



RACP

Specialists. Together

EDUCATE ADVOCATE INNOVATE

Challenging Conversations



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Communication skills @ RACP



- Patient centred care
- Professional skills – team work
- Difficult problems
 - End of life care
 - Trainees in difficulty
- Education – supervisor development

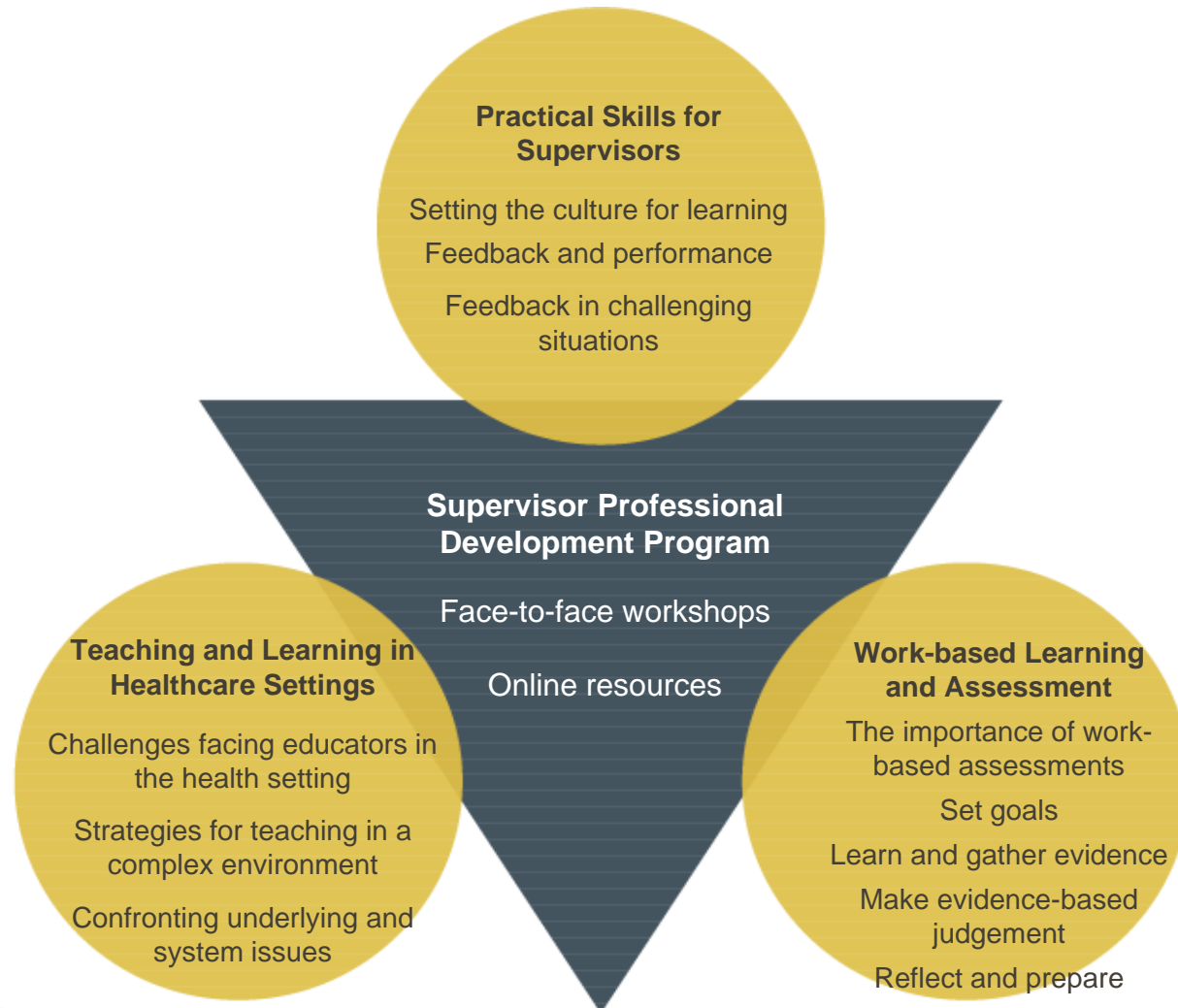
Discussion



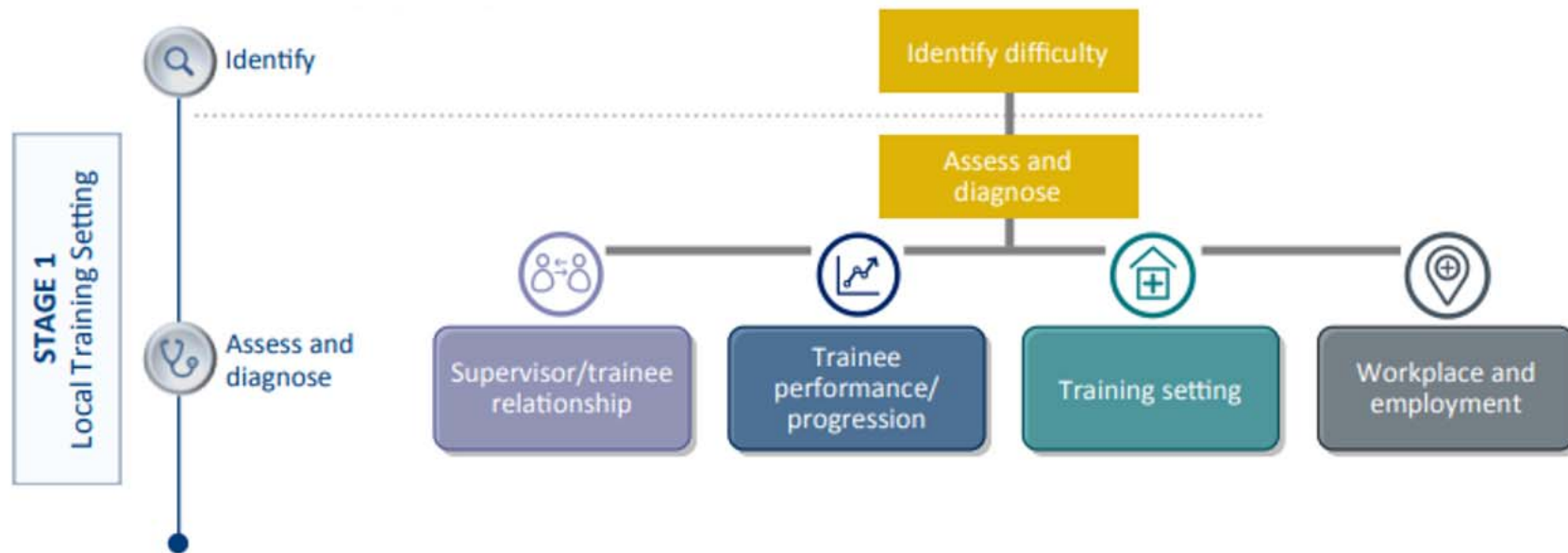
www.psdgraphics.com

- What 'tricky' situations have you come across?
- How did you tackle the issue, if so how did you approach it?
- What makes a conversation 'difficult'?

Supervisor Professional Development Program



Training Support Pathway



Communication skills



- Generic Communication skills
 - **Positive tone** - use open and closed questions;, nonverbal communication.
 - **Positive body language** - silence, non-verbal encouragement, **neutral utterances**
 - **Focus on being open ended** - Avoid blame, judgement and criticism through reflection, echoing, open ended request and clarifying summary.
 - **Active listening** - listen intently and reflect; seek first to understand before seeking to be understood

