Set the scene for the experiential work

- Establish initial rapport via
  - Welcome, introductions
  - Explore and discuss how this session fits in with learners’ overall learning
  - Outline a temporal plan for the session, explain the aims and methods of the session
  - Demonstrate interest and concern

- Exercises re the topic for today: learners’ difficulties, patients’ difficulties, introduction of frameworks

- Explain that this is a chance to practice important areas before doing so in real life. It is not a judgmental exercise but an opportunity to practice and rehearse in safety, and as many times as they need, some of the skills that might be helpful in a situation with which they will almost certainly be faced in the future

- Describe the specific scenario in enough detail to orientate the group (setting, information already known, medical records etc.)

- Specifically explain who the learners are and what their role is in the scenario
  e.g. The learner is him or herself, going onto the wards for the first time to clerk a patient. It’s the afternoon and the resident has suggested you talk to a patient who has just been admitted, Joan Henderson. He says that the patient has been admitted with a chest infection. The patient is sitting in the chair next to their bed with a cannula in their arm, dressed in night-clothes, looking washed out and a bit sleepy. This morning, we shall just concentrate on beginning the interview and discovering from the patient what has been going on to bring them into hospital.

- Ask the students to discuss the general issues that the role provides first, before the first student sets their own objectives as below

Identifying the individual’s agenda

- Encourage one of the student’s to start the process – the person who goes first will give us the raw material to work on, a gift for the group:
  - What would be the particular issues or difficulties for you here that you would like to work on? (try to get the learner to hone them down)
  - What would you like to practice and refine and get feedback on
  - What are your personal objectives for the role-play – put on flip chart
  - How can the group help you best
  - What would you like feedback on

Prepare the whole group to watch the interview

- Set up room and equipment, make sure all ready and roles worked out
- Ask if anything else you would like to know about the scenario to make it real for you, to work?
- Emphasize to the interviewer that it is OK to stop and start and break for help whenever they would like.
- Negotiate the chunk of interview that learner will undertake. State when you will stop the interview if they don’t e.g. at a specific point in the interview.
- Instruct the group to write down specific words and actions as an aid to descriptive feedback; if using video, jot down exact times or counter numbers

Watch the interview

- After watching the interview, allow the group several moments to collect their thoughts and identify the one or two most important points they would like to bring up in feedback, making sure to provide a balance between what worked and what was problematical
- Facilitator to consider where to place feedback on what worked well
Acknowledge the learner’s feelings
- How do you feel?
- How did that go?

Identify and refine the individual’s agenda and desired outcome(s)
- Can we go back to your agenda on the flipchart before the role-play? Has it changed? Did new areas of difficulty crop up?
- What would you like to have achieved differently? What different outcomes would you like to explore?
- Facilitator to listen, clarify, summarize, check
- Facilitator to consider whether to add in his own or the group’s agenda here
- Negotiate with the learner the best way to look at the interview - choose which area to focus on or part of tape to replay first

Feedback and re-rehearsal (whole group)
- Start with the learner: options include
  - tell me what went well, specifically in relation to the objectives that you defined?
  - what went less well in relation to your specific objectives?
  - you obviously have a clear idea of what you would like to try
  - you’ve defined the problem and made a suggestion………would you like to have another go?
- Then get descriptive feedback from the group
- When participants make suggestions, ask prime learner if they would like to try this out or if they would like the other group member to have a go. Try to get someone else to role-play a section if they make a suggestion for doing it differently.
- Bring in the actor for insights and further rehearsal: ask actor in role questions that the group has honed down
- Elicit thoughts and feelings of learner and patient, including the outcomes they wanted to achieve at various points in the interview
- Remember to:
  - practising and re-rehearse new techniques after suggestions from the group
  - make sure to balance positive and negative feedback
  - utilise actor feedback
  - demonstrate the skills yourself when appropriate

Tape review, skills spotting
- Use the tape to demonstrate specific phrasing/behaviours
- Look at the micro-skills of communication and the exact words used

Introduce facilitator’s agenda/teaching points: generalising away
- Add in facilitator’s ideas and thoughts
- Appropriately introduce theory, research and wider discussion

Closing the session
- Clarify with learner that his agenda has been covered
- Be very careful to balance what worked well and what didn’t work so well by the end
- Rounds of what learnt: ask what everyone has learned (one thing to take away), whether the feedback was useful and felt acceptable
- Summary from facilitator: pull together and reflect on the “what”: the structure and skills of the Guide
- Handouts