**Survey of Resident Communication Teaching and Learning**

**Instructions:**

*Please answer the following questions to the best of your ability. The scoring system for each question varies, please read the description of scoring carefully prior to selecting your answer.*

**I. CanMEDS roles**

1. Indicate your opinion on the **relative importance** of the following CanMEDS roles by ranking them from 1 to 7, where 1 is the most important and 7 is the least important. Please do not assign the same number to more than one role.

|  |  |
| --- | --- |
| **CanMEDS role** | **Importance** |
| Medical expert |  |
| Communicator |  |
| Collaborator |  |
| Manager |  |
| Health advocate |  |
| Scholar |  |
| Professional |  |

1. Indicate your **level of confidence** in carrying out the following CanMEDS roles by ranking them from 1 to 7, where 1 = most confident and 7 = least confident. Please do not assign the same number to more than one role.

|  |  |
| --- | --- |
| **CanMEDS role** | **Level of confidence** |
| Medical expert |  |
| Communicator |  |
| Collaborator |  |
| Manager |  |
| Health advocate |  |
| Scholar |  |
| Professional |  |

**II. Current communication training**

1. My residency program includes formal/structured training related to the Communicator role
   1. Yes
   2. No (proceed to section II)
2. Indicate the number of hours per year dedicated to formal/structured training related to the Communicator role in your residency program
   1. 1-5 hours
   2. 6-10 hours
   3. 11-15 hours
   4. 16-20 hours
   5. >20 hours
3. Indicate whether your residency program provides formal/structured communication training in the following topics

|  |  |  |
| --- | --- | --- |
| **Topic** | **Yes** | **No** |
| Establishing rapport/therapeutic relationship |  |  |
| Obtaining informed consent |  |  |
| Disclosing an adverse event |  |  |
| Delivering bad news |  |  |
| Advance care planning |  |  |
| Decision making concerning resuscitation/‘code status’ |  |  |
| Holding a family meeting to develop a plan of care |  |  |
| Addressing conflict |  |  |
| Discussing requests for organ donation |  |  |
| Counseling about the emotional/psychological impact of emergency situations |  |  |
| Other (please specify): |  |  |

1. Indicate your degree of satisfaction with the communication training provided by your residency program for the following topics

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Very dissatisfied** | **Dissatisfied** | **Neutral** | **Satisfied** | **Very satisfied** |
| Establishing rapport/therapeutic relationship |  |  |  |  |  |
| Obtaining informed consent |  |  |  |  |  |
| Disclosing an adverse event |  |  |  |  |  |
| Delivering bad news |  |  |  |  |  |
| Advance care planning |  |  |  |  |  |
| Decision making concerning resuscitation/‘code status’ |  |  |  |  |  |
| Holding a family meeting to develop a plan of care |  |  |  |  |  |
| Addressing conflict |  |  |  |  |  |
| Discussing requests for organ donation |  |  |  |  |  |
| Counseling about the emotional/psychological impact of emergency situations |  |  |  |  |  |
| Other (please specify): |  |  |  |  |  |

1. Indicate which of the following learning methods are used by your residency program for communication training

|  |  |  |
| --- | --- | --- |
| **Learning method** | **Yes** | **No** |
| Assigned readings |  |  |
| Online learning modules |  |  |
| Watching videos |  |  |
| Instructor presentations |  |  |
| Large group discussions |  |  |
| Small group case-based learning |  |  |
| Role play |  |  |
| Practice with standardized patients/OSCE |  |  |
| Watching a video of own consultation |  |  |
| Supervised clinical practice with feedback |  |  |
| Mentorship (role modeling, informal discussion) |  |  |
| Self-reflective writing (journaling) |  |  |
| Other (please specify): |  |  |

**II. Needs for additional communication training**

1. Indicate your level of confidence in addressing the following topics when communicating with patients and their families

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Very uncomfortable** | **Uncomfortable** | **Neutral** | **Comfortable** | **Very comfortable** |
| Establishing rapport/therapeutic relationship |  |  |  |  |  |
| Obtaining informed consent |  |  |  |  |  |
| Disclosing an adverse event |  |  |  |  |  |
| Delivering bad news |  |  |  |  |  |
| Advance care planning |  |  |  |  |  |
| Decision making concerning resuscitation/‘code status’ |  |  |  |  |  |
| Holding a family meeting to develop a plan of care |  |  |  |  |  |
| Addressing conflict |  |  |  |  |  |
| Discussing requests for organ donation |  |  |  |  |  |
| Counseling about the emotional/psychological impact of emergency situations |  |  |  |  |  |

