



Module 7 - Unit 1

Applying PCC in the Appointment

Walk the walk: Make time to talk

INSTRUCTOR'S GUIDE

Time for Unit: 1 hour

1. Goals

- *Goal 1:* To review the concept of person-centred care and define the key components of person-centred communication in hearing care and rehabilitation.
- *Goal 2:* To revisit the Calgary-Cambridge Guides and introduce The Four Habits to facilitate a person-centred interaction.
- *Goal 3:* To review key communication skills that are fundamental in any hearing care or rehabilitation scenario.

2. Concepts to Master

- Person-centered communication is associated with positive patient outcomes.
- Communication is the tool we use to enact person-centered care. The key communication functions in person-centered care include information gathering, information providing, shared decision-making, acknowledging patients' emotional responses and building a therapeutic relationship.
- The Calgary-Cambridge Guides are built on the concept of person-centered care and contain 71 communication tasks for medical interviewing. The Four Habits can be used to inform the key communication tasks that are relevant for hearing care and rehabilitation scenarios.

3. Reading

Frankel, R. M., & Stein, T. (1999). Getting the most out of the clinical encounter: the four habits model. *Perm J*, 3(3), 79-88.

Krupat, E., Frankel, R., Stein, T., & Irish, J. (2006). The Four Habits Coding Scheme: validation of an instrument to assess clinicians' communication behavior. *Patient education and counseling*, 62(1), 38-45.

4. Lecture

PowerPoint: "Walk the Walk: Take Time to Talk"

The lecture begins by reviewing the goals of the unit, followed by a review of the concept of person-centered care and literature around person-centered communication in hearing care. We then introduce the Four Habits framework and how it can inform the key communication skills used within the Calgary-Cambridge Guides. We transition into four activities, and end the unit with introducing the Reflective Journal as a practical tool for improving clinical skills.

5. Activities

- Activity 1: Active listening
- Activity 2: Being present
- Activity 3: Reflective exercise
- Activity 4: Role-play

Activity 1: Active listening

The goal of this activity is to demonstrate the importance of listening carefully.

Read the students a long passage and at the end there will be a question for them. Students may take notes if they wish.

“You are the bus driver and you stop at stop no. 1. A woman with a red coat walks in and takes a seat at the second row from the back. Then at stop no. 2, a man with a green bag sits across from her. At stop no. 3, three students around the age of fourteen climb out of the bus, and two old men get in. At the next stop, a boy with an ice cream and his mother get in, and the woman with a red coat steps off the bus. At stop no. 6, a family of five walks in and gets off two stops later. At stop no. 7, a woman carrying a yellow umbrella gets on the bus. At stop no. 8, a teacher carrying a suitcase sits at the front of the bus.”

At the end of the story, ask students: “What is the age of the driver?” Only the people who have really listened will be able to answer this.

Activity 2: Being present

The goal of this activity is to understand what is meant in terms of being present. This is a fun game from Matt Abrahams, Lecturer at Stanford Graduate School of Business.

Have the group get into pairs.

“I want you to talk about something fun that you plan to do today, but you will do so by spelling it. In this activity, S-P-E-L-L E-V-E-R-Y-T-H-I-N-G Y-O-U S-A-Y T-O Y-O-U-R P-A-R-T-N-E-R. You have 1 minute each: S-P-E-L-L something fun you would like to do today. The person will also respond by S-P-E-L-L-I-N-G something fun they plan to do today.”

After 2 minutes, say to the students: “O-K, W-O-N-D-E-R-F-U-L. P-L-E-A-S-E T-A-K-E Y-O-U-R S-E-A-T-S.”

Ask students what they have noticed during that exercise. What did they have to do? Focus and listen! You cannot think ahead, therefore, you are more present in the moment and in responding to the person.

Activity 3: Reflective exercise

The goal of this activity is to develop reflective practice skills.

Ask students to think about an interaction they had with a patient that was challenging or didn't go according to plan.

On a piece of paper, describe what happened. Then describe how the situation made them feel. Dissect the scenario and write down what went well and what didn't go well. And finally, come up with strategies on what they can do next time to improve the situation.

Introduce the Ida Reflective Journal as a tool for developing a reflective practice routine.

Activity 4: Role-play

The goal of this role-play activity is to get a baseline of students' current communication style. Given that the perception of our own communication is often different from how it is actualized, we want to facilitate students' self-awareness by asking them to video-record their own role-play on their smartphones to keep for their own reference. Students will be encouraged to revisit this first role-play recording at the end of the series to identify areas of improvements and areas that can be strengthened. It is important to emphasize that this is a wonderful opportunity for students to understand their own communication style and ways they can optimize their interaction with patients in actual clinical environments.

To prepare for this, the students should get into pairs and find a quiet space in the classroom.

1. If they are comfortable, share with each other the scenario they described in their reflective statement. Alternatively, the student can come up with a scenario that they anticipate would be difficult to handle in clinic. Students should have two different scenarios.
2. Select the student to play the audiologist and the student to play the patient. Spend time to build the character of the patient for scenario one.
3. The student playing the audiologist will setup his/her phone to record the role-play scenario.
4. After the role-play has come to a stop, the student can stop the recording and reflect on what he/she has learned.
5. Once this is completed, students should swap roles and perform the second scenario as described by the second student. Repeat steps 2 to 4.

Logistics for the recording:

Use the 'selfie' mode on the phone to help position the camera correctly. If there are no stands or books to lean the phone against, students may need to ask another student or their instructor to help record the interaction.