



Making Difficult Conversations Easier

Professor Eva Doherty,
Director of Human Factors in Patient Safety

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE



Human Factors in Patient Safety at RCSI

- Surgeons in training years 1-8
- Emergency medicine trainees years 1-7
- International Medical Graduates Two year prog.
- Radiology trainees SpR 1-5
- Continuing Professional Development for
- NCHDs and Masterclasses for Consultants
- Masters in Surgical Science and Practice
- **Interprofessional PGDiploma/MSc in Human Factors in Patient Safety**

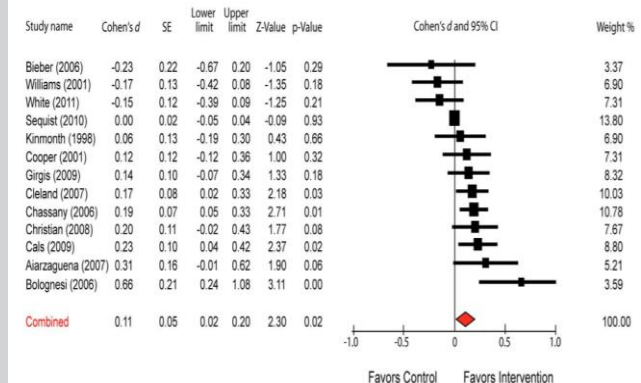


Objectives for Today



- Describe the key skills of effective communication in healthcare
- Identify the particular communication skills essential to use with emphasis on difficult conversations
- Appreciate emotions and their meaning
- Recognise the importance of the use of empathy skills in difficult conversations

Problem/Diagnosis	Outcome
Fibromyalgia	Pain, dep., functioning
Smoking	Smoking cessation
Osteoarthritis	Pain
Diabetes	BP, serum levels
Diabetes	BP, serum, Psychosocial
Hypertension	BP
Cancer	Anxiety, Depression
Asthma	Asthma QoL
Osteoarthritis	Pain
Diabetes	Weight loss
Lower resp. infection	Return Consultations
Somatic complaints	Quality of Life
Obesity	Weight loss



OPEN ACCESS Freely available online



The Influence of the Patient-Clinician Relationship on Healthcare Outcomes: A Systematic Review and Meta-Analysis of Randomized Controlled Trials

John M. Kelley^{1,3*}, Gordon Kraft-Todd¹, Lidia Schapira^{1,4}, Joe Kossowsky^{2,5,6}, Helen Riess¹

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Leading the world to better health



Burnout



Communication Skills Training for Physicians Improves Patient Satisfaction

Adrienne Boissy, MD, MA¹, Amy K. Windover, PhD¹, Dan Bokor¹, Matthew Karafa, PhD², Katie Neuendorf, MD¹, Richard M. Frankel, PhD^{1,3}, James Merlino, MD⁴, and Michael B. Rothberg, MD, MPH⁵

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Kelm et al. BMC Medical Education 2014, 14:219
<http://www.biomedcentral.com/1472-6920/14/219>



RESEARCH ARTICLE

Open Access

Interventions to cultivate physician empathy: a systematic review

Zak Kelm¹, James Womer^{2,3}, Jennifer K. Walter³ and Chris Feudtner^{3*}

Association of an Educational Program in Mindful Communication With Burnout, Empathy, and Attitudes Among Primary Care Physicians

Michael S. Krasner, MD

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Timothy E. Quill, MD

Context Primary care physicians report high levels of distress, which is linked to burnout, attrition, and poorer quality of care. Programs to reduce burnout before it results in impairment are rare; data on these programs are scarce.

Objective To determine whether an intensive educational program in mindful communication, and self-awareness is associated with improvement in primary care physicians' well-being, psychological distress, burnout, and capacity for relating to patients.

Design, Setting, and Participants Before-and-after study of 70 primary care physicians in Rochester, New York, in a continuing medical education (CME) course in 2007-2008. The course included mindfulness meditation, self-awareness exercises, nar-

JAMA



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Enter in the chat examples of your difficult conversations.....

