

# Studiocode's presentation ANZAME conference 2007

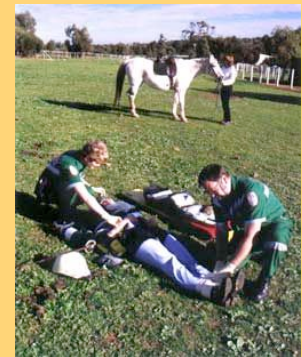
Presentation created and presented by Professor Harry Owen at the 2007 ANZAME Conference in Canberra (Australia).

Professor Harry Owen MBChB (Bristol), MD (Flinders), FRCA, FANZCA.  
Head University Department of Anaesthesia and Pain Medicine and  
Director Clinical Skills and Simulation Unit  
Flinders University, Adelaide, Australia

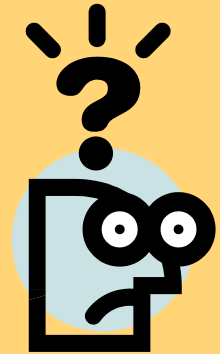


# Feedback from supervisors was that students on placements didn't know how to talk to patients

- BHSc (Paramedic) award offered by Flinders University has core (BHSc) and stream (Paramedic) topics
- Stream topics are a mix of traditional teaching and inquiry-led learning
- Communication skills taught in a core topic and in stream topics
- Students practise these skills on placements under the supervision of trained paramedics
- Students claimed they did talk to patients

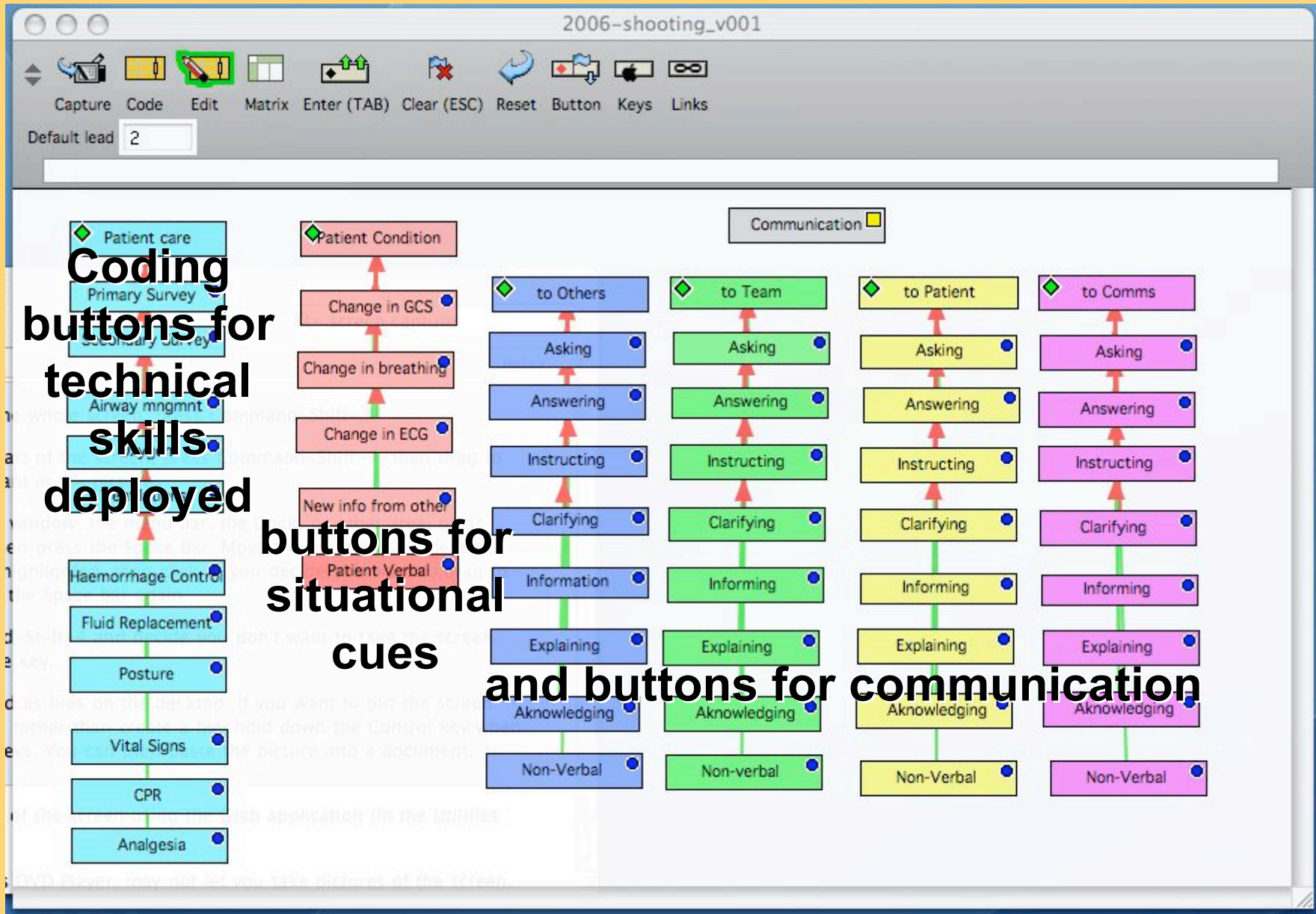


# How could we investigate communication by students?



- Create simulated scenario that involves communication between student and patient
- Make a video-recording of the encounter
- Analyse communication and identify source of disagreement between crews and students using **Studiocode™**, a video-analysis software package
- Use results to develop strategy to resolve problem

# Our coding panel for 'Shooting'



Play video ① and identify behaviours ②

Clicking on code buttons ③ tags the video file and populates the Timeline ④

The screenshot displays the Studiocode 2.5.1 software interface. The top window shows a video player with a red circle ① around the play button and a red circle ② around the video content. The middle window shows a code library with a red circle ③ around a code button. The bottom window shows a timeline with a red circle ④ around a code button. The code library is organized into a hierarchy: Patient care (Primary Survey, Secondary Survey, Airway mgmnt, Oxygen, Ventilations, Haemorrhage Contr, Fluid Replacement, Posture, Vital Signs, CPR, Analgesia), Patient Condition (Change in GCS, Change in breathing, Change in ECG, New info from other, Patient Verbal), and Communication (to Others, to Team, to Patient, to Comms) with sub-categories like Asking, Answering, Instructing, Clarifying, Informing, Explaining, and Acknowledging.

Crews said students on placements didn't know how to talk to patients but students thought they did OK

Code matrix organiser, Dec 8, 2006 13:28:39

	Informing	Instructing	Acknowledging	Answering	Asking	Clarifying	Explaining	Haemorrhage Control	Change in GCS	Analgesia	CPR	Oxygen	Patient Verbal	Secondary Survey	Ventilations	Vital Signs	
Patient Condition									2				2				4
to Patient	1			1	5		2										9
Patient care								1		1	1	1		1	1	2	8
to Team	3	3	1		2	1	1										11
to Comms					1												1
	4	3	1	1	8	1	3	1	2	1	1	1	2	1	1	2	

Analysis indicates that students do talk to patients but communication is skewed in one direction and incomplete

# Project outcomes

- Students have learned they need to practise communication skills and
- Novices are readily susceptible to cognitive overload
- We have learnt that we need to give students more opportunities to practise skills in authentic settings
- Assessment of competence in clinical skills should include challenges or interruptions