

You're about to listen to the Calgary Cambridge workshop run by Malcolm Thomas and Keith Birrell.

But before you commit to listening to this session you are likely to want to know: is this workshop for you?

To help you decide: Here is some feedback from our participants and reviewers regarding this session:

They commented that there was a rich seam of learning.

The session was well targeted to the learning needs of GP registrars and qualified GPs alike.

The teaching was helpful educational, relaxed, learner-centred and non-judgemental.

One learner felt very humbled to have been given the opportunity to join the group.

This was an excellent session which provided very useful insights, and strategies to aid the consultation.

Learners felt that: Having the patient audios, before the session, was very helpful for getting into the role of playing patient.

This was a very interactive and practical session and the facilitators were energetic and enthusiastic.

Who is this session aimed at?

This session is aimed at all levels of GP registrar and at any GP who wishes to improve their communication skills and timekeeping.

So what skills will you learn in this session?

How to ensure that you have screened the agenda and set the agenda. This allows you to keep two time and to keep organised. The key sentence was: "Is there some other concern that you were planning to raise today?"

Strategies for being more effective in chairing the consultation.

How to use the illicit provide illicit model, for giving patient focused explanations.

Different ways to set the agenda.

Different ways to check understanding

Tailoring explanations to what the patient wants and needs to know.

How to take control of the consultation when there are three people in consultation.

Acknowledging cues to establish rapport.

How to use touch and go empathy to avoid getting bogged down.

There are 33 audio segments in this workshop:

1 Introducing group to Malcolm Thomas

2 Learning need Iram

3 Tiru learning needs

4 Hannah learning needs

5 Prem learning needs

6 Learning need angry patient

7 Combined learning needs discussion

8 Malcolm Thomas sums up the agenda

9 Preparation before the consultation Malcolm Thomas

10 Training your patients to be organised

11 A standard appointment is 10 minutes long. Your appointment is from 9:50 to 10 o'clock

12 The patient comes into the room. The doctor as a chairman.

13 Screening the patient's agenda.

14 Now then– Screening the agenda. Lay referrals. Summarising the narrative.

15 Noticing the emotional context.

16 Attending to our own needs

17 Role play. Acknowledge and touch and go empathy

18 Hijacking a list

19 Role-play. A list and two adults.

20 Memory testing

21 Agenda setting role-play. Part one.

22 Agenda setting role-play. Part two when to prioritise.

23 Agenda setting role-play. Part three

- 24 Summing up agenda setting
- 25 Prioritising registrars sitting the CSA exam
- 26 The explaining finger versus patient education. Elicit, provide, elicit. Teach back.
- 27 Role play. Elicit, provide, elicit. Teach back.
- 28 Jargon and technical language.
- 29 Permission to give homework - role play. The start of a complex diagnosis or issue.
- 30 Paediatric cases in the CSA exam
- 31 Agenda setting. Taking turns with accompanied children
- 32 Agenda setting. Adults turn taking
- 33 Take away lessons