- Cancelling appts/surgery
- Patients who are very anxious or very angry
- Angry relatives
- Breaking Bad news
- Telephone conversations
- Video conversations



A recipe for the most useful communication skills

- Introduction
- Empathy and apology
- Starting point, no interruptions
- Open and closed questioning
- Signposting
- Non-verbal skills
- Simple language no jargon
- Periodic summarising
- Screening questions



When something is tough.....

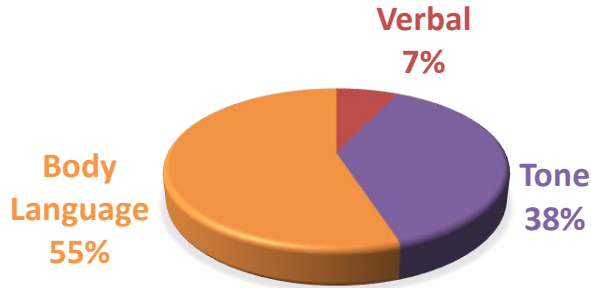


Difficult Conversations

- What is more critical ?
- The information you give ?
- VS
- How you transmit that information ?



How to convey meaning: Verbal and Non Communication



Becoming an expert communicator

- Non-verbals:
- Eyes
- Tone of voice to convey emotion
- Body Language, gestures

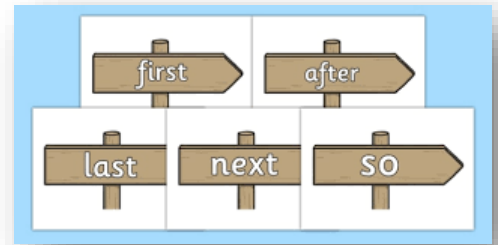


Becoming an expert communicator

- Verbal:
- Think about tone of voice: resonate
- Speak slower than usual
- Use shorter phrases



‘Signposting’



- Im calling to give you your test results.
- I’m going to explain how the procedure will be done
- Warning shot : Im afraid I have some information for you that you may not be expecting...pause...is it ok if I continue ?

Summarising and 'Teach-Back'

- 'Chunk and Check'
- Ok so I'll just go through the main points once more.
- Just to check I've explained this properly to you, can you tell me what you understand from what I've explained so far.....

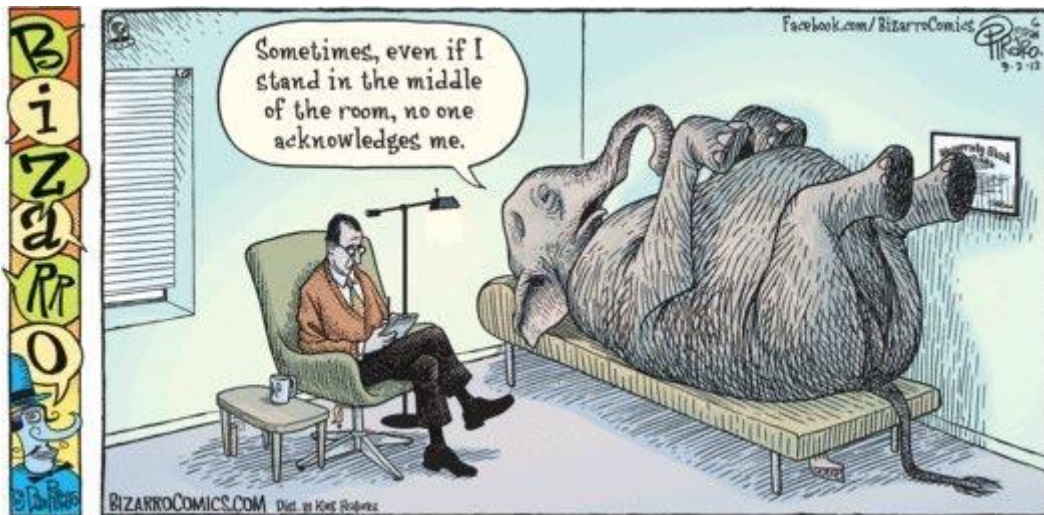
Empathy

- The art of demonstrating that you 'get' the emotion behind what is being expressed



*How would you like it
if the mouse did that to you?*

Name it!



