

*UNIVERSITY
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WOMEN'S SUMMIT

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WOMEN'S NETWORK

SCHOOL OF MEDICINE AND
DENTISTRY: WOMEN IN MEDICINE

SIMON WOMEN'S ALLIANCE

Enhancing Communication between Patients, Caregivers & Healthcare Providers

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Session Objectives

- *Define and Discuss* the importance of **Health Literacy**
- *Describe* the key components of **Effective Communication**
- *Describe* **Communication Strategies** for professionals
- *List* **Communication Tools** for patients and caregivers
- *Describe* how to build **Strong Partnerships**



Health Literacy

Health Literacy

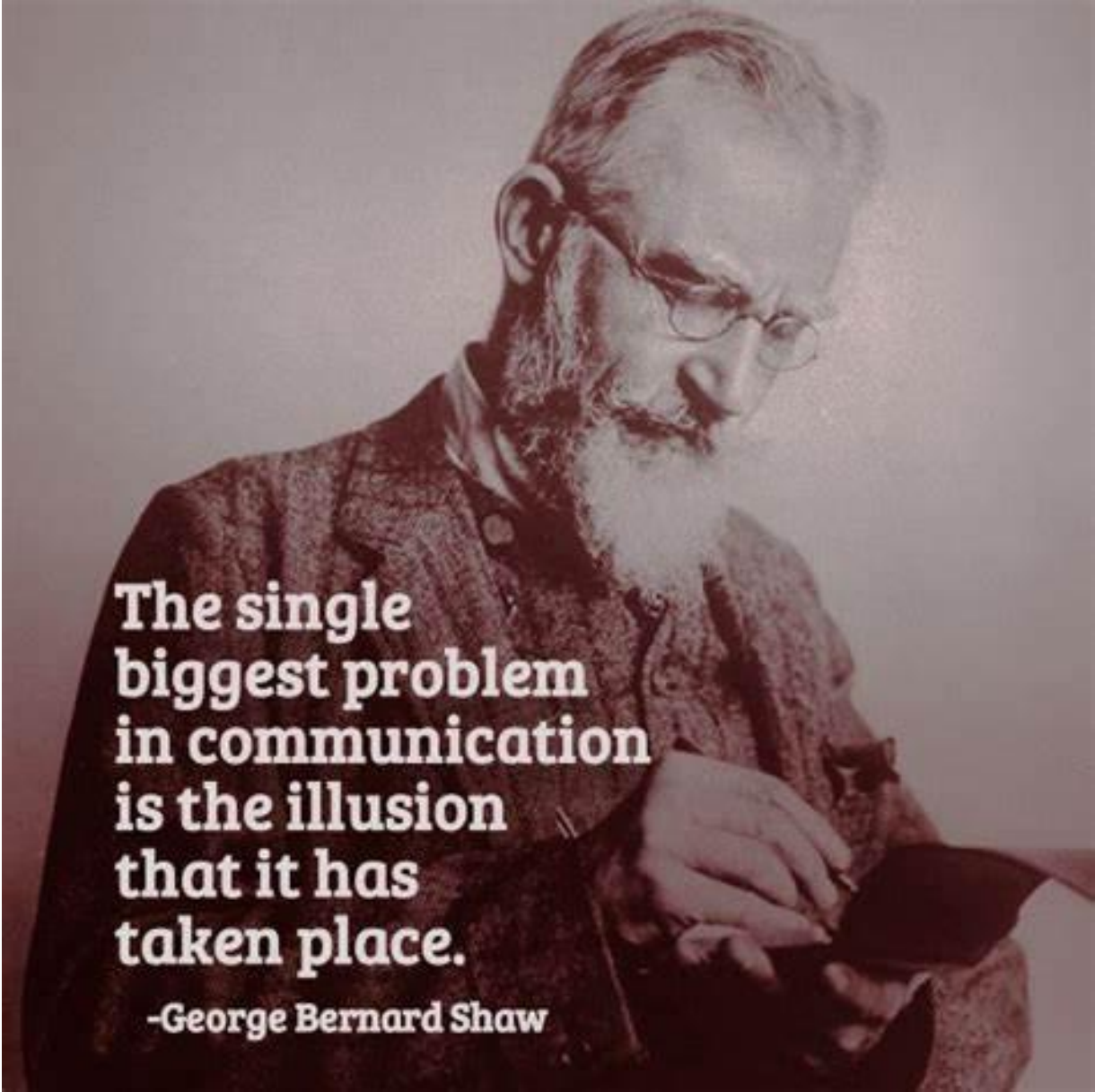
“Health literacy represents the cognitive and social skills which determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health.”

