

Communication and Reflection: Tools for Effective Patient Care

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FACULTY/PRESENTER DISCLOSURE

Faculty: Dr. Bruce Hobson



Disclosures: None
No bias to manage



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Agenda

Experience Cube

Brief Action Planning

Tips for thriving

Asking for Understanding



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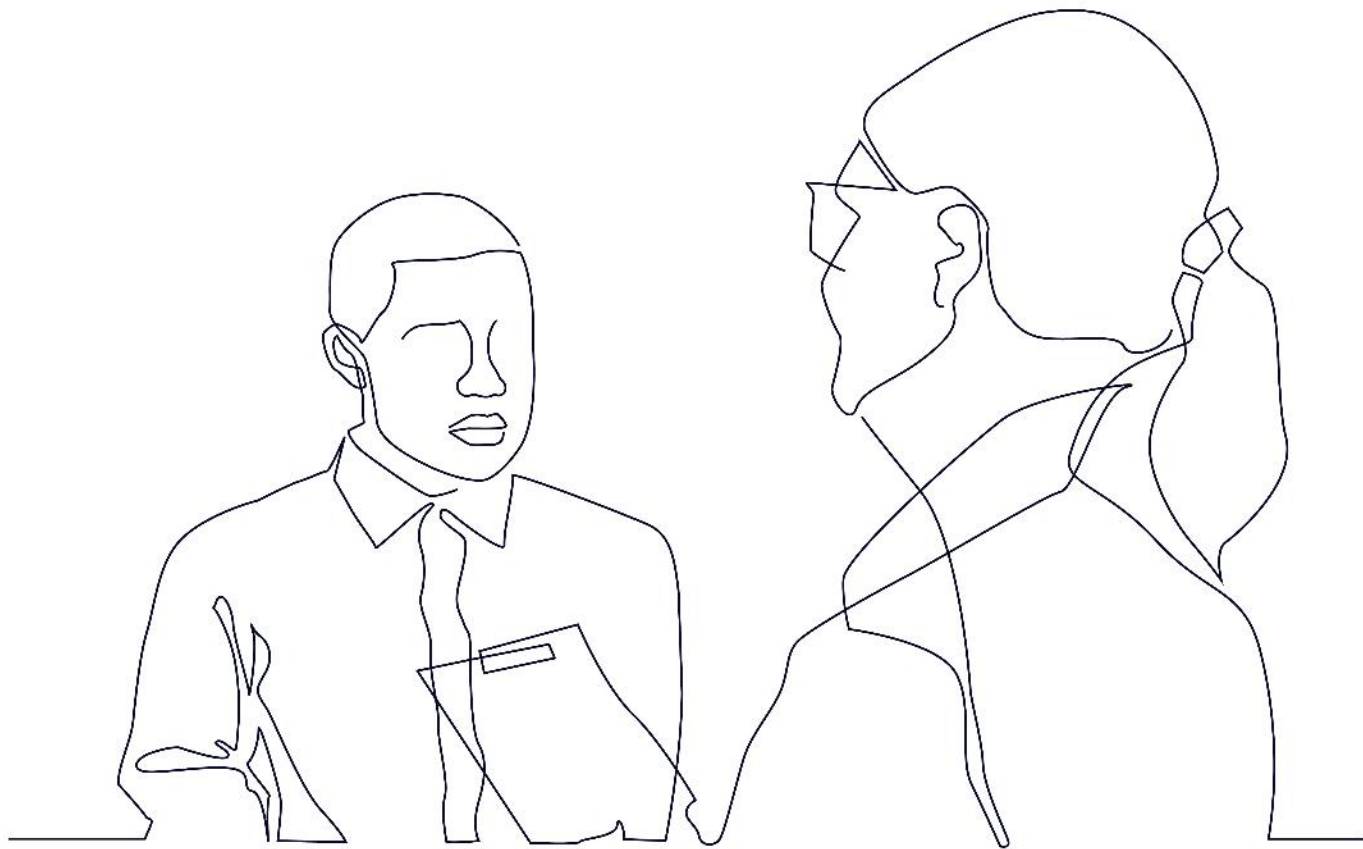
LEARNING OBJECTIVES:

By the end of the session, you will be able to:

- Start planning your own cultural and communication journey
- Apply the concept of quality before quantity your work
- Describe how you will use language most effectively in your work
- Ask most effectively for understanding
- Find resources to support you in your new work



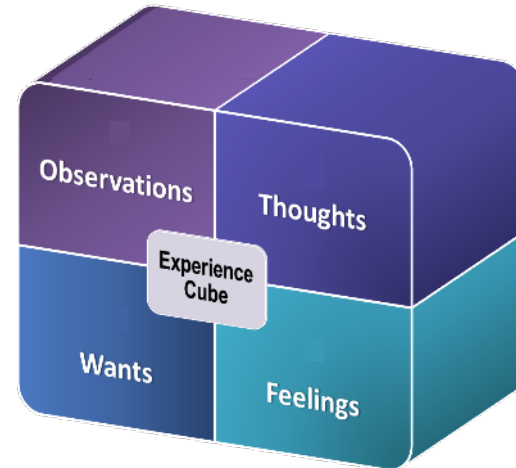
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WELCOME

1. “What did you **observe**?”
2. “What did you **think** about that?”
3. “What **emotions** surfaced for you?”
4. “What did/do you **want**?”



