Communication in Health Professions: A European consensus on inter- and multi-professional learning objectives in German

Abstract

Background and aim: Communication is object of increasing attention in the health professions. Teaching communication competencies should already begin in undergraduate education or pre-registration training. The aim of this project was to translate the Health Professions Core Communication Curriculum (HPCCC), an English catalogue of learning objectives, into German to make its content widely accessible in the German-speaking countries. This catalogue lists 61 educational objectives and was agreed on by 121 international communication experts. A European reference framework for inter- and multi-professional curriculum development for communication in the health professions in German-speaking countries should be provided.

Method: The German version of the HPCCC was drafted by six academics and went through multiple revisions until consensus was reached. The learning objectives were paired with appropriate teaching and assessment tools drawn from the database of the teaching Committee of the European Association for Communication Health Care (tEACH).

Results: The HPCCC learning objectives are now available in German and can be applied for curriculum planning and development in the different German-speaking health professions, the educational objectives can also be used for inter-professional purposes. Examples for teaching methods and assessment tools are given for using and implementing the objectives.

Conclusion: The German version of the HPCCC with learning objectives for communication in health professions can contribute significantly to inter- and multi-professional curriculum development in the health care professions in the German-speaking countries. Examples for teaching methods and assessment tools from the materials compiled by tEACH supplement the curricular content and provide suggestions for practical implementation of the learning objectives in teaching and assessment. The relevance of the German HPCCC to the processes of curriculum development for the various health professions and inter-professional approaches should be the subject of further evaluation.

Keywords: interprofessional, multiprofessional, core communication curriculum, health care professions, communication curriculum for all health care professions

Background and aim

Communication in the health care professions has gained in importance over recent years in respect to education and advanced professional training [1], [2], [3], [4], [5], [6]. Scientific studies have demonstrated that skilled communication has positive effects on patients’ satisfaction, adherence to therapy and treatment outcomes [7], [8], [9], [10], [11], [12]. Accordingly, communication skills should be taught during undergraduate education or training in the health professions. Numerous recommendations exist for medical education defining the core communication competencies for physicians-to-be [13], [14], [15], [16], [17], [18]. An inter- or multi-professional approach to imparting communication skills during training in the health professions did not exist.

To address this issue, a multi-professional European working group of the teaching Committee of the European Association for Communication in Healthcare (tEACH) developed an English-speaking catalogue of learning objectives for a core communication curriculum that can be applied, both inter- and multi-professionally, to all the health professions [19]. The Health Professions Core Communication Curriculum (HPCCC) was developed on
basis of the Basler Consensus Statement, which was published in 2008 by the GMA committee on communication and social skills in undergraduate medical education [16].

The HPCCC defines 61 learning objectives as core communication skills for all health professions. In a multi-step consensus process, the HPCCC was agreed upon by 121 communication experts. The experts had on average been active in communication education for 12.4 years. The experts represented 16 European countries and 15 health professions, i.e. medicine, nursing, dentistry, pharmacy, psychology, physiotherapy, occupational therapy or speech-and-language therapy. Around 40% were involved in medical education and advanced professional training, and nearly 60% in other health professions. Many of them taught in more than one health profession (i.e. medical and nursing education). The acceptance of the educational objectives was very high, ranging between 84-100%. In 2013 the HPCCC was published in English [19].

The method for the development of the learning objectives, the consensus process, and the relevance of the learning objectives are described in detail in the original article. Based on the broad expert consensus, the HPCCC can serve as a guide for curriculum development for the health professions and be used to evaluate existing communication curricula. It has been designed as a flexible framework and can be integrated into health profession curricula in parts or in total. The learning objectives are defined for inter-professional (across health professions) and for multi-professional (different health professions) purposes.

Since the HPCCC has until now only been available in English, the German working group has translated the educational objectives aiming to make them more widely accessible in the German-speaking countries.

Method

The English version of the HPCCC was translated and edited by six members of the working group. Three of the authors (CB, CK and RH) are members of the tEACH committee. Two medical doctors (CB, AH) and two medical students (KB, MTS) independently translated the HPCCC. The goal of translation was to remain very close to the original version, while adapting the content to German language. The drafts of the initial translations were compiled into a rough draft, which was then reviewed by two other authors (CK, RH) to check for accuracy of content and understandability. Minor corrections were made to improve fluency. Adoptions for gender were undertaken in most cases, but left in others to maintain readability. If a masculine or feminine formulation is used, the opposite gender is always automatically included in the meaning.