World Health Organization

“The degree to which an individual has the capacity to obtain, communicate, process, and understand basic health information and services to make appropriate health decisions.”

Centers for Disease Control and Prevention



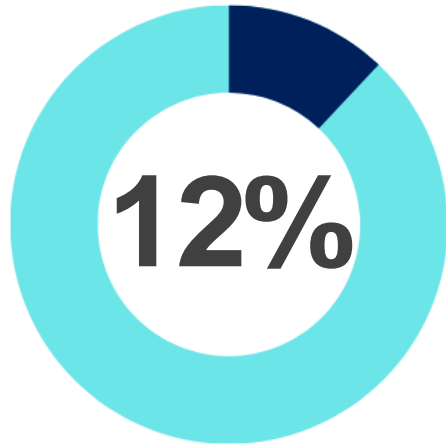


**The single
biggest problem
in communication
is the illusion
that it has
taken place.**

-George Bernard Shaw



Issues with Health Literacy



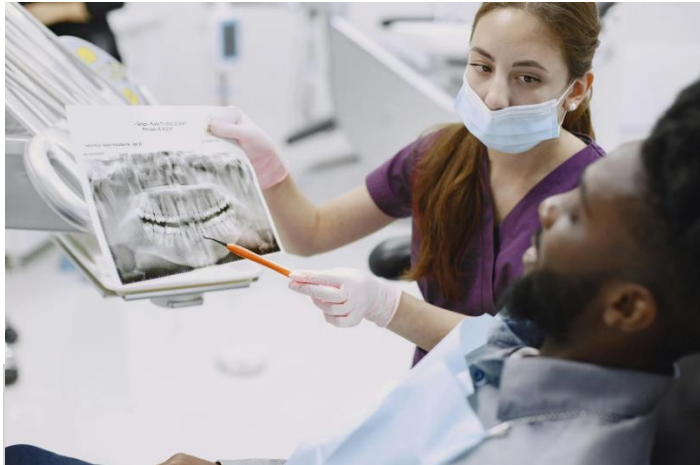
Only 12% of
U.S. adults have
proficient health literacy.



Nearly 9 out of 10 adults struggle to
understand and use health
information when it's unfamiliar,
complex or jargon-heavy



Issues with Health Literacy



40-80% of medical information provided by healthcare practitioners is forgotten immediately, studies show



46-60% of patients misunderstand prescription drug labels and dosing instructions



78% of patients discharged from emergency departments don't understand their diagnosis, treatment plan, or follow-up instructions

