Teaching shared-decision-making skills to medical trainees
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Background
Shared-decision-making (SDM) is a communication approach that allows patients and clinicians to have meaningful conversations about the patient’s clinical situation and arrive at medical decisions that consider the patients values and preferences, as well as the scientific evidence for each of the potential medical options.¹ The use of tools to facilitate SDM during clinical practice have shown beneficial effects on patients knowledge, satisfaction with their medical decision and enabling patient centered care.² Although the number of programs that aim to teach SDM to clinicians has significantly increased during the last decade, limited information is available about which is the best strategy to teach this important communication skill to clinicians in training.³ The purpose of this workshop is to discuss the current teaching strategies for SDM, understand the advantages and limitations of these strategies and explore new teaching methodologies.

Learning Objectives
At the end of this workshop participants should be able to:
1. Define SDM and discuss the impact of SDM on clinical outcomes.
2. Compare the effectiveness of different teaching strategies for SDM and identify their advantages and limitations.
3. Explore new strategies for teaching SDM that can overcome the shortcomings of our current strategies.

Teaching materials
At the start of the workshop, we will provide participants with a package that will include:

Slides – Introduction to SDM and Critical Appraisal of Current strategies used for teaching SDM

Writing guide to help small groups organize their new proposal for teaching SDM:
– description of the new strategy, advantages, disadvantage, study design to assess effectiveness of the new strategy (population, intervention, outcomes, potential biases)

Evaluation Description
We will ask participants to fill out a pre-workshop questionnaire about SDM and SDM teaching strategies. At the end of the workshop, participants will complete a post-workshop questionnaire to assess what they have learned. We will also asked them an open ended question about what is the most important thing they learned and how they plan to use the information learned in their practice.

References