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REFLECTIVE EXERCISE



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The Exercise Prescription



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- What did you observe?
- What did you think?
- What did you feel?
- What did you want?



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How do I make this better?



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“Everyone has a doctor in him or her, we just have to help that doctor in its work. The natural healing force within each of us is the greatest force in getting well.”

Hippocrates (460-377 B.C.)

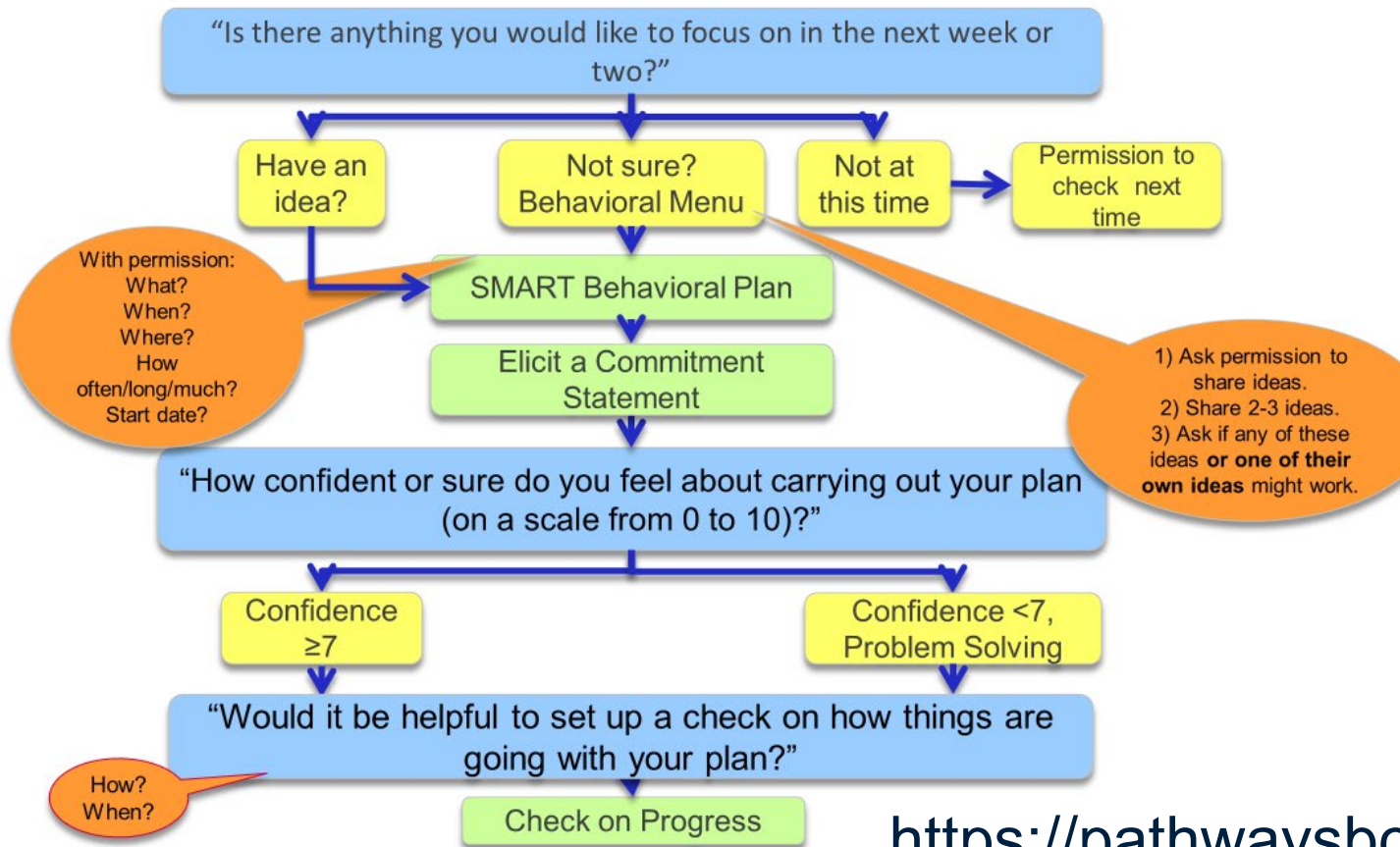


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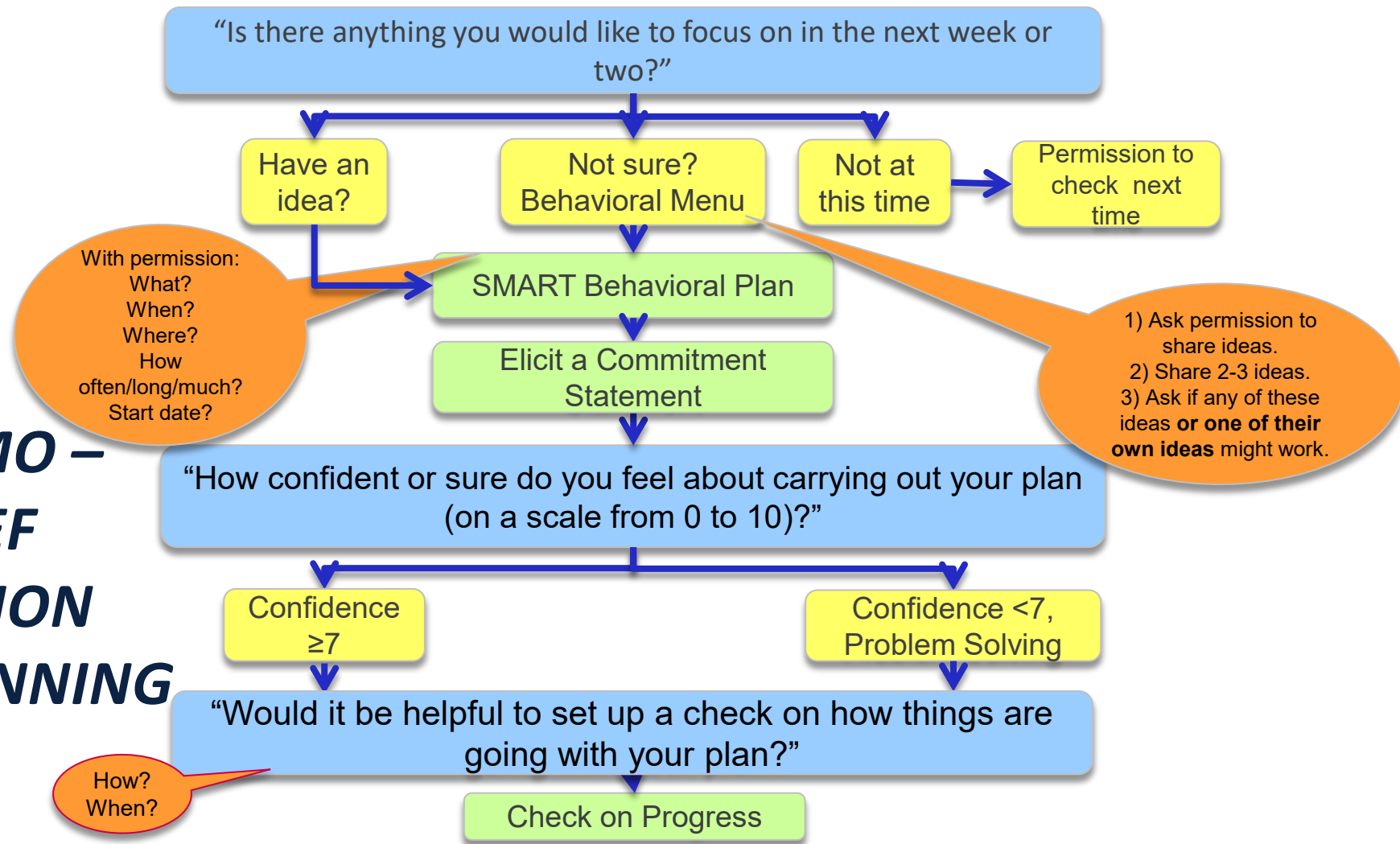
Brief Action Planning



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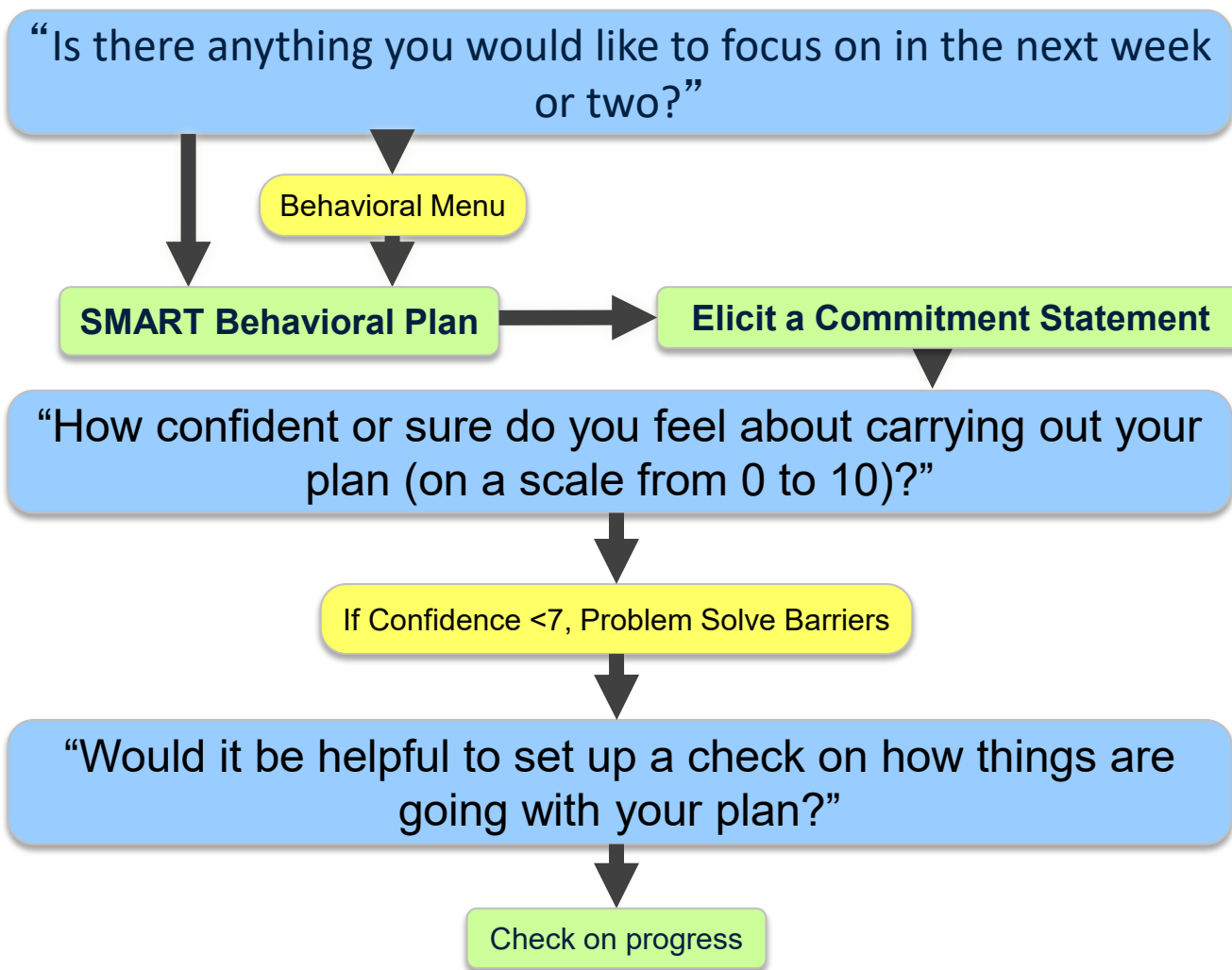
**DEMO –
BRIEF
ACTION
PLANNING**



