Figure 1. Outline of Course Content



Skill Set 1: Begin the Encounter

Set the Stage

Greet the patient and family
Attend to comfort
Acknowledge communication barriers

Elicit the Patient's List of All Items

Exhaustive "What else?"

Negotiate Agenda

- Establish patient's and family's priorities State your clinical goals
- Negotiate a plan

Skill Set 2: Relationship-Centered

Open the Conversation

- Open-ended question/request
- Attentive listening \rightarrow Reflective listening

Elicit Perspectives

* ICE: Ideas, Concerns, Expectations

Respond with Empathy

- Non-verbal
- PEARLS: Partnership, Emotion, Apology, Respect, Legitimization, Support
- Transition to Data-Centered Part of Encounter

Skill Set 3: End the Encounter

Share Information

- © Orient patient and family to end of the encounter © Frame discussion around patient's and family's
- perspectives
- Use plain language
- Assess Understanding: "Chunk and Check"
 - ${\tt ||} \textbf{ART Loops: Ask} \rightarrow \textbf{Respond/Reflect} \rightarrow \textbf{Tell/Teach}$
 - I Teachback using ART
 - Close the Visit

ICE: Elicit Perspectives

IDEAS:

"What do you think might be causing this?" CONCERNS:

"What concerns do you have?"

EXPECTATIONS:

"What are you hoping you will leave with today?"

PEARLS[©]: Express Empathy

PARTNERSHIP:

"Let's work together on this."

EMOTION:

"I imagine how frustrating this is for you."

APOLOGY:

"I'm sorry to hear how difficult this is."

RESPECT:

"I appreciate all the effort you have made."

LEGITIMIZATION:

"Most people in your position would feel this same way." **SUPPORT:**

"I'm going to stick with you through this."

ART: Assess Understanding

ASK: "What do you know about...?" RESPOND: "Sounds like your brother had a difficult time..."

TEACH: "Your situation is not as severe"

ART: Collaborate on Plans

ASK: "What do you think about that as a plan?" RESPOND: "Those are important issues to consider." TEACH: "I have some additional ideas to share with you."

ART: Teachback

ASK: "When you speak with your family member, what will you tell them we discussed?" RESPOND: "That's a good summary." TEACH: "In addition..."

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