

Contents

Introduction

page 6

SECTION 1: INTRODUCTION TO COMMUNICATION

- Recognising the different elements that make up communication page 8
- Understanding how good communication benefits the patient interview

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

Unit	Communication skills	Language focus	Texts
1 Receiving the patient page 14	<ul style="list-style-type: none"> • Greeting patients and putting them at ease • Introducing yourself and your role • Asking the opening question and setting the agenda for the interview 	<ul style="list-style-type: none"> • Conveying warmth • Formulating the opening question • Language for setting the agenda • Phrases to facilitate, repeat and clarify 	<p>Reading</p> <ul style="list-style-type: none"> • Patient questionnaire <p>Listening</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Using exploratory questions • Adjectives to describe types and intensity of pain • Patient speak: the suffix <i>-ish</i> • Patient speak: phrasal verbs with <i>up</i> • Facilitating the encounter: voice management 	<p>Reading</p> <ul style="list-style-type: none"> • <i>Patient-centred approach to history-taking</i> <p>Listening</p> <ul style="list-style-type: none"> • Using exploratory questions • Exploring the presenting complaint
DVD lesson 1: Patient-centred vs. doctor-centred approach			
3 Past medical and family history page 32	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Language to request the past medical history • Patient speak: common expressions to describe state of health • Expressions for signposting and summarising • Standard medical abbreviations 	<p>Reading</p> <ul style="list-style-type: none"> • <i>Past medical history: the components</i> • Patient note • Pedigree diagram <p>Listening</p> <ul style="list-style-type: none"> • Conference presentation: the pitfalls of taking the PMH. • Taking a past medical history • Taking a focused past medical history

Unit	Communication skills	Language focus	Texts
4 The social history and telephone consultations page 42	<ul style="list-style-type: none"> Enquiring about the patient's social history Employing good telephone etiquette Ensuring an effective telephone consultation Summarising and checking information 	<ul style="list-style-type: none"> Asking about lifestyle and environmental health Language for summarising and checking information Patient speak: common suffixes in medical terminology Expressions for consulting by telephone 	<p>Reading</p> <ul style="list-style-type: none"> <i>Telephone consultations</i> <p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Preparing and reassuring the patient during an examination Explaining examination procedures Giving effective instructions in a patient-friendly manner 	<ul style="list-style-type: none"> Indirect language for polite instructions, Patient speak: verbs and prepositions for giving instructions Effective intonation for instructions Softener: <i>just</i> 	<p>Reading</p> <ul style="list-style-type: none"> <i>Techniques of the trade</i> <p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Language for giving a diagnosis Phrases used to organise information <i>do</i> for emphasis and confirmation Word stress for emphasis Language for explaining medical terminology Patient speak: colloquial questions for asking about prognosis Language of probability 	<p>Reading</p> <ul style="list-style-type: none"> <i>Jaundice</i> <i>Acute bronchitis</i> <i>Erythema nodosum</i> <p>Listening</p> <ul style="list-style-type: none"> Explaining test results Organising information
7 Planning treatment and closing the interview page 69	<ul style="list-style-type: none"> Explaining treatments to a patient Discussing options Describing benefits and side effects Advising on lifestyle Negotiating treatment Closing the interview 	<ul style="list-style-type: none"> 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 	<p>Reading</p> <ul style="list-style-type: none"> <i>The New Quit Guide, So You Want to Quit?</i> <p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Reading</p> <ul style="list-style-type: none"> <i>Reading cues</i> Letter of referral Questionnaire: <i>Know your drink</i> <p>Listening</p> <ul style="list-style-type: none"> Broaching sensitive issues. Discussing sexual and reproductive health Asking about alcohol consumption

Unit	Communication skills	Language focus	Texts
9 Breaking bad news page 87	<ul style="list-style-type: none"> Delivering bad news in a sensitive way Reassuring a patient or relative Showing empathy 	<ul style="list-style-type: none"> 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 	<p>Reading</p> <ul style="list-style-type: none"> <i>A time to listen</i> <p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Encouraging a withdrawn patient to speak Calming an aggressive or angry patient Asserting your role as a doctor 	<ul style="list-style-type: none"> Reviewing question types Using facilitative language Language to respond to body language How to validate emotions Patient speak: expressions to describe different emotional states 	<p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Carrying out an effective interview with an elderly patient Showing sensitivity and respect to an elderly patient Communicating with depressed elderly patients 	<ul style="list-style-type: none"> 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 	<p>Reading</p> <ul style="list-style-type: none"> <i>Talking to the dying patient</i> <p>Listening</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Compliments for children Expressions to show empathy with <i>must</i> Language for reassuring a child Child-friendly instructions Patient speak: bodily functions and body parts Techniques for communicating with adolescents 	<p>Reading</p> <ul style="list-style-type: none"> <i>Now I feel tall: What a patient-led NHS feels like</i> <p>Listening</p> <ul style="list-style-type: none"> 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