Introduction

SECTION 1: INTRODUCTION TO COMMUNICATION

- Recognising the different elements that make up communication
- Understanding how good communication benefits the patient interview

SECTION 2: DEVELOPING LANGUAGE AND COMMUNICATION SKILLS FOR THE PATIENT ENCOUNTER

<table>
<thead>
<tr>
<th>Unit</th>
<th>Communication skills</th>
<th>Language focus</th>
<th>Texts</th>
</tr>
</thead>
</table>
| 1 Receiving the patient page 14 | • Greeting patients and putting them at ease  
• Introducing yourself and your role  
• Asking the opening question and setting the agenda for the interview | • Conveying warmth  
• Formulating the opening question  
• Language for setting the agenda  
• Phrases to facilitate, repeat and clarify | Reading  
• Patient questionnaire  
Listening  
• Presentation: the importance of seating arrangements  
• Patients present their perspective  
• Receiving and greeting a patient  
• Asking the opening question  
• Setting the agenda for the interview |
| 2 The presenting complaint page 22 | • Encouraging patients to express themselves in their own words  
• Taking an accurate history of the presenting complaint  
• Asking about the intensity and degree of pain  
• Using techniques such as facilitation, repetition and clarification | • Using exploratory questions  
• Adjectives to describe types and intensity of pain  
• Patient speak: the suffix -ish  
• Patient speak: phrasal verbs with up  
• Facilitating the encounter: voice management | Reading  
• Patient-centred approach to history-taking  
Listening  
• Using exploratory questions  
• Exploring the presenting complaint |
| 3 Past medical and family history page 32 | • Requesting the patient’s past medical history  
• Discussing the family medical history  
• Taking effective notes during an interview  
• Writing an effective patient note  
• Summarising and structuring the interview | • Language to request the past medical history  
• Patient speak: common expressions to describe state of health  
• Expressions for signposting and summarising  
• Standard medical abbreviations | Reading  
• Past medical history: the components  
• Patient note  
Listening  
• Conference presentation: the pitfalls of taking the PMH.  
• Taking a past medical history  
• Taking a focused past medical history |
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</tr>
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</table>
| 4 The social history and telephone consultations page 42 | • Enquiring about the patient’s social history  
• Employing good telephone etiquette  
• Ensuring an effective telephone consultation  
• Summarising and checking information | • Asking about lifestyle and environmental health  
• Language for summarising and checking information  
• Patient speak: common suffixes in medical terminology  
• Expressions for consulting by telephone | Reading  
• Telephone consultations  
Listening  
• University seminar discussion on taking a social history  
• Asking about occupational health  
• Discussing lifestyle and environmental health  
• Carrying out an effective telephone consultation |
| 5 Examining a patient page 52 | • Preparing and reassuring the patient during an examination  
• Explaining examination procedures  
• Giving effective instructions in a patient-friendly manner | • Indirect language for polite instructions,  
• Patient speak: verbs and prepositions for giving instructions  
• Effective intonation for instructions  
• Softener: just | Reading  
• Techniques of the trade  
Listening  
• Giving instructions during a physical examination |
| DVD lesson 2: Taking past medical history, family history and carrying out the physical examination | | | |
| 6 Giving results page 60 | • Explaining results in a way that patients can understand and remember  
• Encouraging patients to express their fears and concerns  
• Explaining medical terminology to a patient  
• Giving a prognosis | • Language for giving a diagnosis  
• Phrases used to organise information  
• do for emphasis and confirmation  
• Word stress for emphasis  
• Language for explaining medical terminology  
• Patient speak: colloquial questions for asking about prognosis  
• Language of probability | Reading  
• Jaundice  
• Acute bronchitis  
• Erythema nodosum  
Listening  
• Explaining test results  
• Organising information |
| 7 Planning treatment and closing the interview page 69 | • Explaining treatments to a patient  
• Discussing options  
• Describing benefits and side effects  
• Advising on lifestyle  
• Negotiating treatment  
• Closing the interview | • How to negotiate a plan of action  
• Language for making suggestions  
• Phrases to explain advantages and disadvantages  
• Patient speak: expressing likelihood  
• Language for negotiating treatment | Reading  
• The New Quit Guide, So You Want to Quit?  
Listening  
• Outlining a treatment plan  
• Describing possible treatment plans for hypertension  
• Negotiating treatment with the patient  
• Advising on lifestyle changes |
| 8 Dealing with sensitive issues page 77 | • Broaching sensitive issues without bias and remaining non-judgemental  
• Reading and responding to patient cues  
• Employing question techniques: CAGE  
• Writing concise and accurate notes  
• Updating the patient note | • Language to broach sensitive issues  
• Identifying non-verbal patient cues  
• Techniques for contextualising, reassuring and asking permission  
• Patient speak: drug culture  
• Ensuring specific and concise notes | Reading  
• Reading cues  
• Letter of referral  
• Questionnaire: Know your drink  
Listening  
• Broaching sensitive issues.  
• Discussing sexual and reproductive health  
• Asking about alcohol consumption |
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</tr>
</thead>
</table>
| 9 Breaking bad news page 87 | • Delivering bad news in a sensitive way  
• Reassuring a patient or relative  
• Showing empathy | • Patient speak: expressions showing level of understanding  
• Softening the question  
• Language to deal with emotions  
• Patient speak: talking about current knowledge of condition  
• Voice management when communicating bad news | Reading  
• A time to listen  
Listening  
• Breaking bad news  
• Preparing the patient for receiving bad news  
• Dealing with emotions of an HIV patient  
• Consulting with a relative by telephone  
• Breaking bad news to a relative |