DEBRIEF



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“Is there anything you would like to focus on in the next week or two?”

PICKING AN IDEA



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Possible responses to Question 1

- Have a specific idea
- Have a general idea
- Need some help with an idea (or not sure what you mean)
- Not at this time
 - Balanced already
 - Not interested

Skill #1

Behavioral Menu

Offer a behavioral menu when needed or requested.



Behavioral Menu

1. “Is it okay if I share some ideas from other people who are working on something similar?”
2. If yes, share two or three varied ideas briefly all together in a list. Then say...
3. “Maybe one of these would be of interest to you or maybe you have thought of something else while we have been talking?”



MAKING IT SMART



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Skill #2

Action Planning is “SMART”: Specific, Measurable, Achievable, Relevant and Timed.

With **permission**:

- What?
- When?
- Where?
- How often/long/much?
- Start date?



Pause to reflect



Elicit a Commitment Statement

Skill #3

After the plan has been formulated, the clinician/coach elicits a final “commitment statement.”



Strength of the commitment statement predicts success on action plan.

“How confident or sure do you feel about carrying out your plan (on a scale from 0 to 10)?”

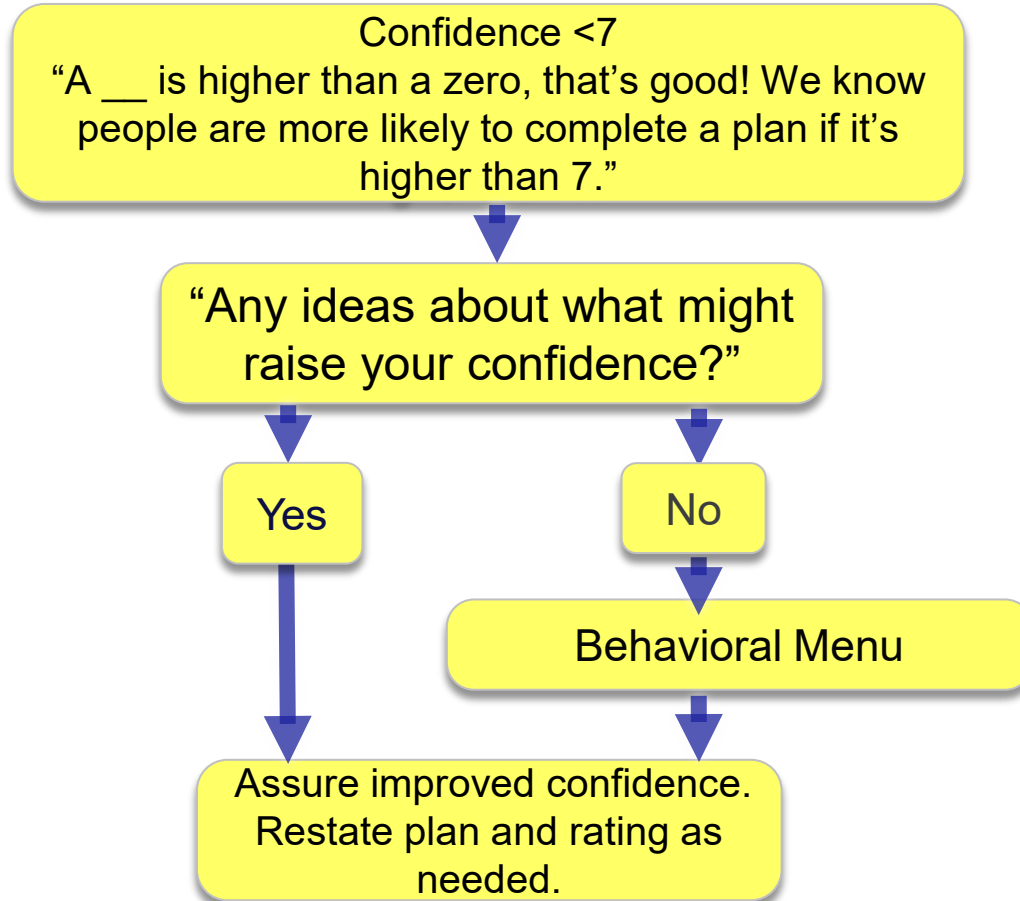
Problem Solving

Skill #4

Problem-solving is used for confidence levels less than 7.