A final draft was agreed upon after several discussions and revisions and a consensus regarding the final German translation was reached. Since two of the authors (CB, RH) participated in development process of the original version of the HPCCC and were familiar with the educational objectives, retranslation into English was not undertaken.

In addition to the German translation, examples of internationally established teaching methods and adequate assessment tools were paired with individual learning objectives to offer concrete examples for practical implementation. The materials compiled by tEACH—encompassing more than 100 teaching tools and more than 30 mostly validated assessment tools—were reviewed for this purpose. The collection is available on the website of the tEACH committee of the European Association for Communication in Healthcare [http://www.each.eu]. These materials can be accessed through a database and are mainly available in English. However, German examples are also present.

Results

The educational objectives of the HPCCC are now available in German and can be used inter- and multi-professionally by curriculum designers and teachers for the various health professions in the German-speaking countries. Thus, the requirement for a German version, in particular by the non-medical professions, has been covered.

Learning objectives

Educational objectives were defined as objectives that students should have accomplished at graduation or pre-registration. The 61 learning objectives of the HPCCC are grouped under three topics:

A) Communication with patients (n=34 objectives)
B) Reflection and professionalism (n=12 objectives)
C) Communication in health care teams (n=15 objectives)

The learning objectives are sequenced in overarching and specific goals (see Attachment 1). The highest level of acceptance among the international communication experts was reached for the learning objectives in topic A regarding the numbers 1, 2, 4, 6, 8, 9, 12, 14, 17, 19 and 25. 100% of the experts rated these objectives as most or very important. For 45 other learning objectives the degree of acceptance was between 90-99%; for five others, acceptance was between 84-89%. The original article lists the importance of each learning objective based on means and acceptance. Qualitative analyses provide further insights into the relevance of the HPCCC [19].

Teaching and assessment

Appropriate teaching methods were assigned to the HPCCC learning objectives. The assessment tools are designed to be more comprehensive and generally cover the assessment of overarching educational objectives. As examples for curriculum development, we selected...
**Learning objectives**

A 2. The student uses techniques to build up and maintain rapport and an empathetic relationship and ensures that the patient feels attended and listened to.

A 8. The student recognises difficult situations and communication challenges (e.g. crying, strong emotional feelings, interruptions, aggression, anger, anxiety, embarrassing or sensitive issues, cognitive impairment, delivering bad news) and deals with them sensitively and constructively.

**Teaching tools**

**Learning objective/s:** A 2, A 8

**Building the relationship** – instruction – Cambridge – 100827

**Language:** English

**Profession:** Medicine

**Level of Learner:** Undergraduate

**Type of Tool:** Facilitator guide, Simulated patient case

**What to Teach / Assess Topic(s):** Relationship building

**Goals/Educational Objectives:** To continue initiation and gathering information, to focus particularly on building the relationship by looking at slightly more difficult situations that the students may already have experienced or might find themselves in at some time in the future, situations in which the patient displays emotion or asks difficult questions, to start to explore closure - to explore what students can offer the patient, especially if they discover significant previously un-revealed patient information

**Brief description:** Comprehensive instructions for a 2.5 hrs small group session as part of introductory course of a communication skills curriculum. Experiential work on building the relationship, for skills of developing rapport - acceptance, empathy, support and sensitivity.

**Practical Resources:** 2 sessions (75 min each), 1 simulated patient (2 roles)

**Author(s) and Affiliation(s):** Jonathan Silverman, Cambridge

**Learning objectives:** A 8, A 24-32

**Breaking bad news experiential module** – curriculum – Iowa – 120613

**Language:** English

**Profession:** Dentistry, Medicine, Midwifery, Nursing, Occupational Therapy, Pharmacy, Physiotherapy, Psychology, Social work

**Level of Learner:** Undergraduate, Postgraduate

**Type of Tool:** Facilitator guide, Communication Model, Simulated patient case

**What to Teach / Assess Topic(s):** Challenging situations, Giving information

**Goals/Educational Objectives:** To be able to demonstrate the skills involved in delivering difficult news in an effective manner and describe the types of responses patients and families may have to receiving difficult medical news.