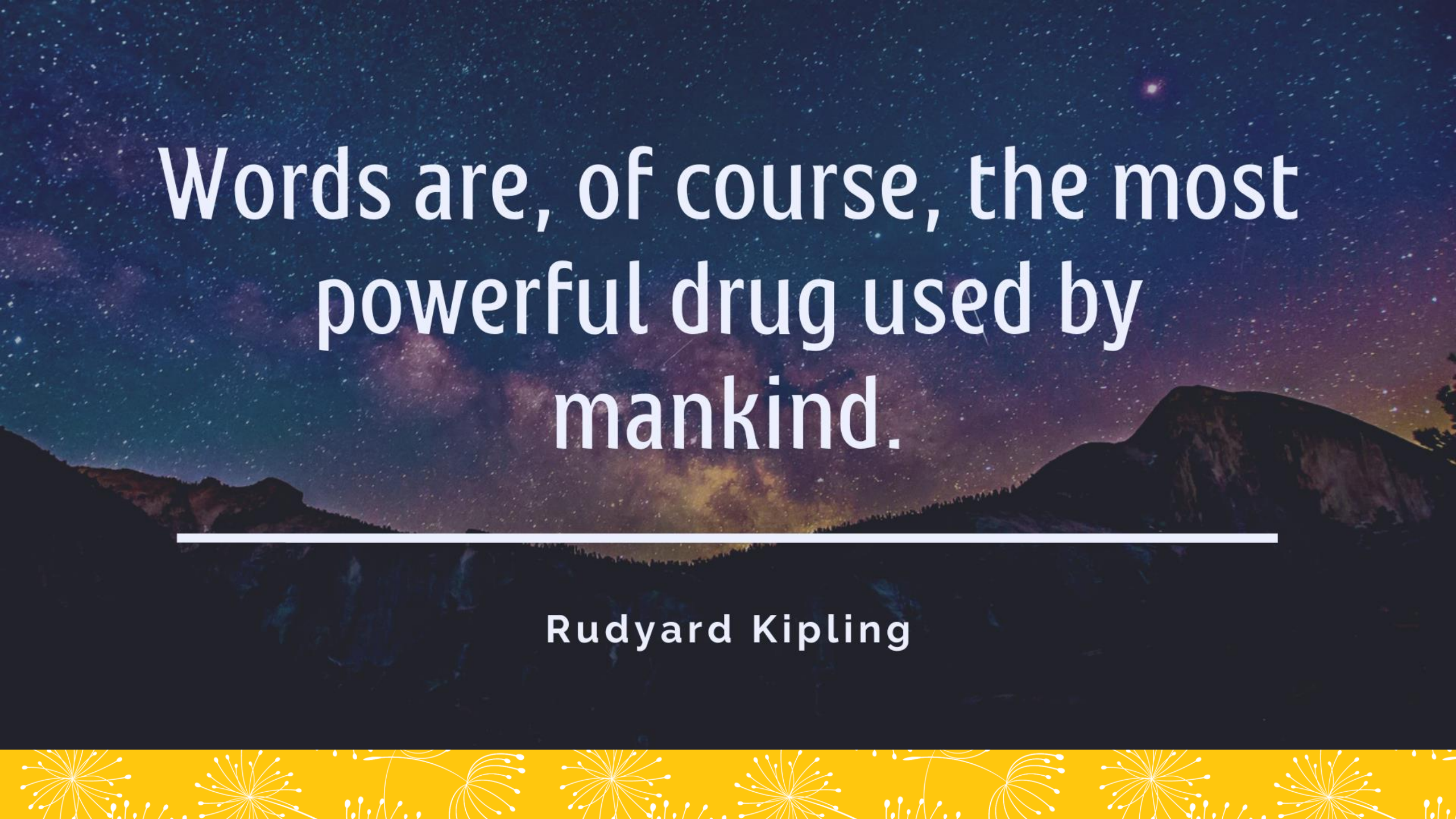


Contributing Factors

- Medical terminology and complex language
- Stress and anxiety during medical visits
- Time constraints during appointments
- Cultural and language barriers
- Educational level
- Age-related factors



Effective Communication



Words are, of course, the most
powerful drug used by
mankind.

Rudyard Kipling



Key Components of Effective Communication

- Active listening
- Non-verbal communication
- Cultural competency
- Empathy and emotional intelligence



Effective Provider-Individual Communication



Improved individual health outcomes

Adherence to treatment plan (20-40% improvement)



Improved individual safety

Fewer adverse events



Improved individual experience

Higher satisfaction scores (up to 40% increase)