SPIKES Model

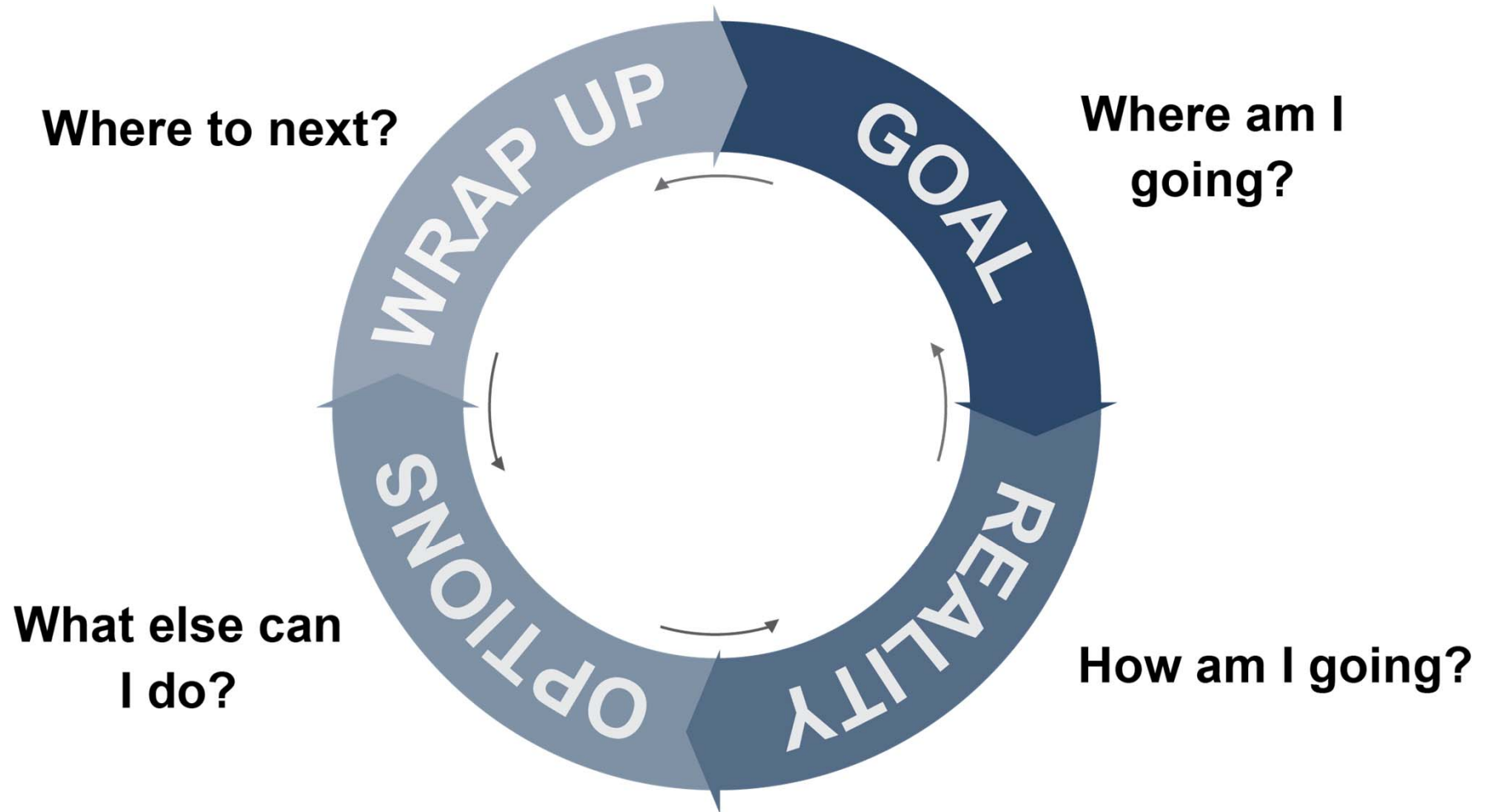
A six-step protocol for addressing less positive issues.