**Brief description:** Facilitator guide and materials for experiential training in delivering difficult news to patients. Learners are given the opportunity to practice, receive feedback and observe others as they deliver difficult news to simulated patients. During a 1.5 hour session, learners are given the opportunity to 1) give bad news to a simulated patient and 2) observe 4 other students giving bad news via a video camera and monitor. An introductory lecture provides general information to students about the skills necessary to effectively perform this task. Materials include facilitator guide, SP cases, handouts and sample schedules.

**Practical Resources:** 1.5 hour small group sessions with 15 learners split into 3 groups and 5 SPs displaying different cases and emotions. Faculty facilitate discussion around the issues raised by each case and the common communication skills that crosscut all the scenarios. Implementation of the module requires recruitment and training of simulated patients and faculty facilitators.

**Author(s) and Affiliation(s):** Marcy Rosenbaum

**Assessment**

**Berlin Global Rating**

(***German instrument***)

**Language:** German

**Profession:** Medicine

**Level of Learner:** Undergraduate

**Type of Tool:** Assessment Tool - Observer

**Assessment Topic(s):** Observer

**What to Teach / Assess Topic(s):** Non-verbal Expression, Relationship building, Structure, Verbal Expression

**Brief description:**

Global rating for the observation of student-standardised patient encounters using a 5-point scale (four items) topics covered: dealing with emotions (empathy), structure of the encounter, verbal expression, nonverbal expression

**References:** Scheffer S, Muehlinghaus I, Froehmel A, Ortwein H. Assessing students’ communication skills: validation of a global rating. Adv Health Sci Educ 2008; 559-61. Original version was published in: Hodges B, Hanson M, McNaughton N, Regehr G. Creating, Monitoring, and Improving a Psychiatry OSCE. Academic Psychiatry 2002; 26(3): 134-161

**Author(s) and Affiliation(s):** German: Scheffer S Muehlinghaus I Froehmel A Ortwein H English: Hodges B Hanson M McNaughton N Regehr G Boyd C

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**Figure 1**
specific learning objectives, appropriate teaching methods and assessment tools, which are presented in Figure 1. The teaching and assessment tools are presented in a brief description, more detailed materials are available in the tEACH database.

Discussion

The English catalogue of learning objectives, the Health Professions Core Communication Curriculum (HPCCC), was developed with regard to the increasing interest of teaching communication skills in the health professions. A total of 121 international communication experts from many different health professions have reached a consensus on this catalogue [19]. The high acceptance of the learning objectives among experts indicates the relevance of this tool. The HPCCC is the worldwide broadest consensus on inter-professional communication learning objectives for the health professions.

Based on the broad and international level of consensus with experts from various health care professions, the HPCCC is obviously suitable for communication curriculum development in the individual health professions. Hence, practicability and implementation of the objectives are currently evaluated in various European countries (i.e. UK, Germany, Poland, Portugal) and health professions (i.e. medicine, nursing, pharmacy). The first evaluations, not yet published, are positive.

Within this context and with the intent of making the catalogue more widely available to audiences in the German-speaking countries, the HPCCC was translated into German. The HPCCC is now available as such and can give significant contribution to the development of comprehensive communication curricula in many German-speaking health professions. The HPCCC can be used by the different professions, ranging from medicine to nursing to other therapeutic occupations, i.e. physiotherapy, and for inter-professional education. In particular, those health professions with no or few initiatives for structured teaching of communication can benefit from this catalogue.

In addition, the HPCCC has been enhanced by appropriate teaching and assessment tools. The tEACH database offers numerous internationally applied tools for both areas. More than 100 teaching examples have been matched to the HPCCC learning objectives. There is also an amount of materials that can be used in the inter-professional context, along with more than 30 mainly validated assessment tools. The assessment tools are in general designed for rather holistic approaches and rather address the overarching educational objectives of the HPCCC. The tEACH materials are predominantly in English, but there are some German documents available. The documents are freely accessible or available in the EACH membership area and can be viewed and downloaded. The HPCCC learning objectives combined with tEACH’s various teaching and assessment materials allow curriculum planners sufficient scope for developing or restructuring communication curricula.

The flexibility of the HPCCC in terms of inter- and multi-professional use is an advantage. The learning objectives are suitable not only for multi-professional concepts, meaning those for individual health professions, but also for inter-professional approaches across different occupational groups. For this approach the existing model offers an additional contribution to the recommendations given in the position paper of the GMA committee on inter-professional education in the health professions [20]. As a result, the German version of the HPCCC can also serve as a contribution to further developments in teaching inter-professional communication in the different health professions in German-speaking countries.

