

Medical residents' perceptions of a training programme for effective negotiation in the clinical workplace: a needs assessment study.

No registrations found.

Ethical review	Positive opinion
Status	Pending
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON29054

Source

NTR

Brief title

CaMPMEN_4

Health condition

Manager, Care management, Competency, Leadership, Negotiation, Case-Based Discussion

Sponsors and support

Primary sponsor: Zuyderland Medical Center, Heerlen, NL

Source(s) of monetary or material Support: Zuyderland Medical Center, Heerlen, NL

Intervention

Outcome measures

Primary outcome

1) To assess the effectiveness of the current educational methods for residents and their

experience with case-based discussion

2) To assess the residents' with knowledge, skills and attitude regarding negotiation

Secondary outcome

N/A

Study description

Background summary

Background:

Currently, there is a growing need for health care leaders who possess capabilities to deliver care that effectively serves the needs of their communities [1]. As a result, many postgraduate medical training programs have been revised in order to prepare physicians to practice adequately in modern health care environments. This mandate is reflected in the seven CANMEDs competencies namely: medical expert, collaborator, communicator, scholar, professional, manager and health advocate.

In clinical practice, many clinical disciplines choose and apply their teaching methods differently. In addition to the difference in instructional methods, (i.e. teacher or student centered) differences also exist in the frequency of teaching as well as the level of involvement of trainees in the process. There is plenty evidence demonstrating the proven advantages of adult learning principles in teaching. In the continued search for the best way to align the education of physicians in training with the needs of changing health care systems however, it is imperative that practical didactic approaches be chosen for the process.

There are many student-centered teaching methods that can be used to teach medical residents in the literature some of which include the flipped classroom, case-based discussion (CBD), peer teaching and the simulation clinic. CBD is a student-centered teaching method used for training residents medical expertise and professional behavior. We were particularly interested in the benefits of CBD as a teaching method because of its proven potential to teach analytical and decision-making skills.

Hence we assumed that CBD would be a beneficial method to teach leadership skills, and in particular effective negotiation in (postgraduate) medical education [4]. In light of the paucity

of studies investigating the training needs of residents for effective negotiation and how to address these, this study shall explore current educational methods used to teach effective negotiation in residents, residents experience with case-based discussion as well as their knowledge, skills and attitude regarding negotiation.

[1] Busari JO, Berkenbosch L, Brouns JW. Physicians as managers of health care delivery and the implications for postgraduate medical training: a literature review. Teach Learn Med. 2011;23(2):186-96.

[2] Jerrard MA. Assessing Student Learning and Skills Using the Case Study Method. Journal of New Business Ideas and Trends. 2005;3(1):27-36.

Study objective

- 1) Exploring residents educational needs for effective training in negotiation skills.
- 2) Case-based discussions can stimulate the effective acquisition of negotiation skills
- 3) CBDs are suitable instructional methods for training negotiation skills.

Study design

12-10-2015 to 03-01-2016: conducting needs assessment

03-01-2016 to 31-01-2016: data analyses

Intervention

A needs assessment evaluating the effectiveness of the current educational methods for residents, their experience with case-based discussion and their knowledge, skills and attitude regarding negotiation.

Contacts

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Eligibility criteria

Inclusion criteria

Residents from clinical-related specialties at the Zuyderland hospital in the Netherlands from all years of residency are eligible for inclusion provided their term of residency does not expire before the end of data collection (at the time of participant selection).

Exclusion criteria

There are no explicit exclusion criteria

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Non controlled trial
Masking:	Single blinded (masking used)
Control:	Active

Recruitment

NL

Recruitment status: Pending

Start date (anticipated):	12-10-2015
Enrollment:	60
Type:	Anticipated

Ethics review

Positive opinion	
Date:	28-12-2015
Application type:	First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register	ID
NTR-new	NL5464
NTR-old	NTR5608
Other	: 15-N-102 METC Zuyderland

Study results

Summary results

[1] Berkenbosch L, Brouns JWM, Heyligers I, Busari JO. How Dutch medical residents perceive their competency as manager in the revised postgraduate medical curriculum. Postgrad Med. J 2011;87:1032 680-687.

[2] Brouns JWM, Berkenbosch L, Ploemen-Suijker FD, Heyligers I, Busari JO. Medical residents perceptions of the need for management education in the postgraduate curriculum: a preliminary study. Int J Med Educ. 2010;1:76-82.

- [3] Berkenbosch L, Bax M, Scherpbier A, Heyligers I, Muijtjens A, Busari JO. How Dutch medical specialists perceive the competencies and training needs of medical residents in healthcare management. *Medical Teacher*. 2013;35:1090-1102.

- [4] Busari JO, Berkenbosch L, Brouns JW. Physicians as managers of health care delivery and the implications for postgraduate medical training: a literature review. *Teach Learn Med*. 2011;23(2):186-96.

- [5] Berkenbosch L, Muijtjens AM, Zimmermann LJ, Heyligers IC, Scherpbier AJ, Busari JO. A pilot study of a practice management training module for medical residents. *BMC Med Educ*. 2014;24:14:107.

- [6] Berkenbosch L , Muijtjens AM ,Zimmermann LJ , Heyligers IC, Scherpbier AJJA, Busari JO,“A Pilot study of a practice management training module for medical residents”. *BMC medical education*, 2014 May 24;14(1):107. doi: 10.1186/1472-6920-14-107.