Six Steps		Description
S	Set up the interview:	Plan ahead for details such as being sure that you are in a private, comfortable setting.
P	Assess the trainee's perception	As described earlier, before you begin an explanation, ask the trainee open-ended questions to find out how he or she perceives the medical situation. In this way you can correct any misunderstanding the trainee has and tailor the news to the trainee's understanding and expectations.
I	Obtain the trainee's invitation	Find out how much detailed information the trainee wants regarding diagnosis and prognosis
K	Give knowledge and information to the trainee	Communicate in ways that help the trainee process the information. Provide information in small amounts, use short sentences, and check periodically for understanding.
E	Address the trainee's emotions with empathic responses:	Identify the trainee's primary emotion and express that you recognize that what the trainee is feeling is a result of the information received.
S	Strategy and summary:	Present options, being sure to align your information with what you ascertained (during the assessment of the trainee's perceptions) to be the trainee's knowledge, expectations, and hopes. Providing a clear strategy will lessen the trainee's anxiety and uncertainty.

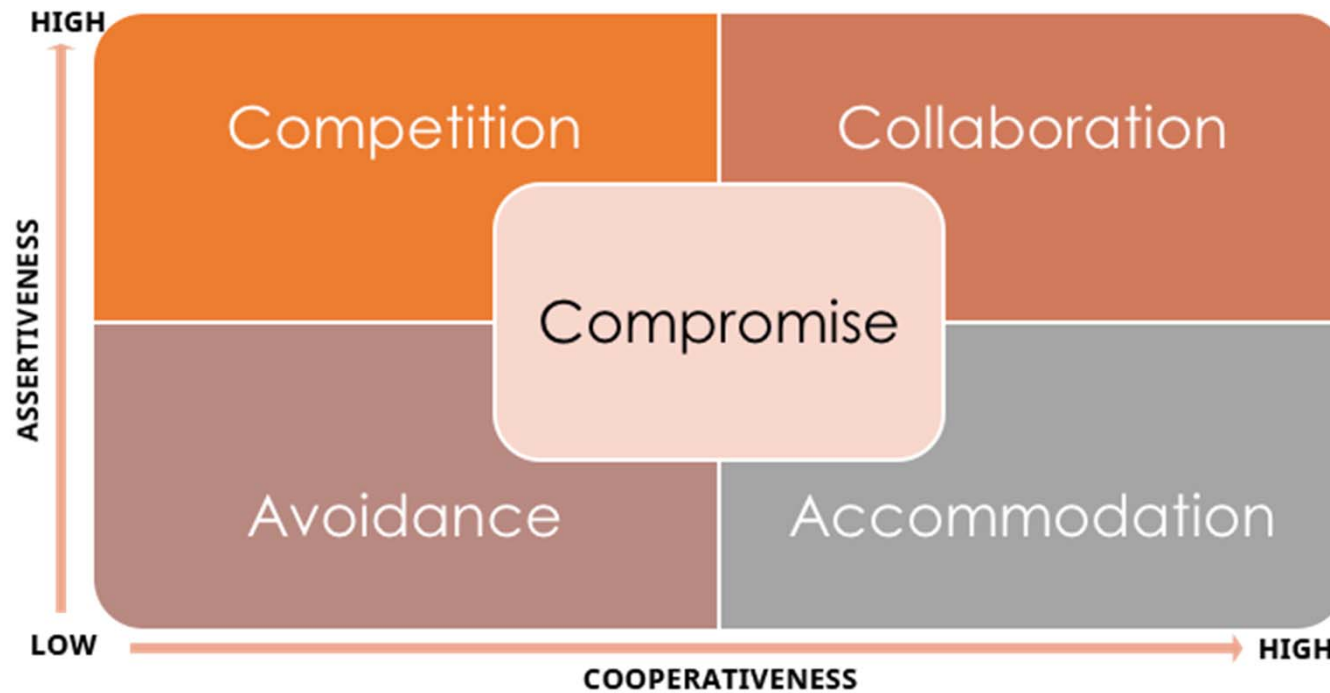
The Pearls Healthcare Debriefing Tool

	Objective	Task	Sample Phrases
1 Setting the Scene	Create a safe context for learning	State the goal of debriefing; articulate the basic assumption	"Let's spend X minutes debriefing. Our goal is to improve how we work together and care for our patients." "Everyone here is intelligent and wants to improve."