The HPCCC learning objectives for communication were developed on the Basler Consensus Statement [16] and on other consensus statements [13], [14], [15], [17], [18], as well as 25 other articles listed in the original paper [19]. In contrast to the existing consensus statements which focus on medical education, the HPCCC was designed for education in communication in all the health professions and thus follows a multi- and inter-professional approach. Hence, discussions referring the development of medical education can also benefit from the HPCCC, since inter-professional perspectives on the development and implementation of communication curricula still often go largely unheeded.

The importance of the HPCCC for curriculum development in the health professions in the German-speaking countries cannot be estimated at this point in time. The degree to which implementation of the German HPCCC in the health professions is successful and being used to shape inter-professional teaching concepts awaits to be seen and offers an interesting option for curriculum planning and teaching in the German-speaking countries. The authors welcome feedback on the applicability and practicability of the German HPCCC, as well as the opportunity to engage in further dialogue on these topics.

Limitations

The aim of the HPCCC was to provide communication learning objectives for undergraduate education which are important for all health care professions and in addition to harmonize the content of core communication skills within the different occupational groups. Communication learning objectives specific to particular professions were intentionally not included. This primarily involves the topic of treatment and therapy planning. To address this aspect, the various health professions are requested to develop their own approaches and educational objectives to supplement this core curriculum with additional specific communication learning objectives. The learning objectives were developed and agreed upon by communication experts with many years of experience in communication skills teaching and assessment. Consensus statements and the results published in the liter-
ature, which not only touch upon patient perspectives and therapy success but also the perspectives of those health professions that have previously been less strongly represented than the medical professions, have played an important role in the development process. Experts were involved in the first phase of reaching a consensus. Next steps intend to continue the evaluation of the acceptance of the HPCCC by the different health professions, patients, students and instructors.

**Practice implications**

The HPCCC is currently evaluated in several countries with regard to education in different health professions. The preliminary results, yet to be published, are positive. The non-medical health professions benefit particularly from this tool, since no comparable consensus statement on educational objectives concerning communication competencies currently exists for these occupational groups. This guide already finds application in German medical education but it is also used in countries where no national recommendations have been made to date. The different health professions use the HPCCC to design new communication curricula or for curriculum mapping, meaning the comparison of currently implemented learning objectives with the recommendations. The first inter-professional concepts and approaches are currently developed. Recommendations for medical education in Germany and in the other German-speaking countries exist. Along with the Basler Consensus Statement and the longitudinal model curriculum [16], [17], the national catalogues of competency-based learning objectives for undergraduate medical and dental education were published in 2015 [http://www.nklm.de], [http://www.nklz.de]. The HPCCC represents an addition to the existing models. However, it goes a step beyond with its inter- and multi-professional approach to provide learning objectives for all the health professions in regard to communication skills. With a total of 61 learning objectives, the HPCCC is a comparatively straightforward tool for curriculum development and can, in this context, also help to facilitate the processes of implementation and integration. The tEACH database [http://www.EACH.eu] containing many examples of internationally applied teaching methods and assessment tools can serve as a helpful resource when implementing the HPCCC learning objectives. Not just curriculum designers and instructors, but also examiners, can make use of this extensive collection of materials to plan and prepare their own lessons or assessments. The database is constantly being improved and expanded in terms of user-friendliness and search options.

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**Competing interests**

The authors declare that they have no competing interests.

**Attachments**

Available from [http://www.egms.de/en/journals/zma/2016-33/zma001022.shtml](http://www.egms.de/en/journals/zma/2016-33/zma001022.shtml)

1. Attachment.pdf (91 KB)

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Zusammenfassung

Hintergrund und Zielsetzung: Kommunikation rückt in den Gesundheitsberufen zunehmend in den Blickpunkt. Die Vermittlung kommunikativer Kompetenzen sollte bereits im Studium bzw. in der Ausbildung beginnen. Ziel des Projekts war, einen englischsprachigen Ausbildungskatalog für die Kommunikation in den Gesundheitsberufen, das „Health Professions Core Communication Curriculum (HPCCC)“, ins Deutsche zu übersetzen und einer breiten deutschsprachigen Öffentlichkeit zugänglich zu machen. Der Katalog umfasst 61 Ausbildungsziele und wurde von 121 internationalen Kommunikationsexperten konsentiert. Ein europäischer Bezugsrahmen für die inter- und multiprofessionelle Curriculumentwicklung „Kommunikation in den Gesundheitsberufen" im deutschsprachigen Raum sollte hergestellt werden.