**III. Topics of interest for further communication training**

1. Indicate your level of interest in the following topics for communication training

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Not at all interested** | **Uninterested** | **Neutral** | **Interested** | **Very interested** |
| Establishing rapport/therapeutic relationship |  |  |  |  |  |
| Obtaining informed consent |  |  |  |  |  |
| Disclosing an adverse event |  |  |  |  |  |
| Delivering bad news |  |  |  |  |  |
| Advance care planning |  |  |  |  |  |
| Decision making concerning resuscitation/‘code status’ |  |  |  |  |  |
| Holding a family meeting to develop a plan of care |  |  |  |  |  |
| Addressing conflict |  |  |  |  |  |
| Discussing requests for organ donation |  |  |  |  |  |
| Counseling about the emotional/psychological impact of emergency situations |  |  |  |  |  |
| Other (please specify): |  |  |  |  |  |

**IV. Preferred learning methods for communication training**

1. Indicate the degree to which the following methods of learning would be effective for you during ***initial*** communication training

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Very ineffective** | **Ineffective** | **Neutral** | **Effective** | **Very effective** |
| Assigned readings |  |  |  |  |  |
| Online learning modules |  |  |  |  |  |
| Watching videos |  |  |  |  |  |
| Instructor presentations |  |  |  |  |  |
| Large group discussions |  |  |  |  |  |
| Small group case-based learning |  |  |  |  |  |
| Role play |  |  |  |  |  |
| Practice with standardized patients/OSCE |  |  |  |  |  |
| Watching a video of own consultation |  |  |  |  |  |
| Supervised clinical practice with feedback |  |  |  |  |  |
| Mentorship (role modeling, informal discussion) |  |  |  |  |  |
| Self-reflective writing (journaling) |  |  |  |  |  |
| Other (please specify): |  |  |  |  |  |

1. Indicate which strategies would be effective for you in ***preventing a decline*** in communication skills following initial training?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic** | **Very ineffective** | **Ineffective** | **Neutral** | **Effective** | **Very effective** |
| Assigned readings |  |  |  |  |  |
| Online learning modules |  |  |  |  |  |
| Watching videos |  |  |  |  |  |
| Instructor presentations |  |  |  |  |  |
| Large group discussions |  |  |  |  |  |
| Small group case-based learning |  |  |  |  |  |
| Role play |  |  |  |  |  |
| Practice with standardized patients/OSCE |  |  |  |  |  |
| Watching a video of own consultation |  |  |  |  |  |
| Supervised clinical practice with feedback |  |  |  |  |  |
| Mentorship (role modeling, informal discussion) |  |  |  |  |  |
| Self-reflective writing (journaling) |  |  |  |  |  |
| Other (please specify): |  |  |  |  |  |

**V. Barriers to communication training**

1. Please indicate the extent to which the following factors interfere with developing communication skills during clinical rotations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Factors** | **Very much interferes** | **Interferes** | **Neutral** | **Does not interfere** | **Does not at all interfere** |
| Personal lack of confidence |  |  |  |  |  |
| Difficulty transferring skills learned in lectures to clinical practice |  |  |  |  |  |
| Difficulty transferring skills learned in simulation to clinical practice |  |  |  |  |  |
| Clinical preceptors do not provide good role modeling of communication skills |  |  |  |  |  |
| Clinical preceptors seem unprepared to teach communication skills |  |  |  |  |  |
| Clinical preceptors presume resident competence in communication skills |  |  |  |  |  |
| Time pressures |  |  |  |  |  |
| Environmental setting (space, lighting, etc) |  |  |  |  |  |
| Other (please specify): |  |  |  |  |  |

**VI. Demographics**

1. Please indicate your age: \_\_\_\_\_\_\_
2. Please indicate your gender
   1. Male
   2. Female
3. Please indicate your year of residency training: PGY \_\_\_\_\_\_

**VII. Please include your thoughts about a memorable or challenging experience around communication that you have experienced**

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