Problem solving



“Would it be helpful to set up a check on how things are going with your plan?”

Skill #5

Check on progress

Checking on the plan builds confidence.

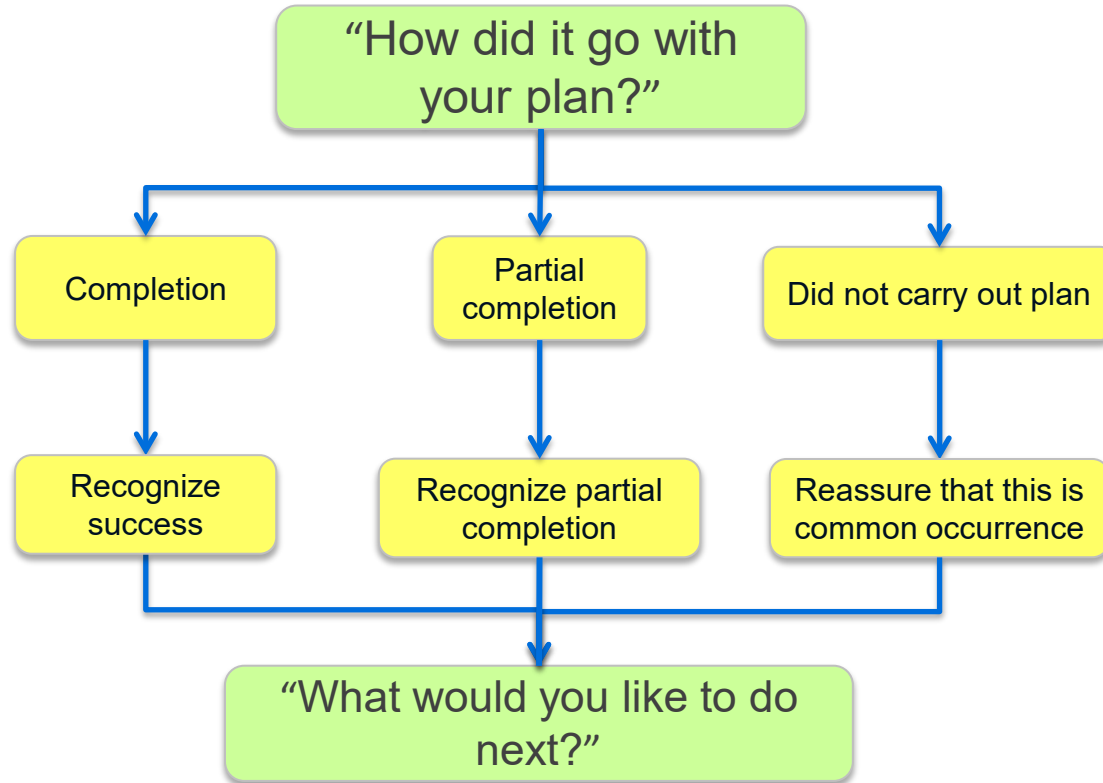
Check often with new action plans and
decrease frequency as behaviour is
more secure.

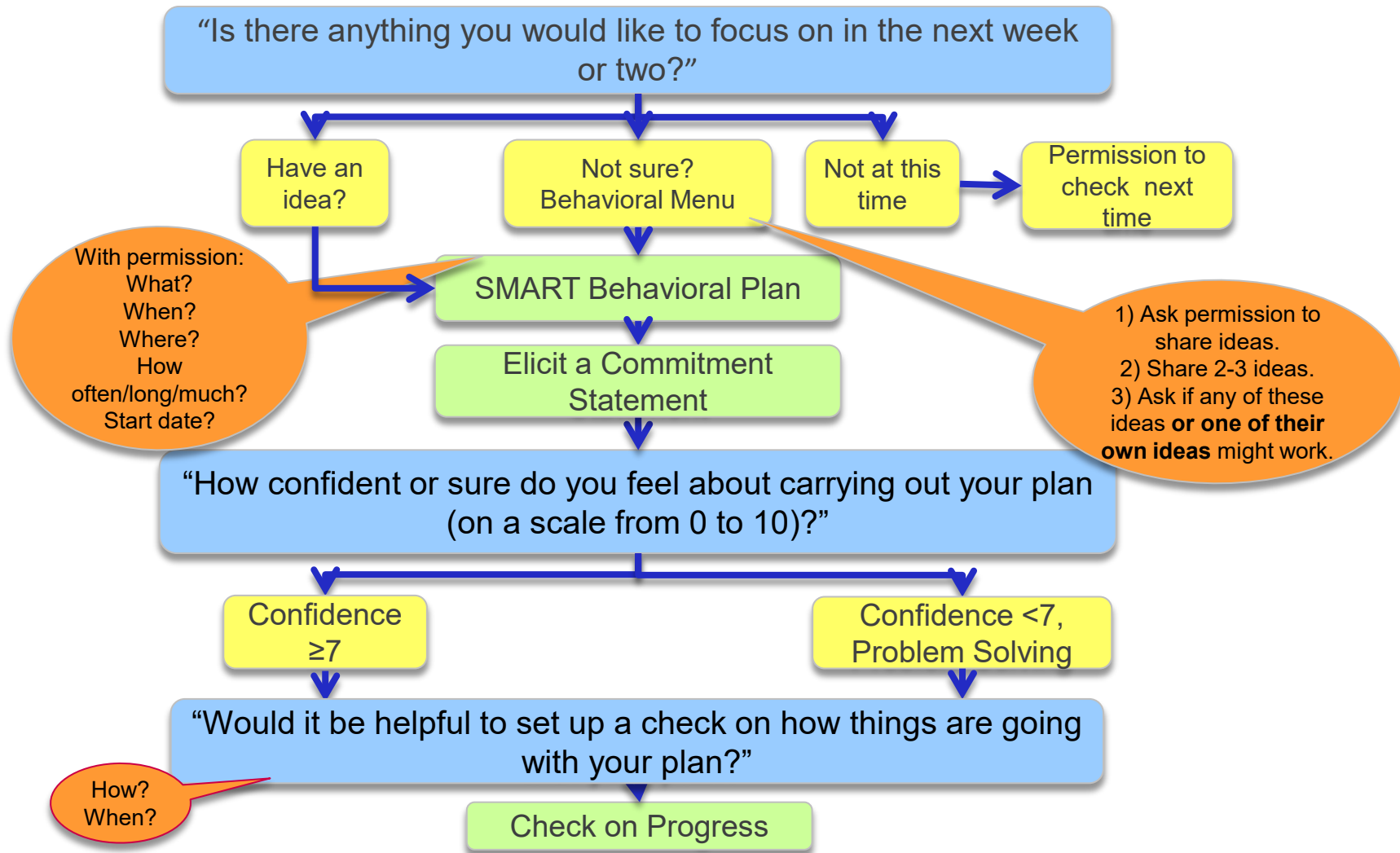
When working with a clinician
Regular contact over time is better than
1x intervention.

