

Training The Trainers: Relationship Centered Communication Skills

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Disclosures

- I have no financial relationships relevant to this topic.



Objectives: After this session you should be able to:

- Understand relationship centered communication skills framework.
- Practice some relationship centered skills.
- Consider how to implement education and skill practice into your practice or allergy fellowship training



Common communication challenges with patients?



Communication Challenges

- Mismatched/unrealistic expectations
- Poor health literacy
- Dealing with strong emotions
- Building rapport from diverse backgrounds
- Responding to misinformation
- Service recovery
- Time pressure



What Relationship Centered CS models are available?

- Academy of Communication Healthcare (ACH):
 - Relationship Centered Communication
 - Evidence based skills meant to build therapeutic relationships
- Cleveland Clinic REDE Model
 - Based on ACH model
- Not patient Centered,
- Not Doctor Centered



The R.E.D.E. Model:

Relationship as a Therapeutic Agent

Relationship:

Phase I
Establishment

Phase II
Development

Phase III
Engagement

What we hope to accomplish: patients who feel...

Trust

Heard/Understood

Empowered

Empathy



Patient outcomes of Relationship-Centered Communication

Comprehension & recall ^{1,2}

Trust & loyalty ^{1,3,4}

Sense of self-efficacy & support ^{1,5,6}

Satisfaction with care ^{2, 3,5,7,8}

Treatment adherence ^{2,9}

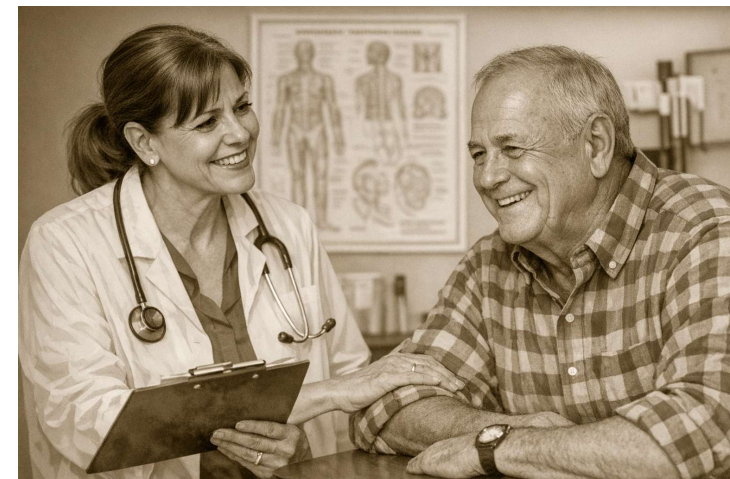
Self management of chronic disease ¹

Symptom improvement or resolution^{3,9,10,11}

Functional improvement^{10,12}

Health Status and quality of life ^{2,8,9}

Safety ^{2,7}



Clinician outcomes of Relationship-Centered Communication

Improves

Diagnostic accuracy ¹¹⁰

Efficiency ^{13,14,15}

Self confidence ¹⁶

Job satisfaction & engagement ¹⁷

Reduces

Professional burnout ^{2,18}

Malpractice claims ^{9,19,20,21}

Cost of providing care ¹⁹



Why it matters

- Need to build trust- both ways.
- Prove to each patient that we care about them.
- Use skills to quickly and effectively tell them:
 - We hear you
 - We are working on the same team.
- Relationship bank account:
 - When the inevitable withdrawal happens, we can remain in the black.



Understanding Patient Perspective: VIEW

- **Vital Activities:**
“How is this EoE affecting you?”
- **Ideas:**
“That reaction sounds scary. What ideas do you have about what caused it?”
- **Expectations:**
“What information do you think allergy testing can tell us?”
- **Worries:**
“What worries do you have about vaccines?”