Methoden: Die deutschsprachige Version des HPCCC wurde von sechs Personen entwickelt und in mehreren Revisionsschleifen konsensiert. Beispielaufgaben wurden aus der Materialiensammlung der teaching committee of the European Association for Communication Health Care (tEACH) zur Verfügung gestellt.

Ergebnisse: Die Ausbildungsziele des HPCCC liegen nun in deutscher Version vor und können für die Curriculumsplanung und -entwicklung in den einzelnen deutschsprachigen Gesundheitsberufen aber auch berufsübergreifend genutzt werden. Beispiele für didaktische Methoden und Prüfungsinstrumente werden aufgelistet und zeigen konkrete Umsetzungsmöglichkeiten auf.

Fazit: Die deutschsprachige Version des HPCCC, die Ausbildungsziele für die Kommunikation in den Gesundheitsberufen aufzeigt, kann einen wichtigen Beitrag zur inter- und multiprofessionellen Curriculumentwicklung in den Gesundheitsberufen im deutschen Sprachraum leisten. Beispiele für didaktische Methoden und Prüfungsinstrumente aus der Materialiensammlung der tEACH ergänzen das curriculare Konzept und sollen Anregungen für die praktische Umsetzung der Ausbildungsziele in der Lehre und in Prüfungen geben. Die Bedeutung des deutschsprachigen HPCCC auf die curricularen Entwicklungsprozesse in den verschiedenen Gesundheitsberufen und für interprofessionelle Ansätze bedarf künftiger Evaluationen.

Schlüsselwörter: Interprofessionell, multiprofessionell, Kerncurriculum Kommunikation, Gesundheitsberufe, Kommunikationscurriculum für alle Gesundheitsberufe

Hintergrund und Zielsetzung

Kommunikationskompetenz in den Gesundheitsberufen ist den letzten Jahren zunehmend in den Blickpunkt der Aus- und Weiterbildung gerückt und hat auch vor diesem Hintergrund an Bedeutung gewonnen [1], [2], [3], [4], [5], [6]. Wissenschaftliche Untersuchungen haben positive Effekte kommunikativer Fertigkeiten auf die Patientenzufriedenheit, die Therapietreue und den Behandlungserfolg bei Patientinnen und Patienten gezeigt [7], [8], [9], [10], [11], [12]. Demzufolge sollte die Vermittlung kommunikativer Fertigkeiten bereits in der Ausbildung der Gesundheitsberufe beginnen. Für die medizinische Ausbildung liegt eine Vielzahl von Empfehlungen vor, in denen definiert wird, welches die Kernkompetenzen für angehende Ärztinnen und Ärzte im Bereich Kommunikation sind [13],
Die englischsprachige Version des HPCCC wurde von einer breiteren Öffentlichkeit im deutschsprachigen Raum zugänglich gemacht. Eine englischsprachige Version des HPCCC wurde von einer breiteren Öffentlichkeit im deutschsprachigen Raum zugänglich gemacht.
B) Reflexion und Professionalität (n=12 Ziele)
C) Kommunikation in medizinischen Teams (n=15 Ziele)

Die Ausbildungsziele gliedern sich in übergeordnete und spezifische Ziele (siehe Anhang 1). Die höchste Akzeptanz seitens der internationalen Kommunikationsexperten erhielten die Ausbildungsziele aus dem Themengebiet A mit den Nummern 1, 2, 4, 6, 8, 9, 12, 14, 17, 19 und 25. Hier stimmen 100% der Experten zu, dass diese sehr wichtige oder wichtige Ausbildungsziele seien. Für 45 weitere Ausbildungsziele lag der Akzeptanzgrad zwischen 99% und 90%, bei fünf Ausbildungszielen lag die Akzeptanz zwischen 89% und 84%. Die Originalarbeit listet die im Expertenkonkonsens erhobene Wichtigkeit der Ausbildungsziele auf Basis von Mittelwertberechnungen und Akzeptanz auf, qualitative Analysen geben weitere Einblicke in die Relevanz des HPCCC [19].

