Workshop: Delivery of difficult news: Train the trainer using SPIKES

Description: Physician trainees must learn the essential but challenging skill of giving difficult news. Often, this communication skill is not formally taught, but is instead learned only by direct observation and role modeling. Pediatric trainees at all levels report minimal training, competence, and comfort in delivering difficult news, and when objectively tested, perform poorly. A difficult news curriculum for trainees implemented in Yale Pediatrics resulted in statistically significant improvements in both objective performance on simulations and self-efficacy in the delivery of difficult news.

This hands-on workshop uses a train-the-trainer model to teach participants the content of the simulation-based difficult news delivery curriculum taught in Yale Pediatrics, utilizing the nationally available American Academy of Pediatrics Resiliency Curriculum. The workshop will provide an opportunity to first observe and then practice using a difficult news framework, SPIKES (Set-up, Perception, Invitation, Knowledge, Empathy & Emotion, and Summary & Strategy). At the conclusion, participants will be encouraged to consider teaching delivery of difficult news to their trainees. A pocketcard of the SPIKES framework will be provided to participants to utilize during the workshop and take with them afterwards.

Learning Objectives:

1. Describe different settings and strategies for health care providers to deliver difficult news
2. Evaluate two examples of a difficult news framework (SPIKES) being employed
3. Practice using the SPIKES framework in a small group setting
4. Brainstorm how to implement training for delivery of difficult news for your medical trainees

Facilitator:
Tanya D. Murtha, MD, MPH, Candidate for MHS in Med. Ed, is a senior fellow in the Section of Pediatric Critical Care. She completed her pediatrics residency at Yale New Haven Children’s Hospital and her MD/MPH at Boston University. She teaches difficult news and debriefing seminars to pediatric residents and fellows. She also facilitates medical students in the ILCE program and several communication workshops with standardized patients. Her research interests include medical education, improving communication of difficult news, and ameliorating medical professional burnout. She is currently writing her thesis for a Masters in Health Science in Medical Education based on her work with implementation of this simulation-based difficult news curriculum with use of standardized patients in pediatrics. Dr. Murtha will teach a condensed version of the curriculum with role modeling and role play.