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Introduction

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SECTION 1: INTRODUCTION TO COMMUNICATION

- Recognising the different elements that make up communication
- Understanding how good communication benefits the patient interview

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SECTION 2: DEVELOPING LANGUAGE AND COMMUNICATION SKILLS FOR THE PATIENT ENCOUNTER

Unit	Communication skills	Language focus	Texts
1 Receiving the patient page 14	• Greeting patients and putting them at ease • Introducing yourself and your role • Asking the opening question and setting the agenda for the interview	• Conveying warmth • Formulating the opening question • Language for setting the agenda • Phrases to facilitate, repeat and clarify	Reading • Patient questionnaire Listening • Presentation: the importance of seating arrangements • Patients present their perspective • Receiving and greeting a patient • Asking the opening question • Setting the agenda for the interview
2 The presenting complaint page 22	• Encouraging patients to express themselves in their own words • Taking an accurate history of the presenting complaint • Asking about the intensity and degree of pain • Using techniques such as facilitation, repetition and clarification	• Using exploratory questions • Adjectives to describe types and intensity of pain • Patient speak: the suffix -ish • Patient speak: phrasal verbs with up • Facilitating the encounter: voice management	Reading • Patient-centred approach to history-taking Listening • Using exploratory questions • Exploring the presenting complaint
DVD lesson 1: Patient-centred vs. doctor-centred approach			
3 Past medical and family history page 32	• Requesting the patient's past medical history • Discussing the family medical history • Taking effective notes during an interview • Writing an effective patient note • Summarising and structuring the interview	• Language to request the past medical history • Patient speak: common expressions to describe state of health • Expressions for signposting and summarising • Standard medical abbreviations	Reading • Past medical history: the components • Patient note • Pedigree diagram Listening • Conference presentation: the pitfalls of taking the PMH. • Taking a past medical history • Taking a focused past medical history

Unit	Communication skills	Language focus	Texts
4 The social history and telephone consultations page 42	- Enquiring about the patient's social history - Employing good telephone etiquette - Ensuring an effective telephone consultation - Summarising and checking information	- Asking about lifestyle and environmental health - Language for summarising and checking information - Patient speak: common suffixes in medical terminology - Expressions for consulting by telephone	Reading - Telephone consultations Listening - University seminar discussion on taking a social history - Asking about occupational health - Discussing lifestyle and environmental health - Carrying out an effective telephone consultation
5 Examining a patient page 52	- Preparing and reassuring the patient during an examination - Explaining examination procedures - Giving effective instructions in a patient-friendly manner	- Indirect language for polite instructions, - Patient speak: verbs and prepositions for giving instructions - Effective intonation for instructions - Softener: just	Reading - Techniques of the trade Listening - Giving instructions during a physical examination
DVD lesson 2: Taking past medical history, family history and carrying out the physical examination			
6 Giving results page 60	- Explaining results in a way that patients can understand and remember - Encouraging patients to express their fears and concerns - Explaining medical terminology to a patient - Giving a prognosis	- Language for giving a diagnosis - Phrases used to organise information - do for emphasis and confirmation - Word stress for emphasis - Language for explaining medical terminology - Patient speak: colloquial questions for asking about prognosis - Language of probability	Reading - Jaundice - Acute bronchitis - Erythema nodosum Listening - Explaining test results - Organising information
7 Planning treatment and closing the interview page 69	- Explaining treatments to a patient - Discussing options - Describing benefits and side effects - Advising on lifestyle - Negotiating treatment - Closing the interview	- How to negotiate a plan of action - Language for making suggestions - Phrases to explain advantages and disadvantages - Patient speak: expressing likelihood - Language for negotiating treatment	Reading - The New Quit Guide, So You Want to Quit? Listening - Outlining a treatment plan - Describing possible treatment plans for hypertension - Negotiating treatment with the patient - Advising on lifestyle changes
8 Dealing with sensitive issues page 77	- Broaching sensitive issues without bias and remaining non-judgemental - Reading and responding to patient cues - Employing question techniques: CAGE - Writing concise and accurate notes - Updating the patient note	- Language to broach sensitive issues - Identifying non-verbal patient cues - Techniques for contextualising, reassuring and asking permission - Patient speak: drug culture - Ensuring specific and concise notes	Reading - Reading cues - Letter of referral - Questionnaire: Know your drink Listening - Broaching sensitive issues. - Discussing sexual and reproductive health - Asking about alcohol consumption

Unit	Communication skills	Language focus	Texts
9 Breaking bad news page 87	- Delivering bad news in a sensitive way - Reassuring a patient or relative - Showing empathy	- Patient speak: expressions showing level of understanding - Softening the question - Language to deal with emotions - Patient speak: talking about current knowledge of condition - Voice management when communicating bad news	Reading <i>A time to listen</i> Listening - Breaking bad news - Preparing the patient for receiving bad news - Dealing with emotions of an HIV patient - Consulting with a relative by telephone - Breaking bad news to a relative
DVD lesson 3: Breaking bad news			

SECTION 3: INTERVIEWING DIFFERENT PATIENT CATEGORIES

10 Communicating with challenging patients page 95	- Encouraging a withdrawn patient to speak - Calming an aggressive or angry patient - Asserting your role as a doctor	- Reviewing question types - Using facilitative language - Language to respond to body language - How to validate emotions - Patient speak: expressions to describe different emotional states	Listening - Receiving an uncommunicative patient - Interviewing an irritated patient - Dealing with a manipulative patient
DVD lesson 4: Dealing with challenging patients			
11 Communicating with the elderly page 102	- Carrying out an effective interview with an elderly patient - Showing sensitivity and respect to an elderly patient - Communicating with depressed elderly patients	- Asking questions specific to the elderly - Patient speak: collocations to describe conditions common in the elderly - Language to show sensitivity - Techniques for communicating with patients with hearing problems - Simple choice questions	Reading <i>Talking to the dying patient</i> Listening - Visualising life as an older patient - Interviewing an older patient - Interviewing patients with sensitivity and respect - Consulting patients with hearing problems - Student presentation: tool for assessing the ability to live independently - Dealing with a patient with depression - Assessing a patient with mental issues
12 Communicating with children and adolescents page 112	- Establishing and developing rapport with a child - Reassuring a child - Gaining a child's consent to be examined - Explaining procedures to a child - Responding to a child's verbal cues - Communicating effectively with an adolescent	- Compliments for children - Expressions to show empathy with must - Language for reassuring a child - Child-friendly instructions - Patient speak: bodily functions and body parts - Techniques for communicating with adolescents	Reading <i>Now I feel tall: What a patient-led NHS feels like</i> Listening - Interviewing young children and their parents - Reassuring a young child - Examining children and giving instructions - Interviewing an adolescent patient
DVD lesson 5: Interviewing young patients and their carers			

Role-play and other additional material
Audio scripts
Answer key

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