Didaktik und Prüfungen

Den Ausbildungszielen des HPCCC wurden geeignete didaktische Methoden zugeordnet. Die Prüfungsinstrumente sind umfassender konzipiert und bilden in der Regel die Prüfung übergeordneter Ausbildungsziele ab. Für curriculare Entwicklungsprozesse werden ausgewählte Ausbildungsziele des HPCCC und deren Umsetzung mit geeigneten didaktischen Methoden und Prüfungsinstrumenten beispielhaft dargestellt (siehe Abbildung 1). Die didaktischen Methoden und Prüfungsinstrumente werden hier lediglich in einer Kurzbeschreibung vorgestellt, die ausführlichen Materialien sind in der Datenbank der tEACH hinterlegt.

Diskussion

Der wachsenden Bedeutung entsprechend, die die Vermittlung kommunikativer Fertigkeiten in den Gesundheitsberufen erfährt, wurde der englischsprachige Ausbildungsziel-Katalog für ein „Kerncurriculum Kommunikation in Gesundheitsberufen“ (Health Professions Core Communication Curriculum, HPCCC) entwickelt. 121 internationale Kommunikationsexperten aus einer Vielzahl von Materialien beispielhaft dargestellt (siehe Abbildung 1). Die didaktischen Methoden und Prüfungsinstrumente werden hier lediglich in einer Kurzbeschreibung vorgestellt, die ausführlichen Materialien sind in der Datenbank der tEACH hinterlegt.

Die Flexibilität des HPCCC hinsichtlich der inter- und multiprofessionellen Nutzung stellt einen Vorteil in der Anwendung dar. Die Ausbildungsziele eignen sich sowohl für multiprofessionelle, also den einzelnen Gesundheitsberufen zugeordnete, als auch für interprofessionelle, also Berufsgruppenübergreifende, Konzepte. Hier bietet das vorliegende Modell einen zusätzlichen Beitrag zu den Empfehlungen des Positionspapiers des Ausschusses „Interprofessionelle Ausbildung in den Gesundheitsberufen“ der Gesellschaft für Medizinische Ausbildung [20]. Somit kann die deutsche Übersetzung des HPCCC einen wichtigen Beitrag zur Weiterentwicklung auch in der interprofessionellen Kommunikationsausbildung in den verschiedenen Gesundheitsberufen im deutschsprachigen Raum leisten.
Ausbildungsziele
A 2. Der/Die Auszubildende verwendet Techniken, um eine empathische Beziehung aufzubauen und aufrecht zu erhalten, und stellt sicher, dass sich der Patient/ die Patientin angenommen und verstanden fühlt.
A 8. Der/Die Auszubildende erkennt schwierige Situationen und kommunikative Herausforderungen (z. B. Weinen, starke emotionale Gefühle, Unterbrechungen, Aggressionen, Zorn, Angst, unangenehme und sensible Themen, kognitive Störungen, Überbringen schlechter Nachrichten) und geht mit diesen sensibel und konstruktiv um.

Didaktik
Learning objectives: A 2, A 8
Building the relationship – instruction – Cambridge – 100827

Language: English
Profession: Medicine
Level of Learner: Undergraduate
Type of Tool: Facilitator guide, Simulated patient case
What to Teach / Assess Topic(s): Relationship building
Goals/Educational Objectives: To continue initiation and gathering information, to focus particularly on building the relationship by looking at slightly more difficult situations that the students may already have experienced or might find themselves in at some time in the future, situations in which the patient displays emotion or asks difficult questions, to start to explore closure - to explore what students can offer the patient, especially if they discover significant previously un-revealed patient information
Brief description: Comprehensive instructions for a 2.5 hrs small group session as part of introductory course of a communication skills curriculum. Experiential work on building the relationship, for skills of developing rapport - acceptance, empathy, support and sensitivity.
Practical Resources: 2 sessions (75 min each), 1 simulated patient (2 roles)
Author(s) and Affiliation(s): Jonathan Silverman, Cambridge

Learning objectives: A 8, A 24-32
Breaking bad news experiential module – curriculum – Iowa – 120613