Healthcare system benefits

Reduced costs



Provider benefits

Higher job satisfaction



Ineffective Provider-Individual Communication



Clinical consequences

Increased medical errors
Delayed diagnosis



System impact

Higher readmission rates
Increased emergency room visits



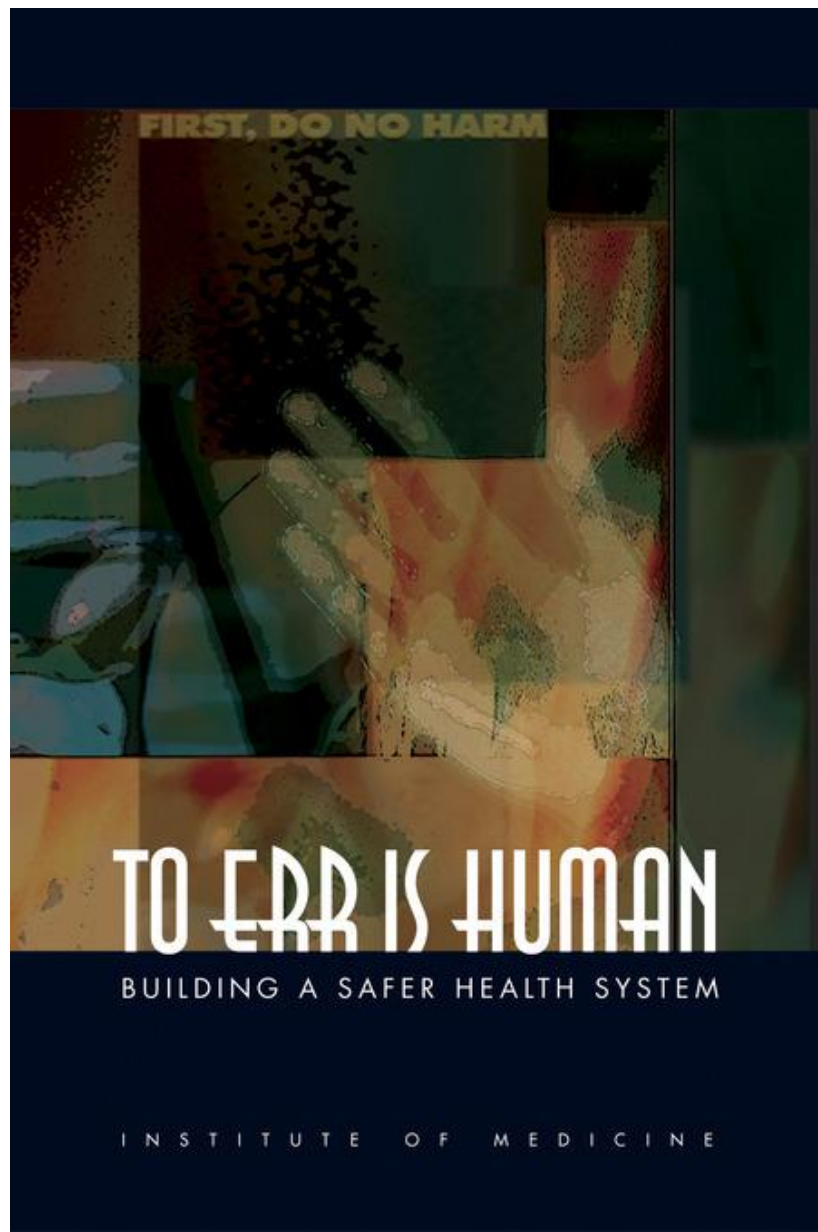
Individual experience

Lower satisfaction
Reduced trust



Communication Strategies for Healthcare Professionals





- Institute of Medicine Report, 2000
- Identified communication failures as a leading cause of medical errors
- Sparked major changes in healthcare communication practices

Kitko chosen as 2015 Macy Faculty Scholar

June 23, 2015

UNIVERSITY PARK, Pa. -- Lisa Kitko, assistant professor of nursing, is one of five university faculty members nationwide selected by the Josiah Macy Jr. Foundation for the 2015 class of Macy Faculty Scholars.

The Macy Faculty Scholars program is designed to identify and nurture the careers of educational innovators in medicine and nursing. Each year, the foundation selects five faculty leaders to support in their pursuit of education reform projects at their home institutions.