**DVD lesson 3: Breaking bad news**

**SECTION 3: INTERVIEWING DIFFERENT PATIENT CATEGORIES**

| 10 Communicating with challenging patients page 95 | • Encouraging a withdrawn patient to speak  
• Calming an aggressive or angry patient  
• Asserting your role as a doctor | • Reviewing question types  
• Using facilitative language  
• Language to respond to body language  
• How to validate emotions  
• Patient speak: expressions to describe different emotional states | Listening  
• Receiving an uncommunicative patient  
• Interviewing an irritated patient  
• Dealing with a manipulative patient |

**DVD lesson 4: Dealing with challenging patients**

| 11 Communicating with the elderly page 102 | • Carrying out an effective interview with an elderly patient  
• Showing sensitivity and respect to an elderly patient  
• Communicating with depressed elderly patients | • Asking questions specific to the elderly  
• Patient speak: collocations to describe conditions common in the elderly  
• Language to show sensitivity  
• Techniques for communicating with patients with hearing problems  
• Simple choice questions | Reading  
• Talking to the dying patient  
Listening  
• Visualising life as an older patient  
• Interviewing an older patient  
• Interviewing patients with sensitivity and respect  
• Consulting patients with hearing problems  
• Student presentation: tool for assessing the ability to live independently  
• Dealing with a patient with depression  
• Assessing a patient with mental issues |

| 12 Communicating with children and adolescents page 112 | • Establishing and developing rapport with a child  
• Reassuring a child  
• Gaining a child’s consent to be examined  
• Explaining procedures to a child  
• Responding to a child’s verbal cues  
• Communicating effectively with an adolescent | • Compliments for children  
• Expressions to show empathy with must  
• Language for reassuring a child  
• Child-friendly instructions  
• Patient speak: bodily functions and body parts  
• Techniques for communicating with adolescents | Reading  
• Now I feel tall: What a patient-led NHS feels like  
Listening  
• Interviewing young children and their parents  
• Reassuring a young child  
• Examining children and giving instructions  
• Interviewing an adolescent patient |

**DVD lesson 5: Interviewing young patients and their carers**

| Role-play and other additional material page 121 | Audio scripts page 137 | Answer key page 152 |