Language: English
Profession: Dentistry, Medicine, Midwifery, Nursing, Occupational Therapy, Pharmacy, Physiotherapy, Psychology, Social work
Level of Learner: Undergraduate, Postgraduate
Type of Tool: Facilitator guide, Communication Model, Simulated patient case
What to Teach / Assess Topic(s): Challenging situations, Giving information
 Goals/Educational Objectives: To be able to demonstrate the skills involved in delivering difficult news in an effective manner and describe the types of responses patients and families may have to receiving difficult medical news.
Brief description: Facilitator guide and materials for experiential training in delivering difficult news to patients. Learners are given the opportunity to practice, receive feedback and observe others as they deliver difficult news to simulated patients. During a 1.5 hour session, learners are given the opportunity to 1) give bad news to a simulated patient and 2) observe 4 other students giving bad news via a video camera and monitor. An introductory lecture provides general information to students about the skills necessary to effectively perform this task. Materials include facilitator guide, SP cases, handouts and sample schedules.
Practical Resources: 1.5 hour small group sessions with 15 learners split into 3 groups and 5 SPs displaying different cases and emotions. Faculty facilitate discussion around the issues raised by each case and the common communication skills that crosscut all the scenarios. Implementation of the module requires recruitment and training of simulated patients and faculty facilitators.
Author(s) and Affiliation(s): Marcy Rosenbaum

Prüfung

Berlin Global Rating
(deutschsprachiges Instrument, lediglich die hier dargestellte Original-Kurzbeschreibung der website ist englischsprachig)

Language: German
Profession: Medicine
Level of Learner: Undergraduate
Type of Tool: Assessment Tool - Observer
Assessment Topic(s): Observer
What to Teach / Assess Topic(s): Non-verbal Expression, Relationship building, Structure, Verbal Expression
Brief description:
Global rating for the observation of student-standardised patient encounters using a 5-point scale (four items) topics covered: dealing with emotions (empathy), structure of the encounter, verbal expression, nonverbal expression
References: Scheffer S, Muehlinghaus I, Froehmelt A, Ortwein H. Assessing students' communication skills: validation of a global rating. Adv Health Sci Educ 2008; 559-61. Original version was published in: Hodges B, Hanson M, McNaughton N, Regehr G. Creating, Monitoring, and Improving a Psychiatry OSCE. Academic Psychiatry 2002; 26(3): 134-161
Author(s) and Affiliation(s): German: Scheffer S Muehlinghaus I Froehmelt A Ortwein H English: Hodges B Hanson M McNaughton N Regehr G Boyd C

Abbildung 1
wurde im Gegensatz zu den bestehenden Consensus Statements, die auf die medizinische Ausbildung ausge richtet sind, für die Kommunikations-Ausbildung in allen Gesundheitsberufen konzipiert und folgt daher einem multi- und interprofessionellen Ansatz. Demzufolge wird auch die Diskussion um eine Weiterentwicklung des Medizinstudiums vom HPCCC profitieren können, da interprofessionelle Perspektiven in der Entwicklung und Durchführung von Kommunikationscurricula häufig noch zu kurz kommen.

Die Bedeutung des HPCCC auf die curricularen Entwicklungsprozesse der Gesundheitsberufe im deutschsprachigen Raum ist zum jetzigen Zeitpunkt noch nicht absehbar. In wieweit die Implementierung des deutschsprachigen HPCCC in die Landschaft der Gesundheitsberufe in Teilen oder in seiner Gesamtheit gelingt und für interprofessionelle Konzepte genutzt wird, bleibt abzuwarten und stellt für den deutschsprachigen Raum ein interessantes Vor haben für die Curriculumanalyse und die Lehre dar. Die Autoren begrüßen Rückmeldungen zur Anwendbarkeit und Umsetzung des deutschsprachigen HPCCC und stehen für Rücksprachen gerne zur Verfügung.

