
**Universitätsspital  
Basel**

## Kommunikation in der Onkologie

A. Kiss, Basel  
 Hamburg  
 11.10.14  
 DGHO Jahrestagung


JAHRESTAGUNG  
**2014**  
**HAMBURG**  
 10.-14. Oktober

### Offenlegung potenzieller Interessenkonflikte

1. Anstellungsverhältnis oder Führungsposition
2. Beratungs- bzw. Gutachtertätigkeit
3. Besitz von Geschäftsanteilen, Aktien oder Fonds
4. Patent, Urheberrecht, Verkaufslizenz
5. Honorare  
Schweizer Krebsliga, Novartis
6. Finanzierung wissenschaftlicher Untersuchungen
7. Andere finanzielle Beziehungen
8. Immaterielle Interessenkonflikte


## Kommunikation in der Onkologie

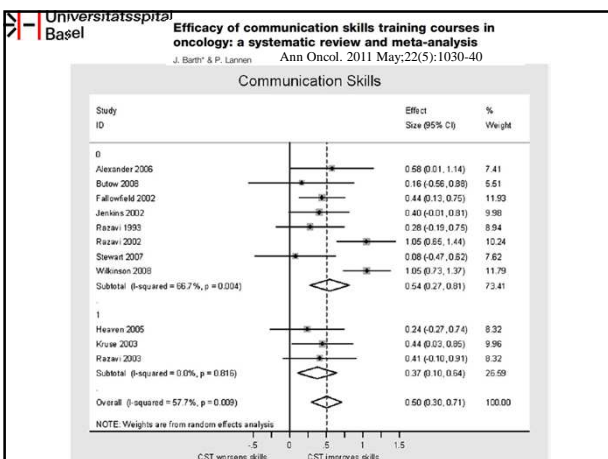

- Was war ?
- Was ist ?
- Wohin geht's?

3    10/30/2014    Präsentationstitel in der Fusszeile des Folienmasters definieren    

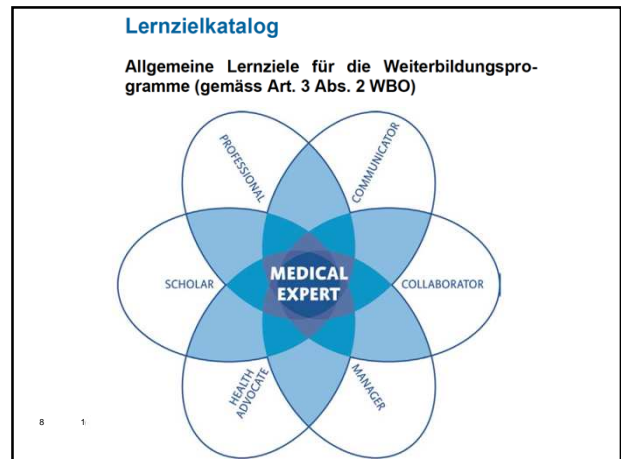
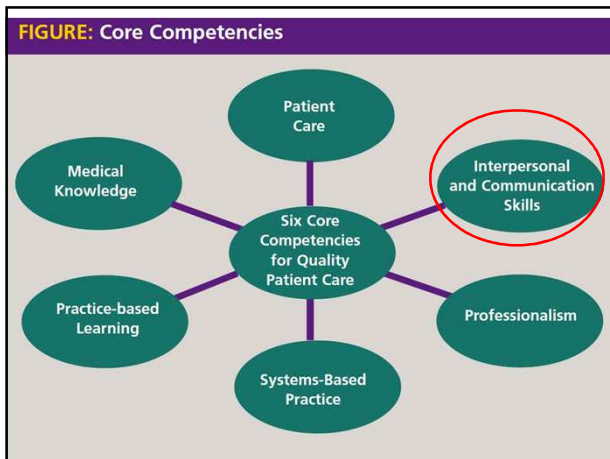
## Was war?

