approach



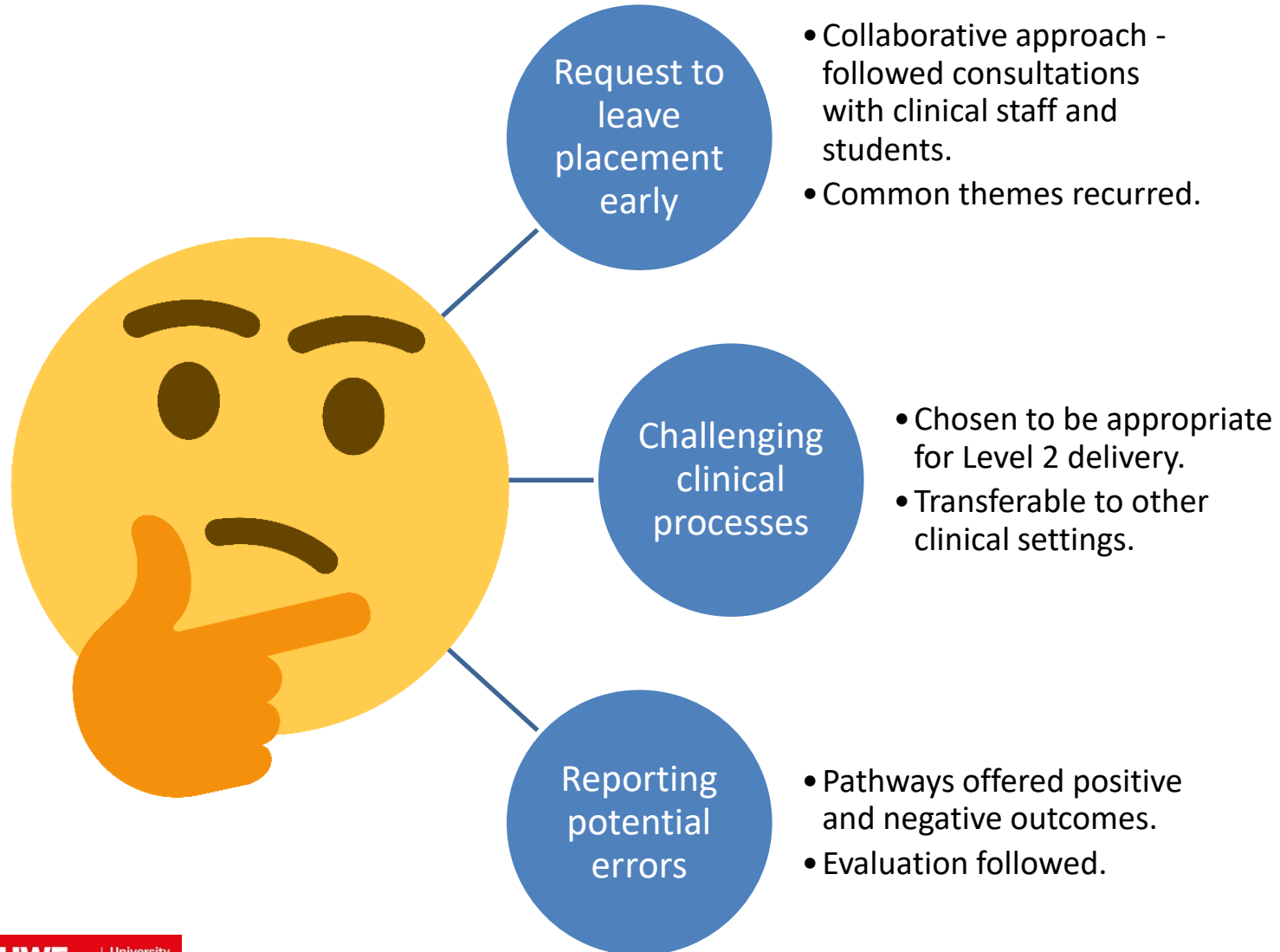
Drivers

Year 1	Year 2	Year 3
3 Decision based learning scenarios set within UChoose	?	‘Communication in Cancer and Palliative Care’ module led by St Peter’s Hospice
Avatars	?	Live actors
Fundamental communication skills	?	Advanced communication skills
Patient focused	?	Patient focused

Drivers

Year 1	Year 2	Year 3
3 Decision based learning scenarios set within UChoose	3 Decision based learning scenarios set within XERTE	‘Communication in Cancer and Palliative Care’ module led by St Peter’s Hospice
Avatars	Videos of actors	Live actors
Fundamental communication skills	Intermediate communication skills	Advanced communication skills
Patient focused	Staff focused	Patient focused

Scenario Choices:



Node pathway example:

Student asks practice educator whether it will be possible to leave at 4pm on a Friday in 2 weeks' time. The response is that it should be OK, but to check closer to the time:

Skip forward to that Friday – the practice educator is temporarily unavailable, work looks routine and the team are busy – how do you, as the student, proceed?

Node 4 - You just leave.

Node 5 – You wait to speak to someone, even though it makes you late, to tell them you are leaving.