Use of Empathy

- Name and demonstrate respect for the emotion
- eg 'I can see that this is difficult for you'
- 'I can see that this delay is very frustrating'



Are emotions simple or complicated ?



Emotions have universal meaning



Happiness *Gain something of value*



Sadness *Lose something of value*



Surprise *Something is happening*



Anger *Blocked from getting something*



Fear *Possible threat*



Disgust *Rules are violated*

Every possible emotional overlap in Inside Out

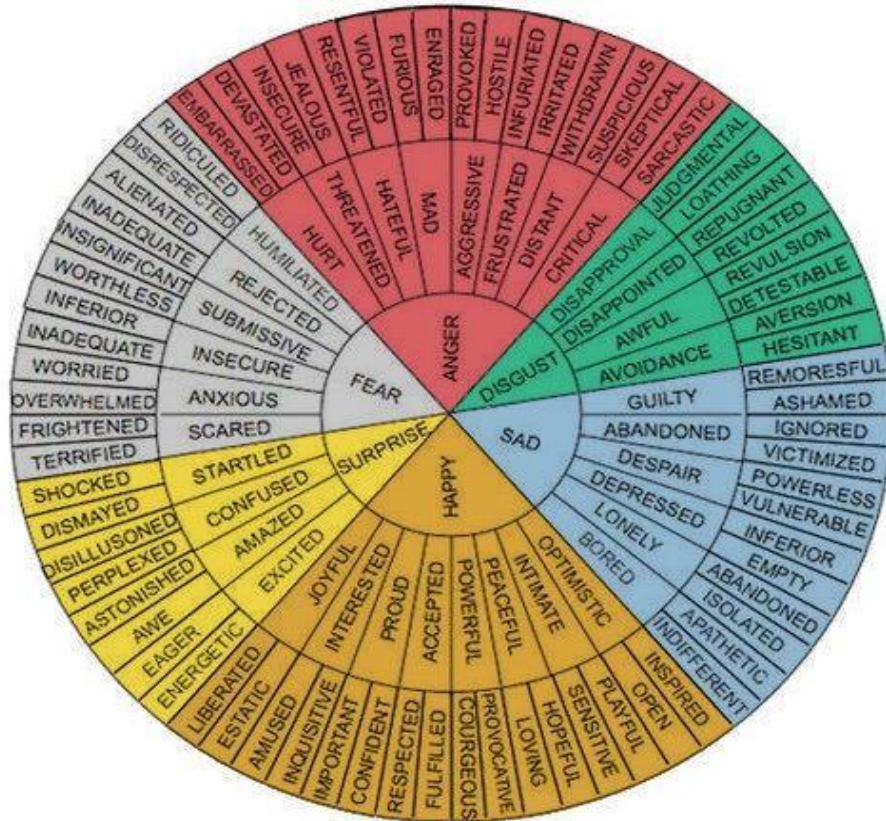
Joy and Sadness make melancholy. But what do the other emotions add up to?



SOURCE: Photos from Disney/Pixar

Vox

Managing Emotions



Use Emotions:
Specific influence of emotions

Emotion	<i>Impact</i>
Anger	<i>Fight</i>
Disgust	<i>Reject</i>
Fear	<i>Avoid</i>
Sadness	<i>Give up</i>
Surprise	<i>Pay attention</i>
Happiness	<i>Explore</i>

Challenges using PPE

- Uncomfortable
- Hot
- Hard to wear properly
- Can't drink/eat easily
- Can't touch your face

