

Pre-Brief & Learner Self-Assessment Strategy Practice

Communication Drill

Case Description:

You are running a serious illness communication simulation training, have given them didactic content, demonstrated the skills, and completed your small group set up activity. You have read a case, and you have a volunteer who is going to practice using the serious illness communication skills with a trained SP.

Educator	Learner (Pat)
What will be challenging about this case for you?	<i>I want to be sure they knows how sick they are.</i>
What skills could you use to help you with that challenge?	<i>I could give a clear headline with information and the meaning of that information.</i>
Group, watch for how these skills are used and write down what you see Pat do well. Pat, if you are ever unsure of what to say, call a time out. I may call a time out for time or for a good learning opportunity.	<i>Great.</i>
I'll go get the patient, and you can start when you are ready.	<i>Okay.</i>

ENCOUNTER HAPPENS, PAT DELIVERS A CLEAR HEADLINE BUT DOESN'T KNOW HOW TO RESPOND TO THE EMOTION ("You can't give up on me!!!"). EDUCATOR CALLS A TIME OUT.

Educator	Learner
Time out. How is it going?	<i>I guess okay. They're pretty upset.</i>
Let's put a pin in that. What did you do well?	<i>I gave the clear headline I wanted to try.</i>
I saw that. Is it OK to ask the group to tell you what they saw you do well?	<i>Sure.</i>
Group, can you tell Pat what they did well.	<i>[You introduced yourself] [You asked what they understood about their illness]</i>
Looking back, is there anything you may have done differently?	<i>I could see they were upset, but I didn't know what to say.</i>
Let's brainstorm how to respond when a patient gets upset and says, "You can't give up on me!" Do you have an idea or do you want to go to the group?	<i>I guess I could say, "You have been strong through all of the treatments".</i>
Great. Let's have the patient start back with "You can't give up on me!" and you can see what happens when you say, "You have been strong through all of the treatments".	<i>OK.</i>

REPLAY HAPPENS, AND PATIENT GETS SAD AND LET'S THE NEWS SINK IN AFTER THE LEARNER'S RESPECT STATEMENT ("I needed to be strong for my kids, but I also need them to be prepared").

Educator	Learner
How were they different in the replay?	<i>They got sad instead of being angry, and let the news start to sink in.</i>
What did you do to help them react differently?	<i>I responded to their emotion using a respect statement.</i>
So when you respond to someone's emotion after giving big news, it can help them process the news.	<i>I see that.</i>
What did you learn from this encounter that you can use when you are seeing your next patient?	<i>Remember to respond to emotions.</i>