Reflective Listening

- Active listening process:
 - Acknowledge what was said
 - Allows people to feel heard,
 - To ensure understanding
- Listen to understand, not respond
- Can include verbal or non-verbal cues to continue telling story



Reflective Listening

- Continuers:
 - Nonverbally: Nodding, hand motions to continue
 - Verbally: “mm-hmm”, “I see”, “go on”
- Brief statements: reflect underlying meaning or emotion
 - “What I hear you saying is...”
 - “It sounds like...”
- Continue discussion without interruption or re-direction

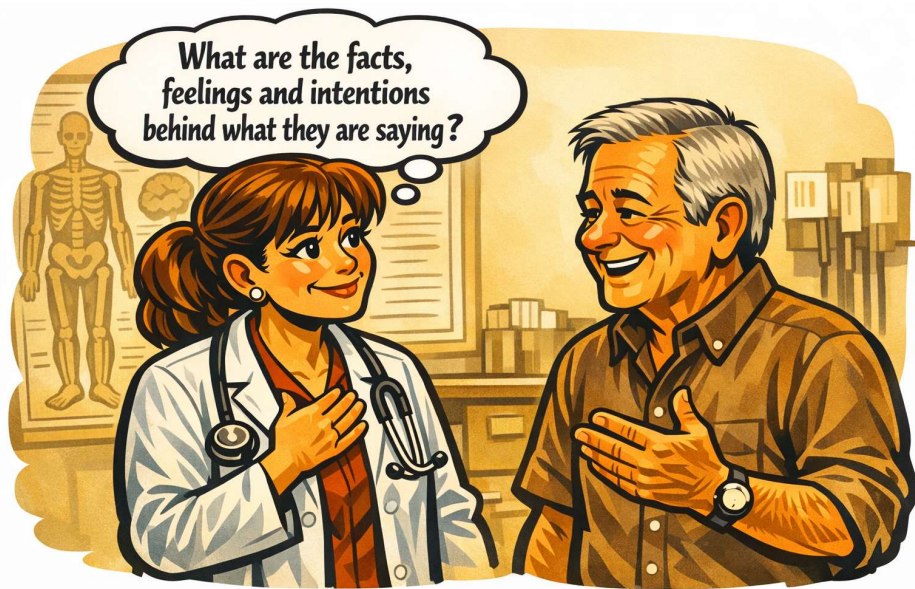


Engage in reflective listening

- Shown to:
 - ✓ Enhance the therapeutic nature of a relationship ^{32, 33}
 - ✓ Increase openness & disclosure of feelings ^{32, 33}
 - ✓ Improve listener's recall ³³
 - ✓ Enhance patient & provider satisfaction³⁴



Our job in reflective listening



- Expand the amount of information you can absorb
- Listen for 3 elements: facts, feelings, intention
- Quickly assess the relative value of the information
- Provide feedback that you are understanding and following



Paired Activity: Ideas and Reflective Listening

- Pair up with someone.
- Decide who will speak first
- First Speaker: (1 minute)
 - Tell the listener about the most unexpected idea a patient has had about what was causing their **allergic rhinitis**.
- First Listener:
 - Respond with a reflective listening statement



Paired Activity: Ideas and Reflective Listening

- Pair up with someone.
- Decide who will speak first
- First Speaker: (1 minute)
 - Tell the listener about the most unexpected idea a patient has had about what was causing their **asthma**.
- First Listener:
 - Respond with a reflective listening statement