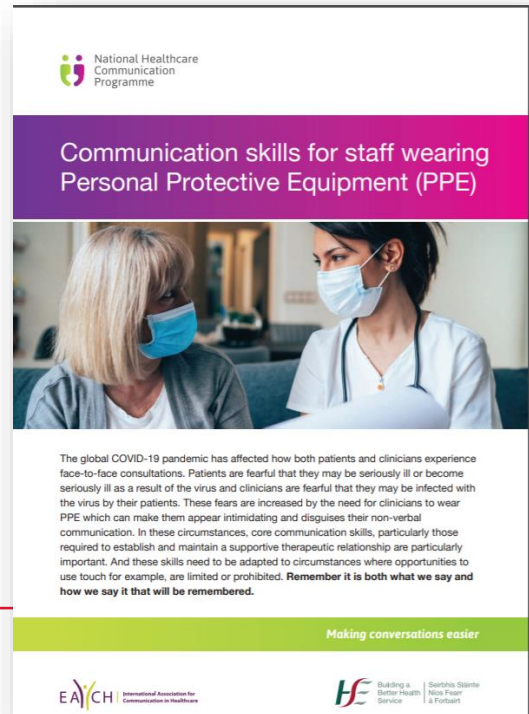
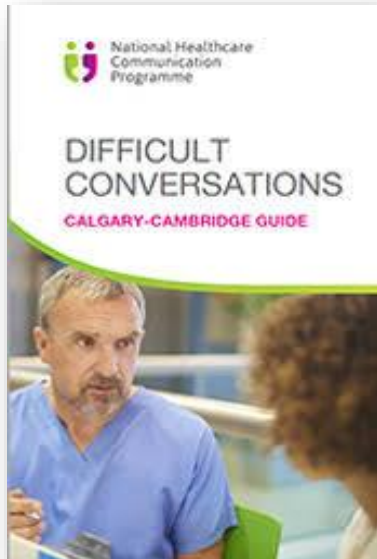


Communication Challenges using PPE

- Hear what is being said
- Understand meaning
- Noisy environments



National Healthcare Communication Programme, HSE



Tips for communicating with PPE

- Name badge
- Identification board
- Photograph
- Lighting



More tips....



- Wave when you meet someone first instead of a handshake
- ‘Smize’: smile with your eyes wrinkled: practice
- Use ‘mmmm’ more, pauses and gesturing: 10% +
- Ensure you are facing the person and not the door!

A few more.....



- Check patient can hear you and you them
- Use pen and paper
- Watch out for background noise: building work/suction machines etc
- Have a laminated picture of yourself for patients who can't sit up or are a distance away

COVID-19

About EACH

Organisation

News

Membership

Events

Resources

Current Projects

Members Area

Forums

FAQ

COVID-19

We hope that you find this page useful to find and share resources for healthcare communication during the COVID-19 pandemic. This is a challenging time for all of us, particularly those working in healthcare professions whether that be in practice or academia. This page points you to existing resources, EACH resources and also opportunities where you can share your experiences or concerns within our friendly EACH community.



EACH Resources

Below are a list of resources that have been developed by and/or in collaboration with EACH. This list will be continually updated with new resources.

Communication skills for staff wearing Personal Protective Clothing (PPE)

The global COVID 19 pandemic has affected how both patients and clinicians experience face-to-face consultations. This provides guidance on communicating with patients whilst wearing PPE.



Developed by:



RCSI

Telephone and Video consultations

- <https://msurgery.ie/home/rcsi-courses/online-open-courses/>



**Surgical Affairs
Online-Courses**

RCSI

Video Consultations

Many healthcare staff are now carrying out consultations using video calls. This is often a type of consultation that staff have not encountered prior to COVID-19 and can be an area of anxiety. Building on the previous course on telephone consultations, this course shows you how to apply the core skills of the Category Cambridge Guide to video consultations provides a structured and patient-centred approach.

