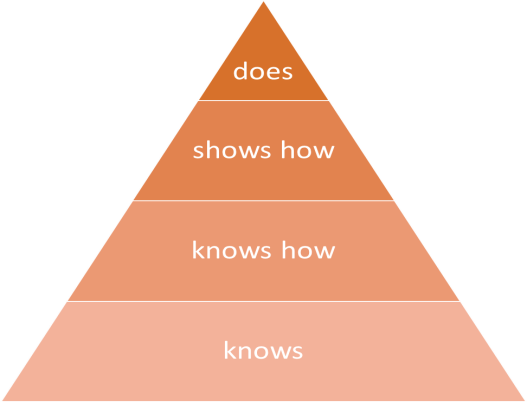
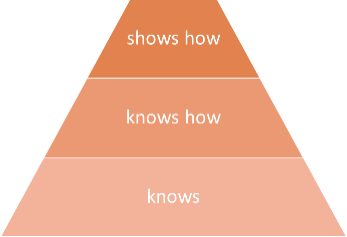
Communication purpose

Teaching Clinical Communication Skills (health professional-patient/client):

Clinical setting

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher resources: development plan (recommended to commence prior to first clinical placement) | | | |
| Lesson plan  Foundation Lesson  Rubric (breaks down communication elements for lesson guidance, formative or summative assessment) | Lesson plan  Quiz  Video scenario (versions A&B)  Rubric (breaks down communication elements for lesson guidance, formative or assessment) | Lesson plan  Rubric (breaks down communication elements for lesson guidance, formative or summative assessment) | Lesson plan  Rubric (breaks down communication elements for lesson guidance, assessment)  Reflection rubric (teacher can set which level of reflection is appropriate for level of student) |



|  |  |  |  |
| --- | --- | --- | --- |
| Student resources | | | |
| Foundation Lesson  Student activity plan (includes rubric used as a checklist for skills development or self assessment) | Student activity plan (includes rubric used as a checklist for skills development or self assessment)  Quiz  Video scenario (versions A&B) | Student activity plan (includes rubric used as a checklist for skills development or self assessment) | Student activity plan (includes rubric used as a checklist for skills development or self assessment)  Reflection rubric (helps students reflect on clinical placement and plan future goals) |

Notes for Teacher

* May address one or all communication skills
* Can choose video scenario that
* May use different levels of development plan depending on levels of students
* Many activities can be adapted to online

What this might look on the website:

Put this up as the overview. Then have ‘packages ‘ for each stage of millers pyramid, which includes teacher and student resources, outlined below. Wondering if we shouldn’t break up the rubrics, so that only the relevant levels are shown in each package. Ie for Knows the rubirc would look like below:

|  |  |
| --- | --- |
| **Stage of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | Student demonstrates *awareness of* each aspect of communication that underpins the skill |
| Attends to patient’s verbal and non-verbal communication to assess understanding |  |
| Chooses words and phrases to explain and instruct, adapting them as appropriate for the patient |  |
| Uses reflective listening to check patient understanding |  |
| Uses proxemics to foster open dialogue |  |
| Uses body language to encourage engagement |  |
| Employs facets of the voice to support an attentive, empathetic interaction |  |
| Uses support materials as appropriate (ie. written texts) to enhance verbal interactions |  |

**Student version**

|  |  |
| --- | --- |
| **Stages of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | Able to demonstrate *awareness of* each aspect of communication that underpins the skill |
| Attended to patient’s verbal and non-verbal communication to assess understanding |  |
| Chose words and phrases to explain and instruct, adapting them as appropriate for the patient |  |
| Used reflective listening to check patient understanding |  |
| Used proxemics to foster open dialogue |  |
| Used body language to encourage engagement |  |
| Employed facets of the voice to support an attentive, empathetic interaction |  |
| Used support materials as appropriate (ie. written texts) to enhance verbal interactions |  |

**Educator version**

## Skill A2: builds and maintains rapport and an empathetic relationship and ensures that the patient feels attended and listened to

|  |  |
| --- | --- |
| **Stages of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | Student demonstrates *awareness of* each aspect of communication that underpins the skill |
| Attends to patient’s verbal and non-verbal communication to assess the development of the relationship |  |
| Chooses words and phrases that support the development of rapport and empathy |  |
| Uses active listening to develop attentiveness and responsiveness |  |
| Uses proxemics to support the establishment and maintenance of relationship |  |
| Uses body language to convey attention and empathy |  |
| Employs facets of the voice to demonstrate attention and empathy |  |
| Uses support materials as appropriate (ie. written texts) to build and maintain relationship |  |

**Student version**

|  |  |
| --- | --- |
| **Stages of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | demonstrated *awareness of* each aspect of communication that underpins the skill |
| Attended to patient’s verbal and non-verbal communication to assess the development of the relationship |  |
| Chose words and phrases that support the development of rapport and empathy |  |
| Used active listening to develop attentiveness and responsiveness |  |
| Used proxemics to support the establishment and maintenance of relationship |  |
| Used body language to convey attention and empathy |  |
| Employed facets of the voice to demonstrate attention and empathy |  |
| Used support materials as appropriate (ie. written texts) to build and maintain relationship |  |

## Educator version

## Skill A3: relates to the patient respectfully including ensuring confidentiality, privacy and autonomy and recognizing the patient as a partner in shaping a relationship

|  |  |
| --- | --- |
| **Stages of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | Student demonstrates *awareness of* each aspect of communication that underpins the skill |
| Attends to patient’s verbal and non-verbal communication to assess the ongoing success of the interaction |  |
| **Confidentiality and privacy** |  |
| Uses equipment (ie. curtains, sheets) as appropriate to maintain confidentiality and privacy |  |
| Chooses words and phrases that maintain confidentiality and privacy |  |
| Uses proxemics to maintain confidentiality and privacy |  |
| Employs facets of the voice (e.g. volume) to maintain confidentiality and privacy |  |
| Uses artefacts (e.g. case notes) in ways that maintain confidentiality and privacy |  |
|  | **Knows** |
|  | Student demonstrates *awareness of* each aspect of communication that underpins the skill |
| **Autonomy and patient as partner** |  |
| Chooses words and phrases that assure consent, and allow autonomy and patient involvement |  |
| Uses active and reflective listening to respect the patient’s role as partner |  |
| Uses proxemics to build and maintain the patient’s role as partner |  |
| Uses body language to build and maintain the patient’s role as partner |  |
| Employs facets of the voice to demonstrate respect and partnership |  |
| Uses support materials as appropriate (ie. written texts) to support the patient’s role as partner |  |

Student version

|  |  |
| --- | --- |
| **Stage of development on Millers Pyramid** | **Knows** |
| **Behaviour demonstrated** | demonstrated *awareness of* each aspect of communication that underpins the skill |
| Attended to patient’s verbal and non-verbal communication to assess the ongoing success of the interaction |  |
| **Confidentiality and privacy** |  |
| Used equipment (ie. curtains, sheets) as appropriate to maintain confidentiality and privacy |  |
| Chose words and phrases that maintain confidentiality and privacy |  |
| Used proxemics to maintain confidentiality and privacy |  |
| Employed facets of the voice (e.g. volume) to maintain confidentiality and privacy |  |
| Used artefacts (e.g. case notes) in ways that maintain confidentiality and privacy |  |