2 Reactions	Explore feelings	Solicit initial reactions & emotions	"Any initial reactions?" "How are you feeling?"
3 Description	Clarify facts	Develop shared understanding of case	"Can you please share a short summary of the case?" "What was the working diagnosis? Does everyone agree?"
4 Analysis	Explore variety of performance domains	See backside of card for more details	<p>Preview Statement <i>(Use to introduce new topic)</i> "At this point, I'd like to spend some time talking about [insert topic here] because [insert rationale here]"</p> <p>Mini Summary <i>(Use to summarize discussion of one topic)</i> "That was great discussion. Are there any additional comments related to [insert performance gap here]?"</p>
Any Outstanding Issues/Concerns?			
5 Application/Summary	Identify take-aways	<p>Learner centered</p> <hr style="border-top: 1px dashed black;"/> <p>Instructor centered</p>	<p>"What are some take-aways from this discussion for our clinical practice?"</p> <p>"The key learning points for the case were [insert learning points here]."</p>

Reflecting on learning - GROW



Conflict Resolution Model



Thomas Kilmann Conflict Resolution Model

What is a difficult conversation?

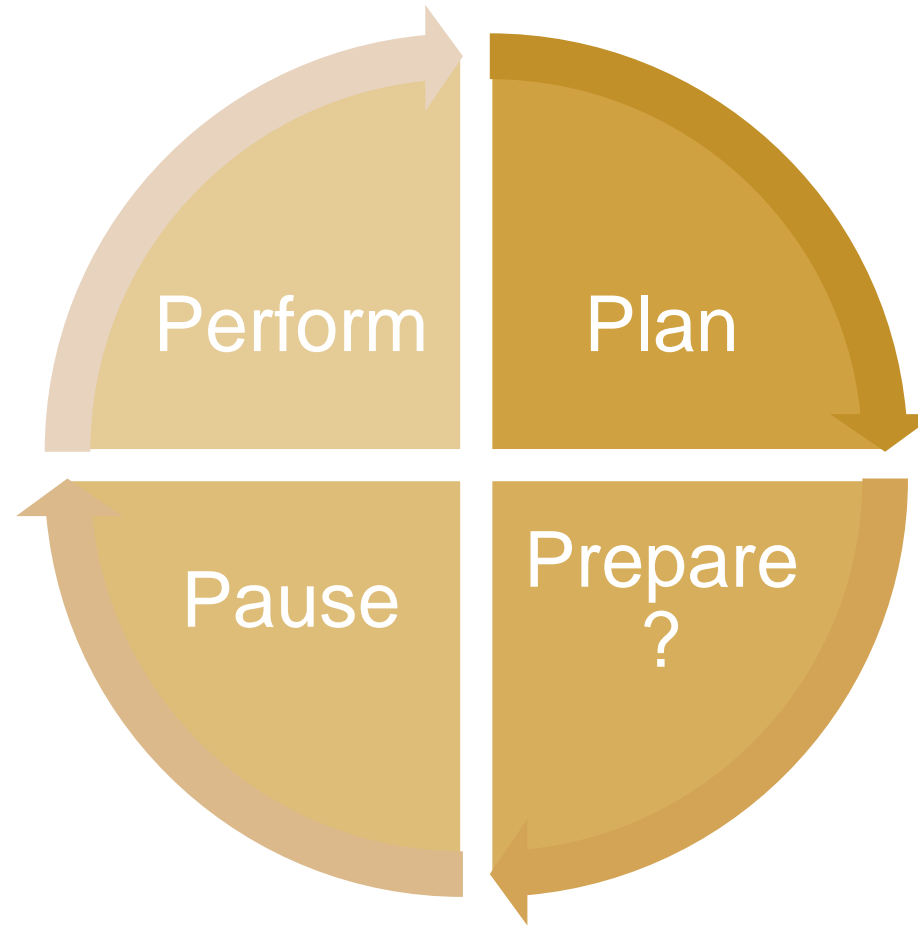


- Task- we don't want to talk about
- Often involves emotions
- Relational - we worry about impact on relationships



Instead of avoiding difficult conversations, find the courage to start dealing with problems in a constructive way...