START COURSE

**Surgical Affairs
Online-Courses**

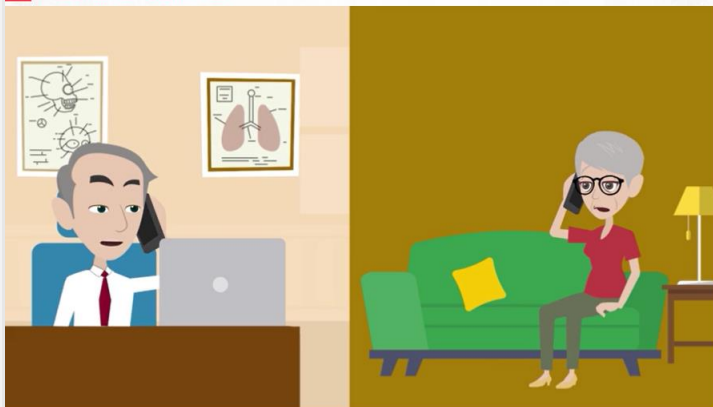
RCSI

Communication Skills for Telephone Consultations

Many healthcare staff are now carrying out consultations on the telephone. This is often a type of consultation that staff have not encountered prior to COVID-19 and can be an area of anxiety. Applying the core skills of the Category Cambridge Guide to telephone consultations provides a structured and patient-centred approach.

START COURSE

Scenario 2 – Second Call



Full transcript of dialog available in the resource section. (Top Right Menu)

Scenario 1 – Video Part B - Physio

Initiating the Session



greeting

Providing Information and Planning

PROVIDING INFORMATION AND PLANNING

SLOW DOWN

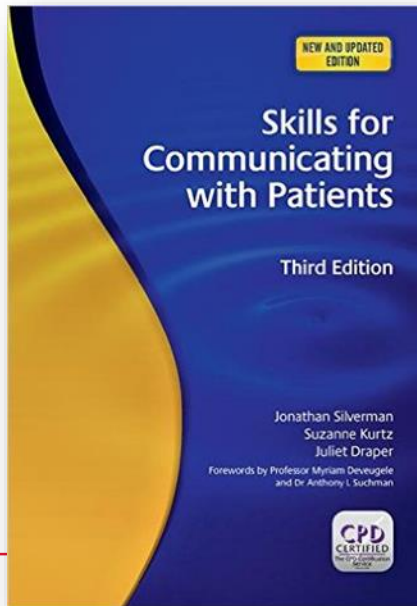
- SPEAK SLOWLY AND CLEARLY
- USE LONGER PAUSES
- USE NONVERBAL COMMUNICATION SKILLS
- ENCOURAGE PATIENT TO SHARE

SUMMARISE

SUMMARISE KEY
POINTS



The best book !





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- PGDiploma/MSc in Human Factors in Patient Safety



01 ERROR AND SAFETY IN ACUTE HEALTHCARE

In this introductory module, we take a systems perspective on the issue of patient safety. This is a foundation module, the seminal literature is explored in depth.

02 PERSONAL EFFECTIVENESS AND NON-TECHNICAL SKILLS

This module will focus on the factors that contribute to improving personal effectiveness and team performance in healthcare.

03 LEADERSHIP OF PROCESS AND QUALITY IMPROVEMENT

In this module, the theoretical principles and the practical strategies behind QI will be explored in depth.

04 PROFESSIONALISM AND ADVANCED COMMUNICATIONS

In this module, we explore the key areas of professionalism including relationships with patients and ethical practice. In addition, scholars are introduced to the principles and practice of advanced communication including shared decision-making, obtaining consent, open disclosure, breaking bad news and end of life care.

05 RESEARCH METHODS

The research methods training course will cover the full range of research methodologies including: experimental and quasi-experimental methods, quantitative descriptive/observational research, qualitative and mixed methods research, pragmatic research approaches and research in process and quality improvement. Scholars will apply their skills to the development of a research protocol which will be the basis for their dissertation research.

06 ADVANCED RESEARCH METHODS AND DISSERTATION

Scholars progressing to the MSc in Human Factors in Patient Safety will undertake a research dissertation in year 2. For the dissertation, scholars will conduct an independent research or quality improvement project which will be submitted as a ready for publication research paper plus an extended literature review.