

Giving Serious News:

ASK	<i>"What do you understand so far about your [your dad's] illness?"</i>
TELL	<ul style="list-style-type: none"> • warning statement • big picture headline • then PAUSE <p><i>"We're in a different place. The treatments aren't working. I'm concerned because it looks like your mom may be dying."</i></p> <p><i>"I have some serious news. The cancer is getting worse. At this point, I think doing chemotherapy would do more harm than good."</i></p>
ASK	<i>"What concerns do you have so far?"</i>

Responding to Emotion with Empathy: NURSE then Pause

<u>N</u>AME	<i>"It sounds like you're..."</i>
<u>U</u>NDERSTAND	<i>"I can only imagine..."</i>
<u>R</u>ESPECT	<i>"I'm impressed that..."</i>
<u>S</u>UPPORT	<i>"I will be available for you..."</i>
<u>E</u>XPLORE	<i>"It would help me to know more about..."</i>

Discussing Goals of Care: REMAP

<p><u>REFRAME</u> <i>the big picture</i></p>	<p>Ask-tell-ask</p> <p><i>"We're in a different place now."</i></p>
<p><u>EXPECT EMOTION</u> <i>respond with empathy</i></p>	<p><i>"I can only imagine how hard this is."</i></p> <p><i>"I wish we had another treatment to help you [your dad] improve."</i></p> <p>NURSE</p>
<p><u>MAP</u> <i>what's important</i></p>	<p><i>"Would it be okay to talk about you [your dad] as a person before we talk about treatments?"</i></p> <p><i>"Given this situation, what's important to you [your dad]?"</i></p> <p><i>"If your mom could be here with us in this conversation, do you have a sense of what she might say?"</i></p>
<p><u>ALIGN</u> <i>with patient's values</i></p>	<p><i>"As I listen to you, It sounds like the most important things to you [your dad] are..."</i></p> <p><i>"I wonder if perhaps you [your dad] would want to avoid..."</i></p>
<p><u>PLAN</u> <i>treatments to match values</i></p>	<p><i>"Would it be okay to talk about a plan that can best meet your [your dad's] goals?"</i></p> <p><i>"We can..."</i></p> <p><i>"We can avoid..."</i></p>

Teaching Communication Skills in Real-Time

	What to aim for	How to accomplish it
Pre-Encounter	Identify a learning goal	<p>“What is challenging about this kind of case for you?”</p> <p>“What skill would you like to focus on today?”</p>
	Assign roles for the meeting	<p>“How about you start off the meeting with [x] and then I’ll finish up with [y].”</p> <p>“We’ve done several meetings together, would you be willing to try leading the whole meeting today?”</p>
	Negotiate intervention	“If you get stuck, look over at me; I may also join in if I’m concerned the patient needs something.”
During the Encounter	Introduction of teacher role	“I may add a few points if needed. You may also see me taking some notes so I can capture what we discuss.”
	Collect data	Take notes with specific attention to the learning goal.
	Intervene politely if needed	“Dr. Jones, could I add something?”
	Give control back to the learner if appropriate	“Dr. Jones, could I ask you to finish this up by talking about the next steps?”
Post-Encounter	Elicit self-assessment	“How did that go?”
	Elicit positives	“We’ll come back to that challenging part, first can you tell me what worked well?”
	Reinforce positives	“It worked really well when you said “X.” I noticed the patient responded with “Y” and that was really helpful information.”
	Find a learning opportunity	“Looking back, what do you wish you had done differently?”
	Offer your own observations if needed	“I noticed that after you said “X,” the patient responded with “Y.” Could we brainstorm some other ways to respond?”
	Elicit a take home lesson	“What will you take away from this encounter that will help you next time?”