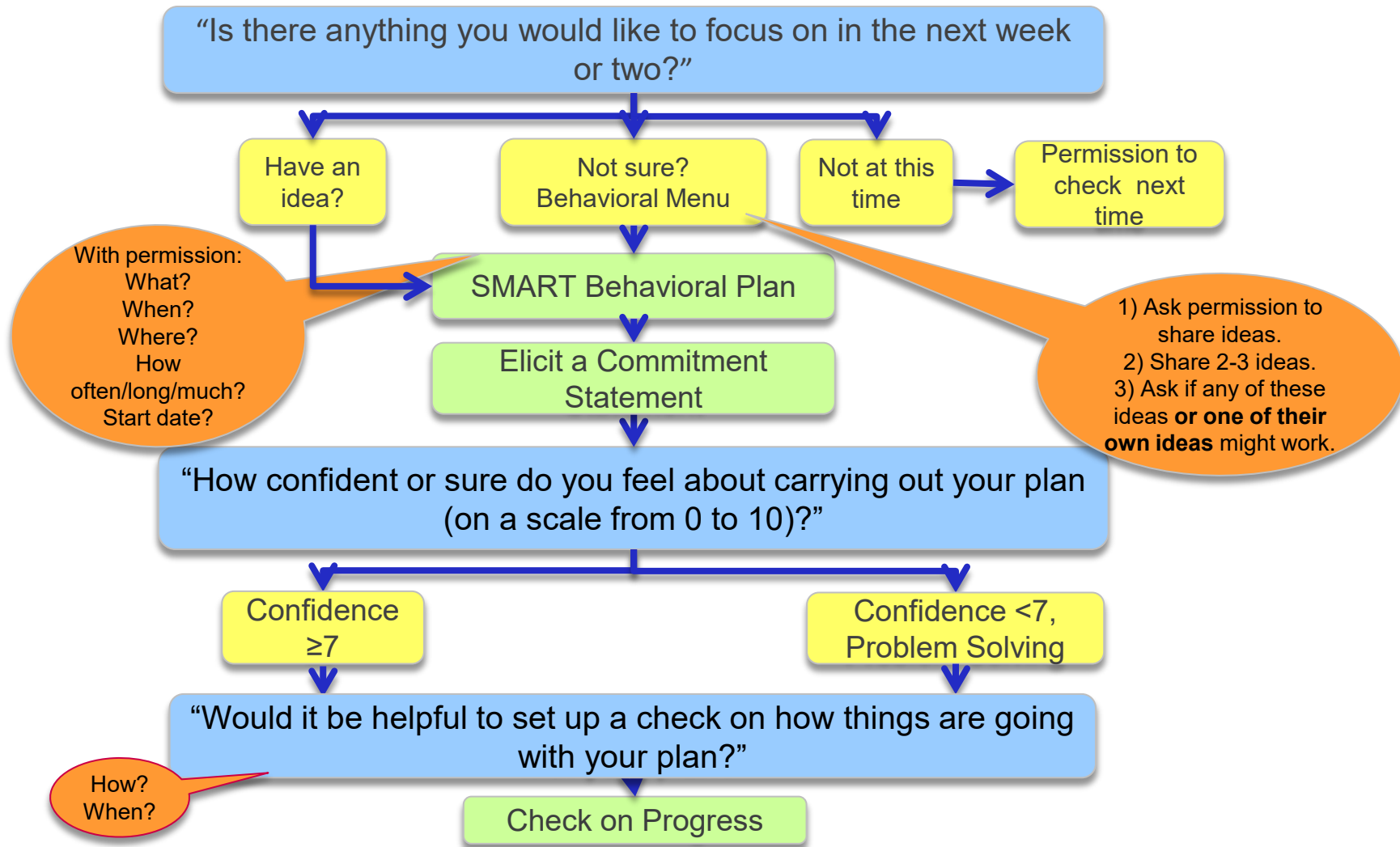
Follow-up builds a trusting relationship.