Node 6 – You wait to speak to someone, even though it makes you late, to ask if you can leave.

Node 7 – You stay until practice educator returns – you miss your train.

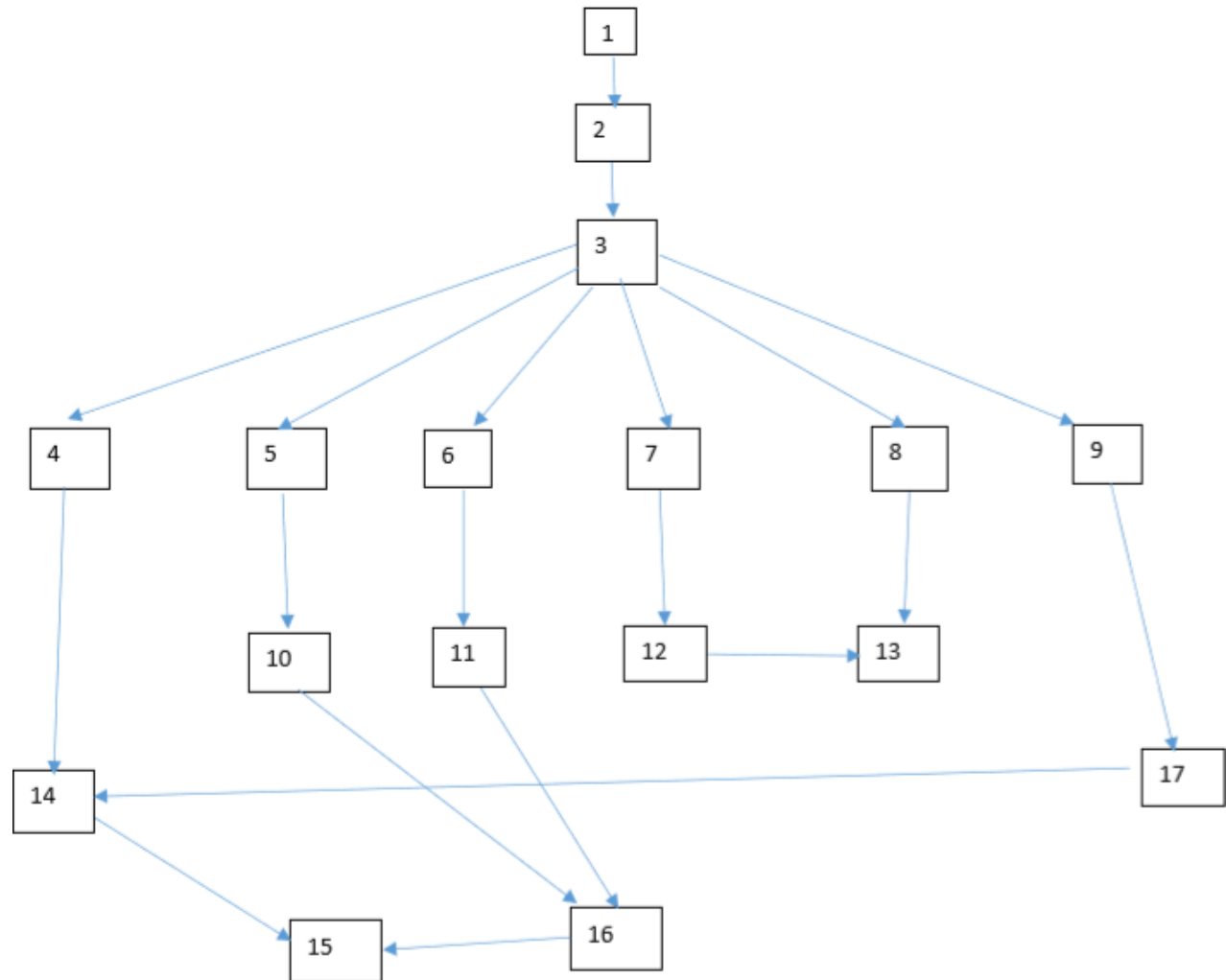
Key features:

- Ongoing themed storyboard.
- Dynamic situations with differing impacts.
- Multiple pathways for students to explore.
- Embedded opportunities for decision evaluation.
- Transferable to other healthcare settings.