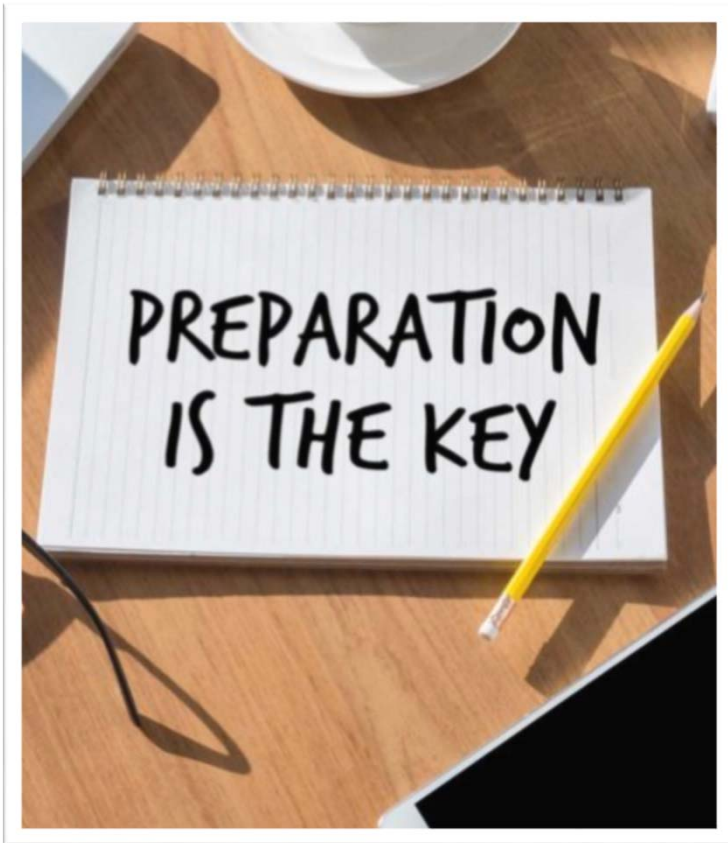
Challenging Conversation Framework



Prepare

To prepare for your conversation you need to:

- establish the facts;
- reflect on what you know about the individual;
- get support;
- check your policies; and
- plan the meeting - make a script and practice it.



Pause



- Where you are coming from ?
- A compassionate pause
- Take a deep breath:
 - Be mindful
 - Non judgemental/ curious
 - Connected

Performing the conversation Skills



1. Make it safe to talk
2. Get straight to the point
3. Lead with facts, not opinions and feelings
4. Use active listening
5. Use “I” not ‘you’
6. Validate the other persons view point
7. Don’t make assumptions

Performing the conversation Process



1. **Open the conversation:** *“Do you have a few minutes to talk about...?”
“I wanted to discuss...”*
2. **Describe the Situation, Behaviour and Impact:** *Yesterday, I observed ...I feel that behaviour was...I feel may have impacted team morale”*
3. **Pause and reflect:** *“I’m interested to hear your views on the situation...”*
4. **Close the Conversation**

Activity 1: The ‘Scolding’



1. Watch video

2. **Thoughts?**

- What behaviours did you observe?
- What was the impact?

3. **Discussion in pairs**

- If you were Dr Tobin (physician) how would you address your concerns about Dr Smart's performance? How would you approach the conversation?

The innocent bystander



- If you had witnessed this behaviour,
 - How would you feel?
 - How would Dr Tobin feel?
 - what would you do?
- Would you confront Dr Tobin or would you look the other way?
- What makes this situation difficult to approach?

Activity 2: The innocent bystander

Put yourself in Dr Burns' shoes ... you have decided to speak to Dr Tobin ...