Kitko was selected for her plan to develop an interdisciplinary postgraduate certificate program in palliative care. The overall goal is to expand the pool of health care providers with knowledge in basic palliative care, ultimately leading to improved care coordination and communication among providers, patients and families.



Communication Strategies

The LEARN Model

- Listen, Explain, Acknowledge, Recommend, Negotiate

Teach-back method

Training in serious illness conversations

Written materials at appropriate reading levels

Follow-up confirmation of understanding



Current Evidence

How to discuss goals of care with patients



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ABSTRACT

Effective communication with patients and their caregivers continues to form the basis of a constructive clinician-patient relationship and is critical to provide patient-centered care. Engaging patients in meaningful, empathic communication not only fulfills an ethical imperative for our work as clinicians but also leads to increased patient satisfaction with their own care and improved clinical outcomes. While these same imperatives and benefits exist for discussing goals of care and end-of-life, communicating with patients about these topics can be particularly daunting. While clinicians receive extensive training on how to identify and treat illness, communication techniques, especially those centering around emotion-laden topics such as end-of-life care, receive short shrift medical education. Fortunately, communication techniques can be taught and learned through deliberate practice, and in this article, we seek to discuss a framework, drawn from published literature and our own experience, for approaching goals-of-care discussions in patients with cardiovascular disease.

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Box 2 – Key elements of goals-of-care discussions

Review previous discussions and documented wishes for care

Assess patients willingness to receive information and their preferred role in decision making

Discuss prognosis and anticipated outcomes for current treatment. Assess for patient understanding

Ask the patient about their values, goals, and fears for the future

Discuss health states the patient would find unacceptable

Discuss specific preferences for life-sustaining treatments and interventions being considered

Summarize and make a plan

Complete/update advance directives and document conversation in medical record

"What conversations have you had with other doctors and your family about the care you would want to receive if your health got worse"

"How much do you want to know about your condition?"

"Do you make your own decisions about your care or do you prefer someone else makes those decisions?"

"In order to plan for the future, I think it is important to discuss what the expected course of your (condition) may be."

"What makes life worth living for you?"

"Given the severity of your illness, what is most important for you to achieve?"

"What are your biggest worries as we discuss these issues?"

"Would there be any circumstances under which life would not be worth living?"

"Have you thought about what treatments you would want and not want if your health got worse?"

SPIKES—A Six-Step Protocol for Delivering Bad News: Application to the Patient with Cancer

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Key Words. *Neoplasms · Physician-patient relations · Truth disclosure · Educational models*

ABSTRACT

We describe a protocol for disclosing unfavorable information—“breaking bad news”—to cancer patients about their illness. Straightforward and practical, the protocol meets the requirements defined by published research on this topic. The protocol (SPIKES) consists of six steps. The goal is to enable the clinician to fulfill the four most important objectives of the interview disclosing bad news: gathering information from the patient, transmitting the medical

information, providing support to the patient, and eliciting the patient’s collaboration in developing a strategy or treatment plan for the future. Oncologists, oncology trainees, and medical students who have been taught the protocol have reported increased confidence in their ability to disclose unfavorable medical information to patients. Directions for continuing assessment of the protocol are suggested. *The Oncologist* 2000;5:302-311

BACKGROUND

Surveys conducted from 1950 to 1970, when treatment prospects for cancer were bleak, revealed that most physicians

two-day period, 500 received a transponder allowing them to respond in “real time” to questions that were presented on a screen. The results were immediately analyzed for discussion

The Six Steps of SPIKES

1. **SETTING** up the interview
2. Assessing the patient's **PERCEPTION**
3. Obtaining the patient's **INVITATION**
4. Giving **KNOWLEDGE** and information to the patient
5. Addressing the patient's **EMOTIONS** with empathic response
6. **STRATEGY** and **SUMMARY**



Review > [CA Cancer J Clin.](#) 2014 Nov-Dec;64(6):377-88. doi: 10.3322/caac.21245.

Epub 2014 Sep 8.

