

# Recruitment Tips for the PACE Seminar

## **A champion is critical:**

- Enlist a physician well known and respected in the community to spearhead recruitment efforts with personal contact
- Plan for aggressive and repeated contact by champion

## **Make the session easy to attend:**

- Hold during evening hours, with dinner, so as to not intrude upon clinical work
- Select site for its central location

## **Make the session attractive to clinicians:**

- Provide continuing medical education (CME) credits
- Provide a nice dinner
- Emphasize effectiveness of program by using published studies
- Use local, well-known experts as faculty
- Highlight benefits for participants, including educational materials that include:
  - Sample asthma action plans
  - Copies of the program slides
  - Materials on documentation, coding and reimbursement

## **Consider:**

- Co-sponsoring the session with a local organization
- Targeting physicians that would otherwise not attend an asthma CME event
- Establishing policies prior to recruitment:
  - Limit number of participants for maximum participation in discussions
  - Determine types of clinicians allowed to attend
  - Allow for last-minute attendees

# Facilitation Tips for the PACE Seminar

Below are tips for facilitating the PACE seminar in general as well as background and pointers for facilitating the following specific discussions: Medical Management; Communication Skills; Educational Messages; and Case Studies.

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## General Guidelines

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- Be calm and relaxed
- Create a thoughtful, permissive atmosphere
- Model the communication techniques
  - Nonverbal attentiveness
  - Address immediate concerns
  - Interactive conversation
  - Use open-ended questions
  - Praise participants for valuable contributions
- Be comfortable with the “10 second” pause
- Stay to the Script
- Refocus the discussion when off target
- Summarize long answers
- Present alternate viewpoints tactfully
  - Ask for other viewpoints: “Does anyone else do this (or think this way)?”
  - Ask for consequences: “Are there any possible unintended results?”
  - Refer to authoritative sources: “Recent studies suggest...”
- Probe for additional comments from group
  - “What did you mean...”
  - “Does anyone else feel the same way?”
  - “You looked like you were about to add something...”
- “Relay” the idea
  - Ask if others have had the same experience to draw them into the discussion
  - “George, what do you think about Laura’s comment?”

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## Medical Management Discussion

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- Assess your audience and acknowledge their concerns
  - “How do you feel about treating patients using this approach?”
  - “I recognize that you only have 12 minutes...”
  - Acknowledge the complexity of diagnosis and management
- Keep the discussion focused on the issues involved on the key points
- Defer lengthy discussions on rare conditions or minor points
- Keep your answers short; don’t overwhelm with information
- Introduce correct or accepted procedures if ineffective ones are described by participants
  - Prevents misinformation out of politeness or courtesy
    - “Many physicians use...”
    - “Current guidelines suggest...”
    - “My own experience suggests...”

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## Communication Skills Discussion

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- The aim is to enable physicians to link what they saw in the video to what they do in practice
  - Most physicians use one or more of these strategies, but may not see this right away
  - Not all strategies will fit a physician’s practice style, but one or two will
- Discussion often starts slowly because the material is new
  - Repeat the question
  - Say “take a minute to think”
- Use the open-ended questions in the manual to start, especially the first two
- If no one can think of anything, ask:
  - “How many of you sit when you see patients?”
  - “What else do you do to make your patients feel that they have your full attention?”
- Use the tips for involving others:
  - Praise people who report using a skill
  - Ask them about its effect on their patients
  - Ask if others do this as well
- Refocus the discussion if it wanders from the topic of using communication skills

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### **Educational Messages Discussion**

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- The purpose is to have physicians share effective ways they have taught patients about these messages
  - One physician’s effective strategies can serve as a model for other physicians
  - Use questions outlined in the manual for each segment
- Keep it brief (5 minutes per segment)

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### **Case studies Discussion**

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- Cases selected fall into the “gray” areas of the asthma guidelines
- There are multiple acceptable ways to approach the management for each case
- Invite comments and suggestions
- Stimulate discussion
  - Probe for an “opposing” or alternate view
  - Point out advantages and disadvantages of each approach