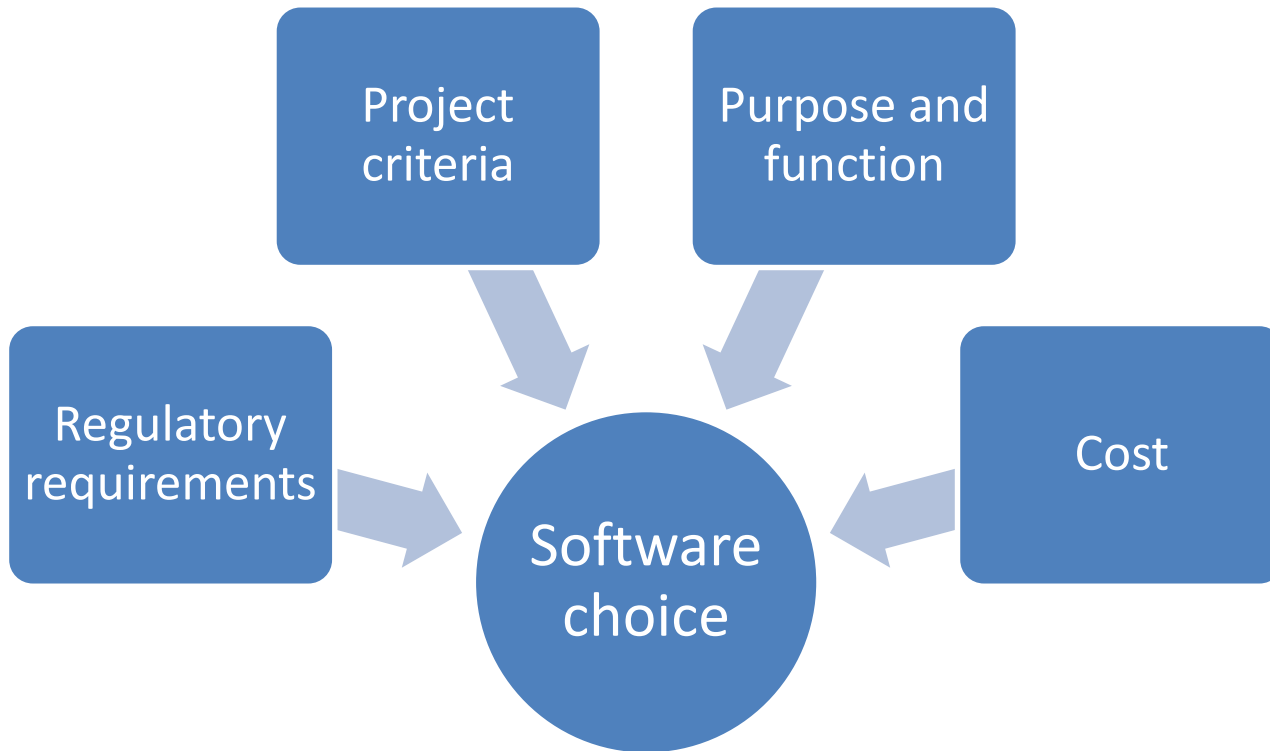


Typical node diagram:

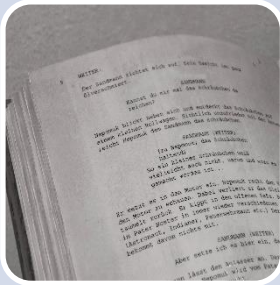
Staff communication scenario 2 node diagram



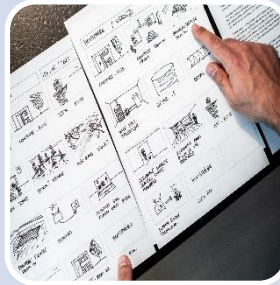
Software Selection



Creating Content



Script



Storyboard



Film



Post
Production

The Teaching Package

Taught session 1

1. Exploration of scenario 1 as a class, voting for preferred pathways
2. Discussion of motivators behind certain types of responses
3. Compilation of communication toolkit

Self-directed learning

Exploration of scenario 2 in own time between taught sessions

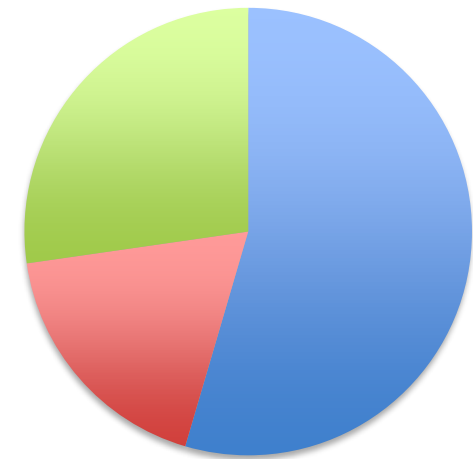
Taught session 2

1. Review of self-directed scenario with reference to toolkit
2. Exploration of scenario 3 as a class
3. Evaluation of student experiences of tension/conflict from placement 1
4. Revision of toolkit

Results of evaluation

- Prior to 14-week placement:
- Response rate – 55%
- Confidence score – 6.8 / 10
- Benefits indicated as good – 82%
- Post 14-week placement:
- 5 students indicated difficulties with communication with staff
- 73% indicated delivery preferable prior to placement 1 than placement 2

Usefulness of Learning Materials



■ Yes ■ No ■ Other

Results

- Additional suggested topics
 - Discrimination and Bullying
 - Communication with more senior staff members
 - Inappropriate discussions/topics from staff
 - Conflicting instructions

What next?

- Increase in the number and variety of scenarios
- Slight adaption of content/style inline with student feedback
- Exploration of adjustment of delivery prior to 1st placement as opposed to 2nd placement
- Formation of a depository of teaching material
- Application of approach to Diagnostic Radiography programme

Thank you for listening