**The Art Of The Interview**

Glen Rebman, DO, MA; Ozra Nobari, MD; Richelle Moen, PhD, MA. University of Minnesota

**Introduction**
Communication is essential to all areas of medicine. Medical students commonly receive little formal education on communication, especially interview skills, despite there ability to enhance patient care. In addition, there are often few opportunities for medical students to have their interviewing critiqued and enhanced in live patient encounters. The psychiatry clerkship provides the ideal context and environment to teach interview skills, regardless of students' eventual specialty. There is time for formal teaching, modeling, and dynamic feedback. Also, there is a broad range of patients in terms of level of difficulty to interview.

We developed a residency driven curriculum that provides the format and materials necessary to help medical students advance in their ability to interview patients during their psychiatry clerkship and beyond. The 2-4 week curriculum is outlined in a 4 week format below. The curriculum is being studied to determine if it is effective at improving interviewing skills, while reducing stress and burnout during the rotation.

**Methods**

**Current:** Every week medical students doing a psychiatry rotation through the UMN gather for Wednesday didactics. The core features of the interview skills curriculum were condensed into an interview skills didactic lecture and interview skills handout. The lecture is given during the first week of the rotation. Anyone at attendance during the lecture was provided with a brief, 6 question, anonymous survey to complete, with the surveys being collected at the end of the day by administrative staff. Students were informed that the survey was voluntary, anonymous, and had no bearing on their evaluation for the rotation. A total of 56 surveys were collected.

- **Active Listening Words**
  - **Understanding**
    - What do you think the patient needs? What do you think is important to you? What do you think is important to the patient?
  - **Validation**
    - What do you think the patient needs? What do you think is important to you? What do you think is important to the patient?
  - **Assessment**
    - What do you think the patient needs? What do you think is important to you? What do you think is important to the patient?
  - **Credibility**
    - What do you think the patient needs? What do you think is important to you? What do you think is important to the patient?

- **Validation Statement**
  - What do you think the patient needs? What do you think is important to you? What do you think is important to the patient?

- **Interview Skills**
  - Students gain confidence to be able to complete full interview alone.

**Results**

- 56 total surveys were completed after multiple Wednesday didactic sessions.
- 41 responses were from third year students, 12 were from fourth year students, and 3 were unidentified.
- 89% of students found the lecture and handout helpful.
- 93% of students reported some level of increase in confidence interviewing patients.
- 79% of students would recommend the session to other trainees. 4% would not and the remaining 17% were neutral.
- 57% felt confident teaching the skills learned to others. 36% were neutral, with 7% not being confident.
- 73% were interested in further training on this topic with the rest being neutral.
- 85% felt these skills will reduce stress and burnout on the rotation.
- There was little difference between the responses of MS3 vs. MS4.

**Conclusion**

Results show that the interview skills curriculum, namely the interview skills lecture and handout, was successful at teaching interview skills and increasing confidence at interviewing. A large proportion even felt confident teaching these skills to other students. Importantly, the majority of students felt these skills will help reduce stress and burnout during the rotation. Given the prevalence of burnout in medical training, this is one way to increase training wellbeing, while teaching relevant psychiatry skills.

**References**