1. Plan your conversation with 'Dr Tobin'.
2. Get into pairs - one as 'Dr Tobin' and the other 'Dr Burns'.
3. Practice the conversation then switch over.
4. Don't forget to pause

Group discussion



Thoughts on the role play...

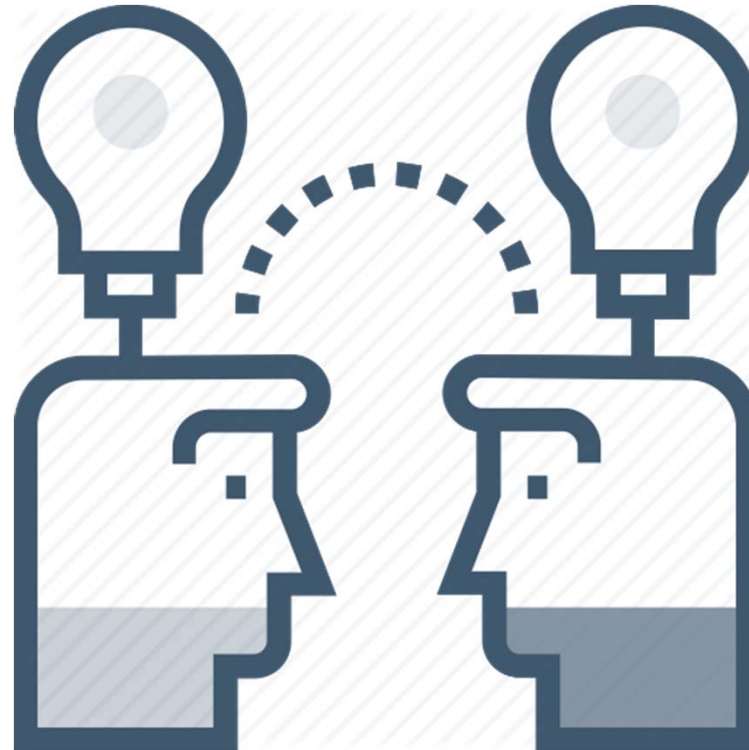
- How did the task go?
- How did the emotional work go?
- How did the relational work go ?

Lets see how the 'real' Dr Burns did...

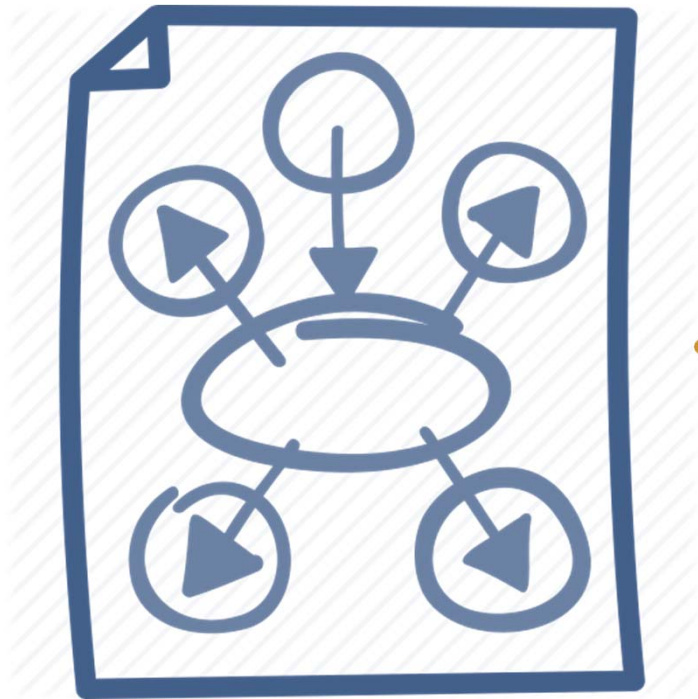
- Watch Video



Summary of key messages



Plan



- How are you going to follow up?

Reflection



- How did this workshop work ?
- What have you learned from this workshop?
- How will you apply these skills in the workplace?

End