CHECKING ON PLAN WITH CLINICIAN







DEBRIEF



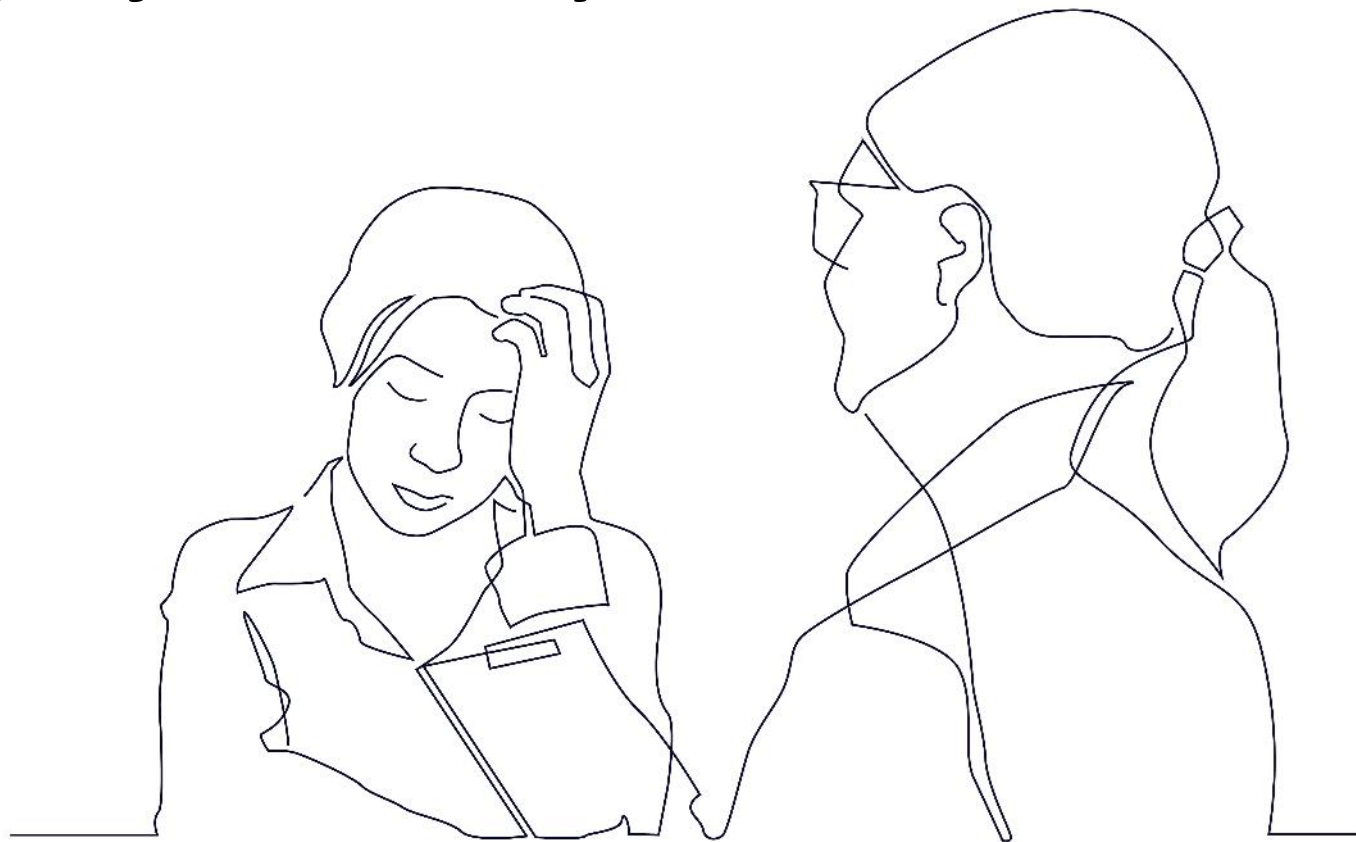
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Be Open to Learn