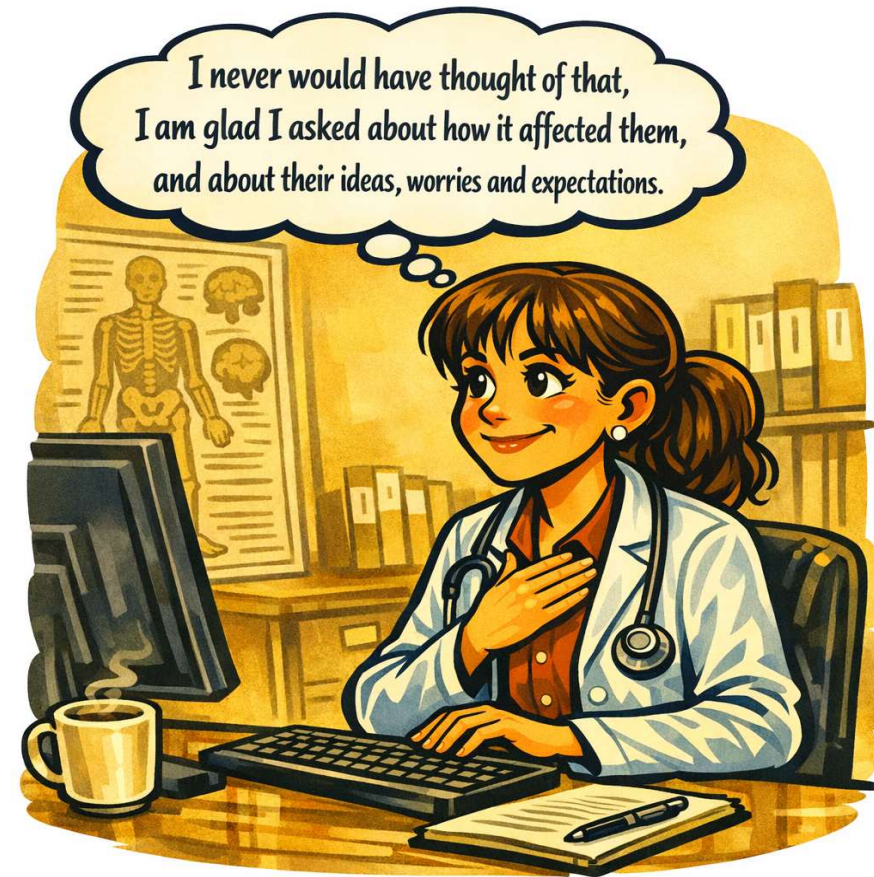
Paired Activity: Reflective Listening and Ideas

- Who is willing to share what your partner said a patient thought was causing allergic rhinitis?
- Who is willing to share what your partner said a patient thought was causing asthma?
- Who is willing to share a reflective listening statement they appreciated?



Ideas and Reflective Listening Learning Points

- Ask for their perspective!
- You cannot address their ideas, expectations, worries if you do not know what they are.
- Ensure that they feel heard, and they know their perspective matters to you.



Collaboratively Develop Treatment Plan

- Make a clear diagnosis
- Use words they understand
- Incorporate their perspective (VIEW)
- Chunk and Check
- Dialogue not monologue



Collaborate as a Team: Paired Conversations Instructions

- Pair up with someone new.
- Talk back and forth for 1 minute, alternating back & forth
- **Start:** **Discuss your favorite antihistamine.**
- **Listener:** **Every reply should start with, “Yes but”**



Collaborate as a Team: Paired Conversations Instructions

- Pair up with someone new.
- Talk for 1 minute, alternating back & forth
- **Start:** **Discuss your favorite nose spray.**
- **Listener:** **Every reply should start with “No.”**



Collaborate as a Team: Paired Conversations Instructions

- Pair up with someone new.
- Talk for 1 minute, alternating back & forth, while
- **Start:** **Discuss your favorite inhaler.**
- **Listener:** **Every reply should start with “Yes, and...”**



Collaborate using words that facilitate dialogue

- NO: shuts down conversation
- BUT: negates thoughts, could led to defensiveness
- AND: Allows for Collaboration

