Introduction

Patient Perception

- Seifert, 2014 - only 46.2% of patients in Germany are satisfied by how their physician broke the news of cancer to them.1

- Brown, 2011 - only 21.6% of patients remembered their doctors being sympathetic, kind, and sensitive.2

Physician Perception

- Cheon 2017 - post-intervention in communications skills training, there were significant decreases in "emotional exhaustion," "depersonalization," and "personal accomplishment" – Maslach Burnout Inventory.3

- Orgel 2010 - 73% of trainees and 66% of attendings agreed the quantity and quality of formal teaching for breaking bad news was inadequate and a majority of residents and fellows rated their knowledge necessary to break bad news as insufficient.4

Specific Aims

We conducted a literature review of the interventions between 2004 - 2019 that were focused on teaching medical students how to break bad news with the following goals in mind:

1. Identify quality research studies that discuss undergraduate medical education models being used to teach students how to break bad news.
2. Use these findings to present recommendations to medical educators on best practices for teaching medical students how to deliver bad news.

Conclusions/Practical Implications

- 3 pronged approach: didactics, role-play, and SP interview
- Longitudinal training interspersed in medical school curriculum
- A combination of teaching videos with good and bad practices
- Role plays with feedback, placing emphasis on nonverbal behavior, perceived empathetic responses, and the use of explicit and implicit language

- Rigorous training of SPs using videos of role play sessions or sample encounters to ensure high fidelity interview simulation
- Patient feedback of student performance during SP encounters
- Assessments evaluating global communication skills, delivery of bad news, and empathy separately

Methods

Search Terms: Breaking bad news, communication of bad news, delivery of bad news, life-altering information, medical student, medical education, medical training, curriculum, SPIKES

Results

<table>
<thead>
<tr>
<th>Author, Year</th>
<th>Title &amp; MERSQI* Score</th>
<th>Intervention Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kron, 2017</td>
<td>Using a computer simulation for teaching communication skills: A blinded mixed methods randomized controlled trial</td>
<td>16.5</td>
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<tr>
<td>Cornman, 2016</td>
<td>Breaking Bad News to Patients with Cancer: A Randomized Control Trial of a Brief Communication Skills Training Module Incorporating the Stories and Preferences of Actual Patients</td>
<td>15.5</td>
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<tr>
<td>Berney, 2015</td>
<td>The Learning Effects of Different Presentations of Worked Examples on Medical Students’ Breaking Bad News Skills: A Randomized and Blinded Field Trial</td>
<td>15.5</td>
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<tr>
<td>Bag, 2019</td>
<td>What Skills Really Improve After a Flipped Educational Intervention to Train Medical Students and Residents to Break Bad News?</td>
<td>15.5</td>
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<tr>
<td>Shishehbor, 2015</td>
<td>Structured Teaching of Early Pregnancy Loss Counseling</td>
<td>15</td>
</tr>
<tr>
<td>Bowyer, 2010</td>
<td>Teaching Breaking Bad News Using Mixed Reality Simulation</td>
<td>14.5</td>
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<tr>
<td>Westmoreland, 2018</td>
<td>A standardized low-cost peer role-playing training intervention improves medical student competency in communicating bad news to patients in Botswana</td>
<td>14.5</td>
</tr>
<tr>
<td>Vernetten, 2019</td>
<td>Development of a Simulation-Based Learning Curriculum for Teaching Breaking Bad News</td>
<td>14</td>
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<tr>
<td>Gridhorn, 2016</td>
<td>Teaching and evaluating breaking bad news: A pre-post evaluation study of a teaching intervention for medical students and a comparative analysis of different measurement instruments and raters</td>
<td>14</td>
</tr>
<tr>
<td>Wissler, 2010</td>
<td>The communication of medical students, residents, and consultants</td>
<td>14</td>
</tr>
<tr>
<td>Bae, 2008</td>
<td>Breaking Bad News: Use of Cancer Survivors in Role-Playing Exercises</td>
<td>13</td>
</tr>
<tr>
<td>Bourne – Aragon, 2010</td>
<td>Videotaped simulated interviews to improve medical students' skills in disclosing a diagnosis of cancer</td>
<td>12</td>
</tr>
<tr>
<td>Dikici, 2017</td>
<td>Teaching Medical Students How to Break Bad News: A Turkish Experience</td>
<td>12</td>
</tr>
</tbody>
</table>

Literature cited


Acknowledgments

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