- Kommunikationstraining funktioniert
- Kommunikation als Kernkompetenz
- Kommunikationstraining ist überprüfbar
- Schlechte Kommunikation führt zu mehr Klagen

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**ACGME**  
 The Accreditation Council for Graduate Medical Education (ACGME)—the organization which oversees all residency and fellowship programs in the U.S. and is responsible for their official status as a licensed training program--issued a list of 6 Core Competencies which need to be addressed in all training programs.

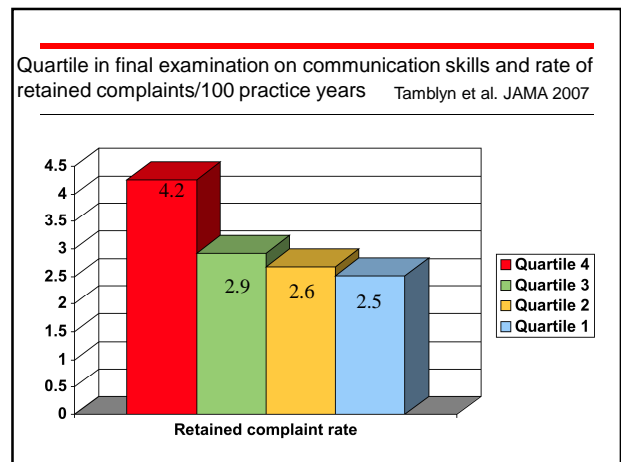


**Physician Scores on a National Clinical Skills Examination as Predictors of Complaints to Medical Regulatory Authorities** *JAMA. 2007;298(9):993-1001*

Robyn Tamblyn, PhD **Context** Poor patient-physician communication increases the risk of patient com-

- 3.424 physicians
- Physicians scores on on clinical skills examination (communication skills)
- 6.5 years follow-up
- Patients complaints against physicians

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**Was ist?**

- Viele Empfehlungen
- Wenig praktische Umsetzung
- Freiwillig versus verpflichtend

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**Deutscher Krebsplan**

**Ziel 12a:** Alle in der onkologischen Versorgung tätigen Leistungserbringer verfügen über die notwendigen kommunikativen Fähigkeiten zu einem adäquaten Umgang mit Krebspatienten und ihren Angehörigen

- In der Aus-, Weiter- und Fortbildung der Gesundheitsberufe wird die Vermittlung adäquater Kommunikationskompetenzen verbessert
- Die Kommunikationsfähigkeiten werden im Rahmen der Qualitätssicherung laufend überprüft und trainiert

**Ziel 12b:** Stärkung der Patientenkompetenz

**Ziel 13:** Die Patientinnen und Patienten werden aktiv in die Entscheidung über medizinische Maßnahmen einbezogen

- Bereitstellung evidenzbasierter Patienteninformationen im Prozess der Behandlung zur Unterstützung der Entscheidungsfindung
- Praktizierung der Partizipativen Entscheidungsfindung (Umsetzung der Verfahren des "shared decision making")

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**ESMO** GOOD SCIENCE  
BETTER MEDICINE  
BEST PRACTICE  
European Society for Medical Oncology

**ASCO**  
American Society of Clinical Oncology  
Making a world of difference in cancer care

## Recommendations for a Global Curriculum in Medical Oncology

- 2010 Update - NEW

**6. Communications**  
Communication skills training has been shown to be effective to improve skills if the training is learner centered, use role play and structured feedback, and is conducted in small groups by trained facilitators. Follow up supervisions and booster sessions are recommended.

**EHA** EUROPEAN HEMATOLOGY CURRICULUM

**5D: COMMUNICATION SKILLS**  
A trainee should demonstrate skills appropriate and necessary to provide professional communication. If available, we recommend participation in a training course.