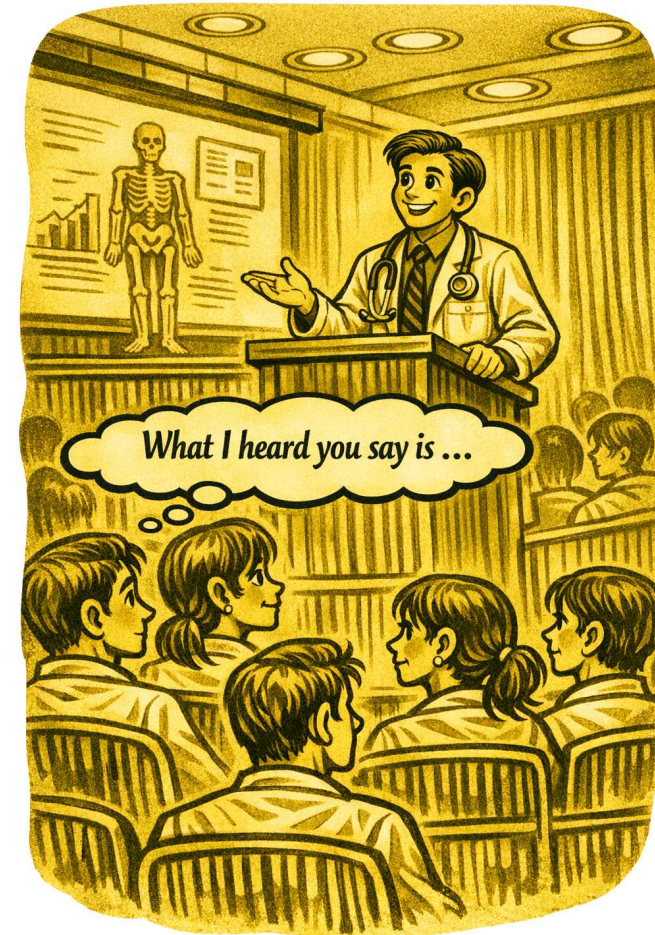
Small words matter when talking with patients!



Communication Session Summary

Relationship Centered Communication Skills are useful tools for all challenging communication scenarios

- Understanding Patient Perspective (VIEW)
- Reflective Listening
- Yes, and...

