

RELATIONSHIP-CENTERED CLINICIAN-PATIENT COMMUNICATION BEHAVIORS

	SKILL OBSERVED	WHAT MIGHT YOU SAY IN YOUR PRACTICE
Skills Set 1: Setting the stage / Setting the Agenda		
Create Rapport Quickly:		
Greet patient by name and acknowledge all present	Y/N	
Introduce self by name and role on the team	Y/N	
Attend to comfort	Y/N	
Engage in social talk: "Small talk before big talk"	Y/N	
Acknowledge communication barriers	Y/N	
Sign-post: orient to process of visit	Y/N	
Elicit the LIST of All Items:		
Ask: <i>What can I do for you today?</i>	Y/N	
Ask: <i>What else?</i>	Y/N	
Respond: Summarize	Y/N	
Ask: Exhaustive "What else?"	Y/N	
Negotiate the Agenda:		
Ask: "What matters most" to establish priorities	Y/N	
State your clinical goals	Y/N	
Negotiate a plan for the time available	Y/N	
Describe how other deferred issues will be addressed	Y/N	
Skill Set 2: Ask about the Patient's Perspective & Responding to Emotions		
Open the Conversation:		
Use open-ended questions/request: "Tell me all about..."	Y/N	
Listen with intentional presence	Y/N	
Explore Patient Perspectives (Ask Stanford five or validate if they bring it up):		
Ask about ideas on cause/ self diagnosis Ask: <i>"What do you think is going on?"</i>	Y/N	
Ask about meaning or fears Ask: <i>"What worries you the most about this?"</i>	Y/N	
Ask about impact on function (work, family, social, religion) Ask: <i>"How has this impacted your functioning?"</i>	Y/N	
Ask about goals for treatment Ask: <i>"What outcome are you hoping for?"</i>	Y/N	
Ask about expectations for today Ask: <i>"What were you hoping we could accomplish today?"</i>	Y/N	
Respond to Emotional Cues with PEARLS:		
Partnership: <i>"Let's work on this together."</i>	Y/N	
Emotion named: <i>"Sound like you are feeling...."</i>	Y/N	
Appreciation/ apology: <i>"I'm sorry you are going through this"</i>	Y/N	
Respect: <i>"I respect your choice at this time."</i>	Y/N	
Legitimation: <i>"Anyone in your position would feel that way."</i>	Y/N	
Support autonomy: <i>"I want to help you make the best decision for you."</i>	Y/N	

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Skill Set 3: Use ART Loops to educate about diagnosis and treatment

Share Information:

Incorporate patient's perspective

Y/N

Use plain language

Y/N

Educate about diagnosis and treatment using ARTS loops:

Tell diagnosis and ask: *"Your diagnosis is
What do you know about diagnosis?"*

Y/N

Respond to emotion or statement with reinforcement

Y/N

Tell to provide accurate or additional information about diagnosis

Y/N

Share in collaborative understanding of diagnosis

Y/N

Tell treatment option and ask: *"The best option for treatment is
What do you know about this treatment?"*

Y/N

Respond to emotion or statement with reinforcement

Y/N

Tell to provide accurate or additional information about treatment or other option

Y/N

Share in collaborative decision making on a plan that is consistent with patient values and preferences

Y/N

Summarize & Clarify:

Sign-Post: Orient patient to end of the encounter

Y/N

Ask: Teach-back using ART (Ask, Respond, Tell)

Y/N

Close the Visit:

Clarify and summarize next steps

Y/N

Elicit final questions by asking *"What final questions do you have?"*

Y/N

Acknowledge and support the person

Y/N