**Limitationen**

Der Katalog „Ausbildungsziele für ein Kerncurriculum Kommunikation in Gesundheitsberufen“ zielt darauf ab, wichtige, alle Gesundheitsberufe betreffende, Aspekte der Kommunikation abzbilden und darüber hinaus die Vermittlung kommunikativer Kernkompetenzen in den verschiedenen Berufsgruppen zu vereinheitlichen. Fachspezifische Kommunikationsziele werden bewusst nicht aufgezeigt. Dies betrifft vorrangig den Bereich der Behandlungs- und Therapieplanung. Hier sind die verschiedenen Gesundheitsberufe gefordert, eigene Konzepte und Ausbildungsziele zu entwickeln und das vorliegende Kern-Curriculum um ein Mantel-Curriculum mit spezifischen kommunikativen Ausbildungszwecken zu ergänzen. Die Ausbildungsziele wurden von Kommunikationsexperten mit langjähriger Erfahrung in der Vermittlung kommunikativer Kompetenzen entwickelt und konsentiert. Ziel des Projektes war, Ausbildungsziele zu formulieren, die für alle Gesundheitsberufe relevant sind. In diesen Entwicklungsprozess sind Konsensusstatements und Ergebnisse aus der Literatur eingeflossen, die sowohl die Patientenperspektive und den Behandlungserfolg aufgreifen, als auch Perspektiven jener Gesundheitsberufe, die bis dato weniger stark repräsentiert waren als die ärztlichen Berufe.

In den Konsensusprozess waren in der initialen Phase zunächst Fachexperten einbezogen. Die nächsten Schritte zielen darauf ab, die Akzeptanz des HPCCC aus Sicht der verschiedenen Gesundheitsberufe, der Patienten sowie den Lernenden und Lehrenden weiter zu evaluieren.

**Implikationen für die Praxis**

Das HPCCC wird derzeit multinational in der Ausbildung von verschiedenen Gesundheitsberufen überprüft. Die vorläufigen, bislang noch nicht publizierten Ergebnisse sind positiv. In besonderem Maße profitieren nicht-ärztliche Gesundheitsberufe von dem Instrument, da für diese Berufsgruppen bis dato kein vergleichbares Konsensustatement zu Ausbildungszwecken im Bereich der kommunikativen Kompetenzen vorliegt.

Das Instrument wird bereits in der medizinischen Ausbildung in Deutschland genutzt, insbesondere wird es jedoch in Ländern eingesetzt, in denen es bislang keine nationa len Empfehlungen gibt. Die verschiedenen Gesundheits berufe nutzen das HPCCC zur Neuentwicklung von Kommunikationscurricula oder zum Curriculum-Mapping, also dem Abgleich bereits implementierter Ausbildungszwecke mit den Empfehlungen. Erste interprofessionelle Konzepte werden derzeit entwickelt.

Für die medizinische Ausbildung in Deutschland und im deutschsprachigen Raum liegen bereits Empfehlungen vor. Neben dem Basler Consensus Statement und dem longitudinalen Modell-Curriculum [16], [17] wurden 2015 die Nationalen Kompetenzbasierenden Lernzielkataloge Medizin und Zahnmedizin [http://www.nklm.de], [http://www.nklz.de] veröffentlicht. Das HPCCC stellt daher eine Ergänzung zu den bestehenden Modellen dar. Es greift mit seinem inter- und multiprofessionellen Ansatz, kommunikative Ausbildungsziele für alle Gesundheitsberufe zu formulieren, jedoch weiter. Mit insgesamt 61 Ausbildungszielen ist das HPCCC ein für curriculare Entwicklungsprozesse vergleichsweise überschaubares Instrument und kann auch vor diesem Hintergrund die Umsetzungs- und Implementierungsprozesse erleichtern.

Die Datenbank von tEACH [http://www.EACH.eu] mit ihren zahlreichen Beispielen für international bewährte Lehrmethoden und Prüfungsinstrumente kann als wertvolles Hilfsmittel in der Umsetzung der Ausbildungszwecke des HPCCC genutzt werden. Von dieser umfangreichen Materialiensammlung können sowohl Curriculumanalyse und Lehrende als auch Prüfer profitieren und Anregungen für eigene Lehr- und Prüfungsveranstaltungen erhalten. Die Datenbank wird hinsichtlich ihrer Anwenderfreundlichkeit und der Suchfunktionsmöglichkeiten kontinuierlich erweitert.

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zur Curriculumentwicklung erstellt werden. Die hierdurch entstandene Datenbank stellt eine wertvolle Unterstützung für Lehrende und Curriculumanalysen dar.

**Interessenkonflikt**

Die Autoren erklären, dass sie keine Interessenkonflikte im Zusammenhang mit diesem Artikel haben.

**Anhänge**

Verfügbar unter
http://www.egms.de/en/journals/zma/2016-33/zma001022.shtml

1. Anhang 1.pdf (39 KB) Ausbildungsziele

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