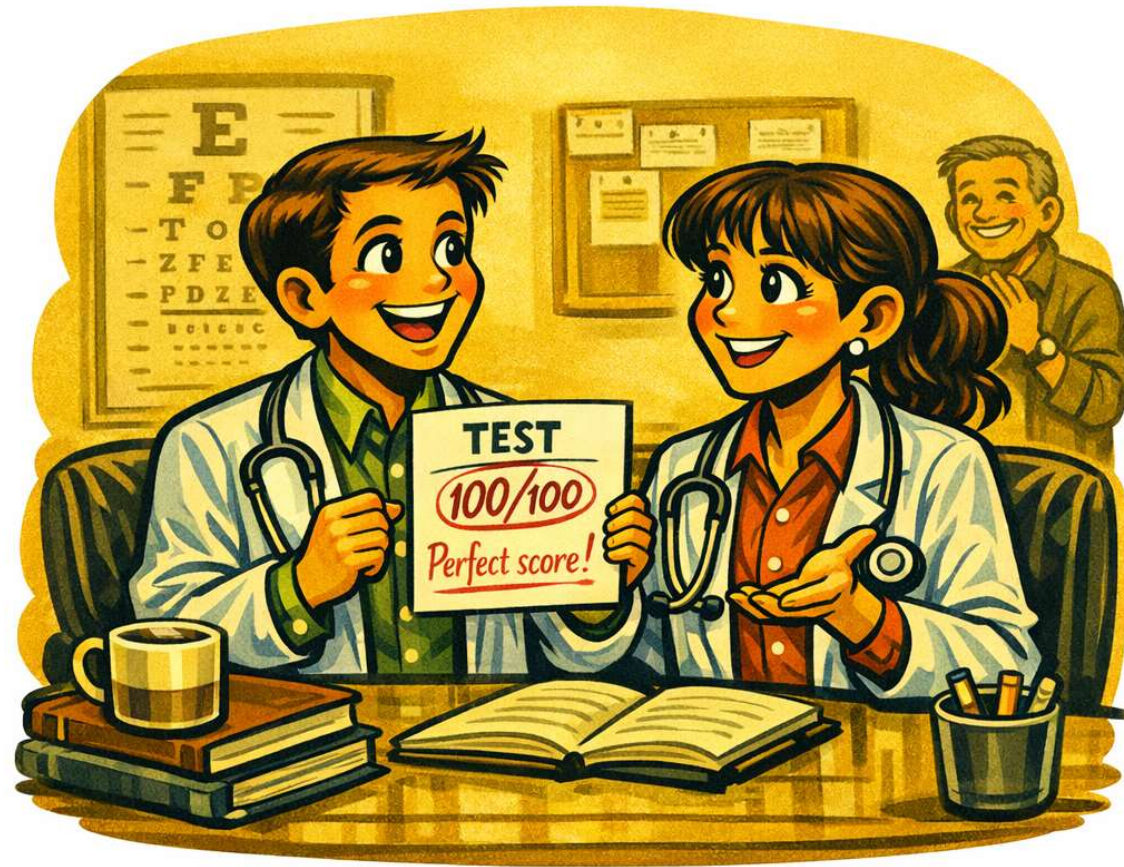


Resources

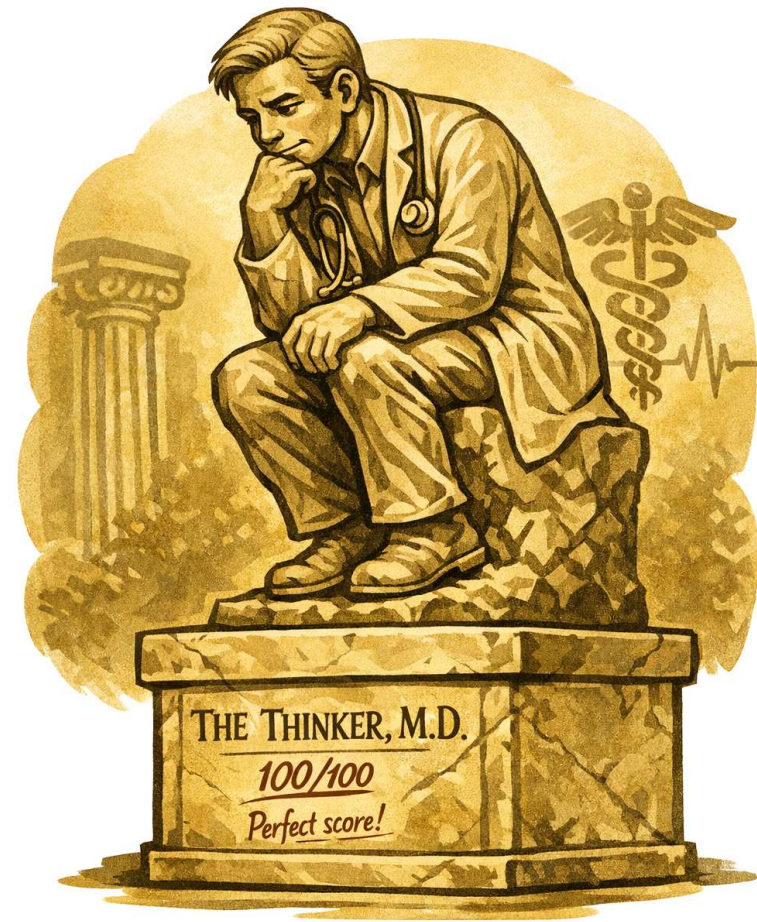
- Academy of Communication in healthcare (www.achonline.org)
- CCF REDE Model²⁴
- **Communication Rx**- Editors Calvin Chou MD Laura Cooley PhD
- **Radical Candor**- Book and Podcast (Season 1) Kim Scott.
- AI- for skills practice opportunities verbal or written interaction with feedback.