The trainee is able to:

- Identify the principles of personnel management
- effectively communicate within a multi-disciplinary team
- communicate hematological diagnosis and treatment
- deal with strong emotions
- communicate with patients with different cultural backgrounds
- use patient- and doctor-centered communication techniques
- Identify when involvement of psychosocial specialist resources are required

	Assessment	Knowledge	Competence
a)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
e)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
g)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

[http://www.ehaweb.org/media/files/education/european\\_hematology\\_passport](http://www.ehaweb.org/media/files/education/european_hematology_passport)

**Kursdesign / anrechenbare Fortbildungszeit  
Communication Skills Training (CST)**

**Basiskurs** (2 Tage, 17 Stunden) - 2 Monate

**4-6 Supervisionen** (30' each) - 4 Monate

**Follow-up** (1 Tag, 8 Stunden) - 6 Monate

**Zertifikat** (CST)

total 3 Stunden Supervision

3,5 Tage (28 SSt) Fortbildung

- > Basic Communication Skills (breaking bad news)
- > standardisierte, berufsspezifische Fallvignetten mit Rollenspielen (SchauspielerInnen als PatientInnen) und Videoaufzeichnungen
- > Analyse und Training individuell sowie in der Gruppe
- > Feedback
- > Erfahrungsaustausch
- > Analyse und Training in der Kleingruppe

### Mandatory communication skills training for oncologists: enforcement does not substantially impact satisfaction

Céline Bourquin · Friedrich Stiefel · Jürg Bernhard · Support Care Cancer (2014) 22:2611–2614  
Gabriella Bianchi Micheli · Liselotte Dietrich · Christoph Hüry · Brigitta Wössmer · Alexander Kiss

- Satisfaction of oncologists with the Swiss CST before (2000–2005) (n=150) and after (2006–2012) (n=164) it became mandatory.
- Levels of satisfaction with the CST were high.
- Satisfaction of physicians participating on a voluntary or mandatory basis did not significantly differ for the majority of the items.

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### Wo geht's hin?

- Train the Trainer
- Wirksamkeit?
- Basismodul/ Aufbaumodule
- Beispiel: Screening

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**ROI**: Did the training investment provide a positive return on investment?

**Results**: Did the training have a measurable impact on performance?

**Impact**: Did the learners behavior change as a result of the training?

**Learning**: Did knowledge transfer occur?

**Satisfaction**: Did the learners enjoy the training?

**Original Investigation**  
**Effect of Communication Skills Training for Residents and Nurse Practitioners on Quality of Communication With Patients With Serious Illness**  
**A Randomized Trial** *JAMA. 2013;310(21):2271-2281.*

J. Randall Curtis, MD, MPH; Anthony L. Back, MD; Dee W. Ford, MD, MSCR; Lois Downey, MA; Sarah E. Shannon, PhD, RN;

- Participants randomized to an 8-session, simulation-based, communication skills intervention (N = 232) or usual education (N = 240).
- Primary outcome: Patient-reported quality of communication (QOC)
- Secondary outcomes: Patient-reported quality of end-of-life care (QEOLC)
- The intervention was not associated with significant changes in QOC or QEOLC.

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**Communication Skills Training for Oncology Professionals**  
 David W. Kissane, Carma L. Bylund, Smita C. Banerjee, Philip A. Bialer, Tomer T. Levin, Erin K. Maloney, and Thomas A. D'Agostino  
*J Clin Oncol 30:1242-1247. © 2012*

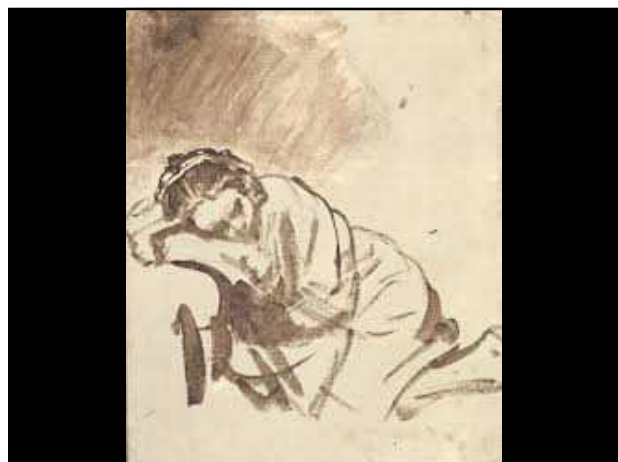
**Table 1. Communication Skills Training Curriculum for Oncology**

Basic Core Curriculum for Oncology	Advanced Curriculum for Oncology
1. Breaking bad news	1. Clinical trial enrollment
2. Discuss prognosis and risk	2. Cancer genetics
3. Shared decision making	3. Survivorship
4. Responding to emotions	4. Treatment adherence
5. Deal with recurrence	5. Discuss Internet and unproven therapies
6. Transition to palliative care	6. Culturally determined beliefs
7. Run a family meeting	7. Working as multidisciplinary team
8. Discuss death and dying	8. Discuss infertility and sexuality

First please circle the number (0-10) that best describes how much distress you have been experiencing in the past week including today.

