Learn to Ask
Using a flipped classroom model with group versus individual objective generation to teach residents goals of care discussions

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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Does how learners prepare matter?
Objective

Does individualized or group objective-generation produce greater change in Internal Medicine residents’ subsequent performance in a simulation-based academic half-day on goals of care communication.
Methods

PGY1 Internal Medicine (n=25)

- Emailed preparatory materials

Computer Randomization

Group Objective Generation (n=12)

Individual Objective Generation (n=13)

Pre assessment survey

5 GOC Simulation Stations with Expert Feedback

1. Artificial nutrition
2. Intubation
3. Dialysis
4. Prognosis
5. Withdrawal of care

Post Assessment Survey
## Baseline Resident Experience

<table>
<thead>
<tr>
<th></th>
<th>Individual (n=12)</th>
<th>Group (n=13)</th>
<th>P Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTU Blocks</td>
<td>2.58</td>
<td>2.63</td>
<td>0.556</td>
</tr>
<tr>
<td>ICU Blocks</td>
<td>0.83</td>
<td>1.09</td>
<td>0.806</td>
</tr>
</tbody>
</table>
Preparation Time

**Figure 1:** Resident Reported Preparation Time
Self reported Confidence

**Figure 2: Confidence in Conducting GOC Discussions**
Resident Performance

Figure 3: Difference in OSCE Scores
Qualitative Feedback

• Realistic scenarios
• Preparation materials were helpful
• Residents did request short didactic session prior to OSCE
• Faculty feedback helpful
Discussion

• Groups tended to prepare longer

• Trend towards longer preparation time and higher OSCE scores with group objective generation

• Self confidence increased independent of preparation method
Limitations

• Single centre, single training program

• Small sample size

• Difficult to evaluate competence in goals of care discussions
Conclusion

• Flipped classroom model with group objective generation may result in more time on task and improve resident performance

• Larger studies are required to confirm this effect
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References

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