People Think Practice Makes...



Actually, Practice Makes...



Source: Wikimedia Commons- [Billy Hathorn](#) at [English Wikipedia](#)



To Achieve Peak performance: Reflective practice.

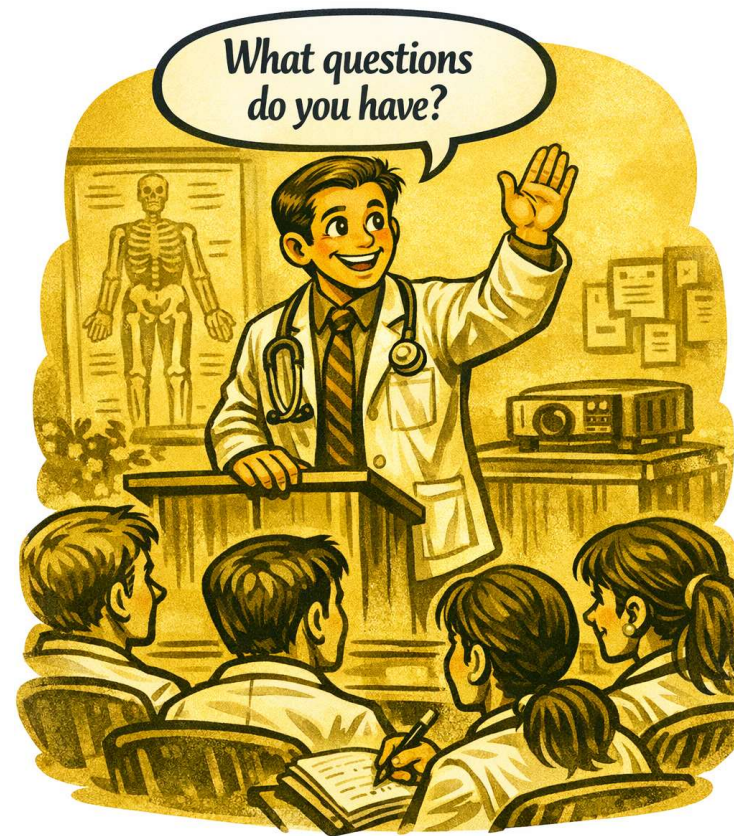
- Need a goal
- Motivation to improve
- Deliberative practice
 - Preferably with feedback.
- Continued reflective practice



Wrap-up

Please write down...

- ✓ A word or phrase to describe how you're feeling
- ✓ A specific skill from today you will use when you see patients.



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References



Thank you!





RADICAL CANDOR 2X2



Radical Candor:
Relationship
Centered
Leadership



On a piece of paper...

- In any blank space make three boxes in which you can draw three pictures.



Take a Blank Piece of Paper...

- First box- Using Verbal Cues
 - Draw a pig from the instructions.



On the handout...

- Second box- Using written instructions
 - Draw a pig with the face in front of the body.
 - Draw the tail off to the left side.
 - Draw dark feet.



Take a Blank Piece of Paper...

- Third box- Visual instructions



Take a Γ ... Paper...

- Third box-



Exercise Learning Points

- Be clear about the topic you are going to explain
- Base it off what they already know. (Assess)
- Tell the person why they want to know about this information based on their perspective. (Inform)



Exercise Learning Points

- Talking to a non-simple person about a non-simple concept.³⁵
- “Giving Information” does not mean talking the whole time.³⁶
- Images can clarify spoken words or written instructions



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Reflective Listening **Instructions**

- Form groups of 2 with people next to you
- Determine a speaker & listener
- Speaker – Take 3 minutes to describe *a real & recent stressful situation* (moderate level)
- Listener – Practice reflective listening, refrain from asking questions of any kind





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