Implementing and evaluating shared decision making in oncology practice

Heather L Kane¹, Michael T Halpern, Linda B Squiers, Katherine A Treiman, Lauren A McCormack

Affiliations + expand

PMID: 25200391 DOI: [10.3322/caac.21245](#)

Free article

Abstract

Engaging individuals with cancer in decision making about their treatments has received increased attention; shared decision making (SDM) has become a hallmark of patient-centered care. Although physicians indicate substantial interest in SDM, implementing SDM in cancer care is often complex; high levels of uncertainty may exist, and health care providers must help patients understand the potential risks versus benefits of different treatment options. However, patients who are more engaged in their health care decision making are more likely to experience confidence in and satisfaction with treatment decisions and increased trust in their providers. To implement SDM in oncology practice, physicians and other health care providers need to understand the components of SDM and the approaches to supporting and facilitating this process as part of cancer care. This review summarizes recent information regarding patient and physician factors that influence SDM for cancer care, outcomes resulting from successful SDM, and strategies for implementing SDM in oncology

Shared Decision-Making



**Present all
treatment
options**



**Discuss risks
and benefits**



**Consider patient
preferences and
values**



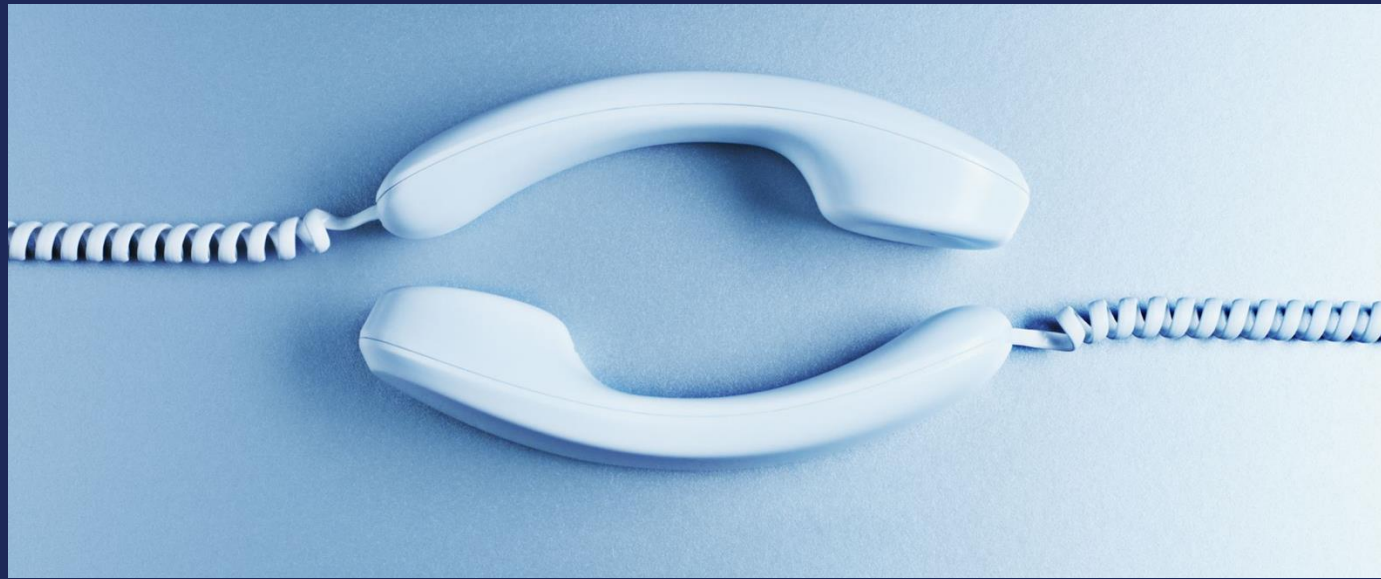
**Set realistic
expectations**



**Create
collaborative
care plans**



Communication Tools for Individuals and Families



Communication Tools



Preparing for medical appointments



Active listening



Sharing concerns and symptoms clearly



Understanding of treatment plans



Managing expectations



Using communication aids and technology





CLEAR COMMUNICATION

Clear Communication

[Health Literacy](#)