Second, please indicate if any of the following has been a problem for you in the past week including today. Be sure to check YES or NO for each.

YES	NO	Practical Problems	YES	NO	Physical Problems
<input type="checkbox"/>	<input type="checkbox"/>	Child Care	<input type="checkbox"/>	<input type="checkbox"/>	Appearance
<input type="checkbox"/>	<input type="checkbox"/>	Housing	<input type="checkbox"/>	<input type="checkbox"/>	Bathing/dressing
<input type="checkbox"/>	<input type="checkbox"/>	Insurance/financial	<input type="checkbox"/>	<input type="checkbox"/>	Breathing
<input type="checkbox"/>	<input type="checkbox"/>	Transportation	<input type="checkbox"/>	<input type="checkbox"/>	Changes in urination
<input type="checkbox"/>	<input type="checkbox"/>	Work/school	<input type="checkbox"/>	<input type="checkbox"/>	Constipation
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Diarrhea
<input type="checkbox"/>	<input type="checkbox"/>	Family Problems	<input type="checkbox"/>	<input type="checkbox"/>	Eating
<input type="checkbox"/>	<input type="checkbox"/>	Dealing with children	<input type="checkbox"/>	<input type="checkbox"/>	Fatigue
<input type="checkbox"/>	<input type="checkbox"/>	Dealing with partner	<input type="checkbox"/>	<input type="checkbox"/>	Feeling Swollen
<input type="checkbox"/>	<input type="checkbox"/>	Dealing with close Friend/relative	<input type="checkbox"/>	<input type="checkbox"/>	Fevers
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Getting around
<input type="checkbox"/>	<input type="checkbox"/>	Emotional Problems	<input type="checkbox"/>	<input type="checkbox"/>	Indigestion
<input type="checkbox"/>	<input type="checkbox"/>	Depression	<input type="checkbox"/>	<input type="checkbox"/>	Memory/concentration
<input type="checkbox"/>	<input type="checkbox"/>	Fears	<input type="checkbox"/>	<input type="checkbox"/>	Mouth sores
<input type="checkbox"/>	<input type="checkbox"/>	Nervousness	<input type="checkbox"/>	<input type="checkbox"/>	Nausea
<input type="checkbox"/>	<input type="checkbox"/>	Sadness	<input type="checkbox"/>	<input type="checkbox"/>	Nose dry/congested
<input type="checkbox"/>	<input type="checkbox"/>	Worry	<input type="checkbox"/>	<input type="checkbox"/>	Pain
<input type="checkbox"/>	<input type="checkbox"/>	Loss of interest in usual activities	<input type="checkbox"/>	<input type="checkbox"/>	Sexual
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Skin dry/itchy
<input type="checkbox"/>	<input type="checkbox"/>	Spiritual/religious concerns	<input type="checkbox"/>	<input type="checkbox"/>	Sleep
			<input type="checkbox"/>	<input type="checkbox"/>	Tingling in hands/feet
			Other problems		



**Screening, Assessment, and Management of Fatigue in Adult Survivors of Cancer: An American Society of Clinical Oncology Clinical Practice Guideline Adaptation**  
 Julienne E. Bower, Kate Bak, Ann Berger, William Breitbart, Carmelita P. Escalante, Patricia A. Ganz, Hester Hill Schnipper, Christina Lacchetti, Jennifer A. Ligibel, Gary H. Lyman, Mohammed S. Ogaifi, William F. Pirl, and Paul B. Jacobsen

JOURNAL OF CLINICAL ONCOLOGY ASCO SPECIAL ARTICLE

