

Teaching Tool description.	
Title	The Waiting Room. An integrated Education Project
For whom? (pregrad, postgrad, residents,...)	Undergraduate medical school Vocational training for GPs
Goals/ Educational objectives	<ul style="list-style-type: none"> - Integrating knowledge and clinical decision making with clinical/technical and communication skills. - Learning to do a whole consultation with attention to communicative behaviour as well as to medical aspects like history taking, giving information and prescribing - Learning about longitudinal care - Managing patient files, referral... - Reflecting about own behaviour and feelings towards patients
Methods (small group, lecture,...)	Simulated patients (SP)
Short description	<ul style="list-style-type: none"> -integrating all aspects of the consultation (medical and communicative aspects but also referral, managing patient files, ordering clinical investments...) -longitudinal care -getting along with own feelings as a doctor (difficult patients)
Practical Implementation advice	<p>Afternoon sessions</p> <ul style="list-style-type: none"> -debriefing of the students -difficult medical aspects -difficult communicative aspects -own feelings and emotions
Tips for success	<p>Training of the SP</p> <p>Feedback and debriefing of SP</p>

Pitfalls	The project is demanding: Meticulous organisation (scenario's, patient instructions, strict timing, documents, follow-up...), Workload, Cost (simulated patients)
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The Waiting Room. An integrated Education Project

Myriam Deveugele, An De Sutter, Fien Mertens, Marij Sercu, Thierry Christiaens.

Department of General Practice and Primary Health Care – Medical school Ghent University.

Medical curriculum in Belgium

Undergraduate:

Bachelor: 3 years

Master: 3 (4) years

Manama:

General Practice/Specialism/Research:
3-5 years.

**‘The waiting room’ in year 7,
first year of vocational training for GPs**

Ghent University curriculum

Units or blocks

- Lines:*
- **Skills: communication, medical**
 - Problem Solving
 - Personal Activity
 - Exploration and ethics

Studium Generale

Why an integrated project?

- integrating all aspects of the consultation (medical and communicative aspects but also referral, managing patient files, ordering clinical investments...)
- longitudinal care
- getting along with own feelings as a doctor (difficult patients)

Objectives

- Integrating knowledge and clinical decision making with clinical/technical and communication skills.
- Learning to do a whole consultation with attention to communicative behaviour as well as to medical aspects like history taking, giving information and prescribing
- Learning about longitudinal care
- Managing patient files, referral...
- Reflecting about own behaviour and feelings towards patients.

Setting:

Waiting room with 7/8 patients

7 consultation rooms; 7 parallel consultations; files and ordinary documents; 1 student/physician; 2/3 student/observers

7/8 Simulated Patients, playing an evolving role during the whole project

8 weeks (spread over the year; August 1; February 3, April 4)

+/- 50 students

Project repeated twice

RFE examples:

Woman (40) with headache

Woman (39) with low back pain,

Man (68) with a cough,

Woman (19) asking for anti-conception,

Man (72) asking for blood-control,

Woman (50) coming for referral for a mammography

Man (40) with stomach-ache due to work-stress

Evolution of the role:

- Low back pain → a depression,
Mammography → breast cancer and
sexual problems
Cough → COPD and diabetes
The young woman will forget her anti-conception
→ unwanted pregnancy
Headache → psychosocial problems
Stomach-ache → alcoholism

In every session same new patients/complaints can be introduced:

- ankle distortion,
- common cold,
- vaccination for long distance travel,
- adolescent (16) with cannabis dependence
- uro-genital problems in an older man...



Process:

All aspects of the consultation are trained:

- Exploration of Reason For Encounter
- Defining agenda
- Medical history
- Planning physical examination (not done)
- Discussing results with patient
- Discussing planning and follow-up with patient
- Writing referral documents or prescribing drugs
- Filling out records in medical file



Training of the SP

- screening of capacities, person goals, time schedule...
- screening of medical history of candidate and his/her next of kin
- choosing the role according to age, gender, preferences... SP create the environmental aspects.
- training of the role with the trainer, other SP

Feedback and debriefing of SP

- Debriefing of the SPs after every session(unusual or contradictory prescriptions, complaints according to age and gender...)
- Feedback on the role-play and extra training: on demand and standardized before the start of the new academically year.

Feedback by and for the students

Afternoon sessions

- debriefing of the students
- difficult medical aspects
- difficult communicative aspects
- own feelings and emotions

A demanding topic, either medical or communicative, is dealt with in the coming week.

Evaluation:

Students evaluate the project as very positive

Longitudinal care and especially the feelings towards difficult patients are met.

Teachers are positive but the project is demanding
Meticulous organisation (scenario's, patient instructions, strict timing, documents, follow-up...),
Workload, Cost (simulated patients)

SP like the project for the possibility of 'becoming a person'



Thank you for your attention.