[Talking With Your Doctor or Health Care Provider](#)

[Plain Language](#)

[Science, Health, and Public Trust](#)

[Resources for Effective Health Communication](#)

Talking With Your Doctor or Health Care Provider

Esta página también está disponible [en español](#)



Part I: Preparing for Your Medical Appointment (4:37)



Part II: Talking Openly with Your Medical Provider (3:51)



Part III: Understanding Diagnosis and Treatment (3:57)

You can play an active role in your health care by talking with your doctor or health care provider. Clear and honest communication between you and your physician or health care team can help you both make informed choices about your health. It's important to be honest and upfront about your symptoms even if you feel embarrassed or shy. Have an open dialogue with your doctor or health care provider—ask questions to make sure you understand your diagnosis, treatment, and recovery.

Here are a few tips that can help you talk to your doctor or health care provider and make the most of your appointment:

- [Write down a list of questions and concerns before your appointment.](#)

[Read the full story about how to talk to your doctor.](#)

Building a Strong Partnership with your Provider



AHA SCIENTIFIC STATEMENT

Engaging Families in Adult Cardiovascular Care: A Scientific Statement From the American Heart Association

Michael J. Goldfarb, MD, MSc, Chair; Christine Bechtel, MA; Quinn Capers IV, MD; Ann deVelasco, RN; John A. Dodson, MD, MPH; Jamie L. Jackson, PhD; Lisa Kitko, RN, PhD, FAHA; Ileana L. Piña, MD, MPH, FAHA; Erin Rayner-Hartley, MD; Nanette K. Wenger, MD, FAHA; Martha Gulati, MD, MS, FAHA, Vice Chair; on behalf of the American Heart Association Council on Clinical Cardiology; Council on Cardiovascular and Stroke Nursing; Council on Lifelong Congenital Heart Disease and Heart Health in the Young; Council on Cardiovascular Radiology and Intervention; Council on Hypertension; Council on the Kidney in Cardiovascular Disease; and Council on Lifestyle and Cardiometabolic Health

ABSTRACT: Family engagement empowers family members to become active partners in care delivery. Family members increasingly expect and wish to participate in care and be involved in the decision-making process. The goal of engaging families in care is to improve the care experience to achieve better outcomes for both patients and family members. There is emerging evidence that engaging family members in care improves person- and family-important outcomes. Engaging families in adult cardiovascular care involves a paradigm shift in the current organization and delivery of both acute and chronic cardiac care. Many cardiovascular health care professionals have limited awareness of the role and potential benefits of family engagement in care. Additionally, many fail to identify opportunities to engage family members. There is currently little guidance on family engagement in any aspect of cardiovascular care. The objective of this statement is to inform health care professionals and stakeholders about the importance of family engagement in cardiovascular care. This scientific statement will describe the rationale for engaging families in adult cardiovascular care, outline opportunities and challenges, highlight knowledge gaps, and provide suggestions to cardiovascular clinicians on how to integrate family members into the health care team.

Key Words: AHA Scientific Statements ■ cardiovascular ■ family engagement ■ patient- and family-centered care

OPPORTUNITIES FOR FAMILY ENGAGEMENT

Cardiovascular Studies



Hospital Visitations



Direct Care

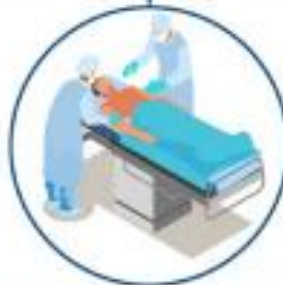


More Passive

More Active



Patient Encounters



Cardiovascular Procedures



Team Rounds



Care Transitions

STABLE

ACUTE

Resources for Continued Learning

- National Institutes of Health

- <https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/talking-your-doctor>

- Agency for Healthcare Research and Quality

- [Strategies for Improving Patient Experience with Ambulatory Care: Tools to Help Patients Communicate Their Needs](#)

- AARP

- <https://www.aarp.org/health/healthy-living/talk-to-doctor-patient-relationship/>



Questions

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