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Quality Before Quantity



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Using Language



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Using Language

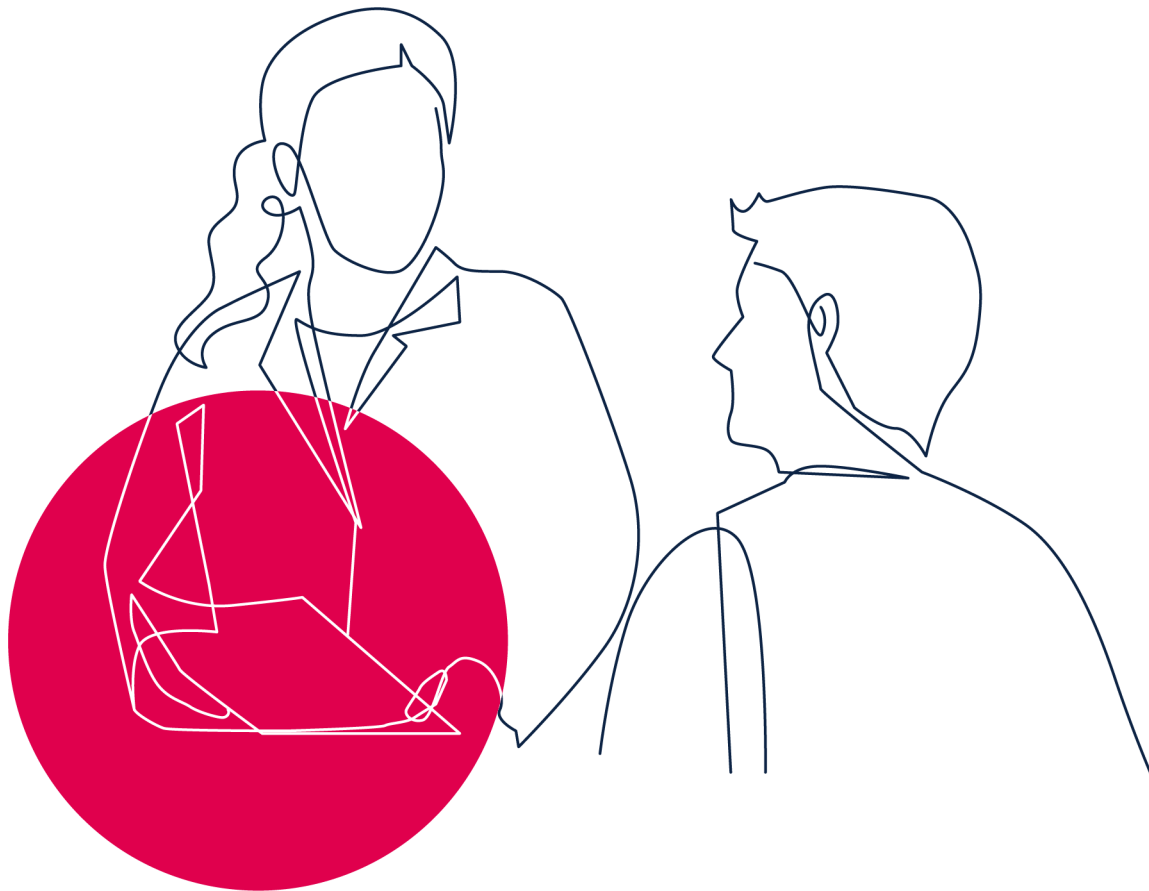


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Ask for Understanding



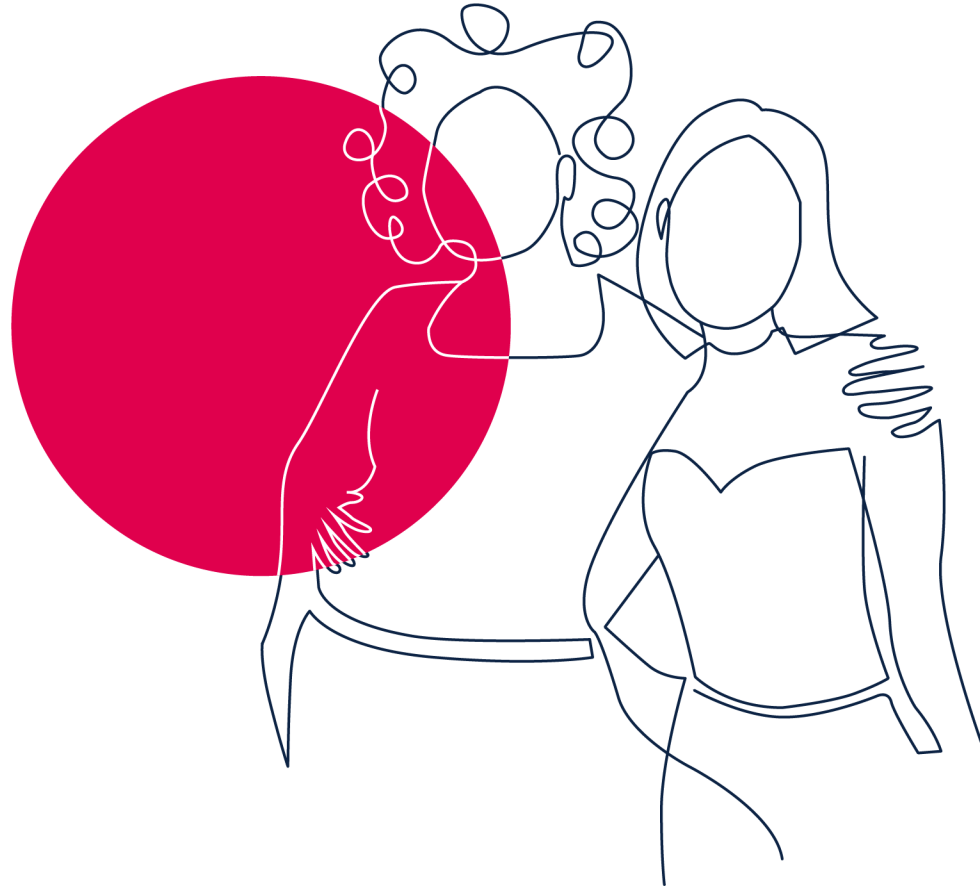
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DEBRIEF



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Resources



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WHAT WAS YOUR KEY TAKE-AWAY FROM TODAY?

Write down in 10 words or less



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