

Module 10: Facilitator Guide for Zoom session

Facilitator Instructions: Complete the 3 activities below using these instructions and the Module 10 Zoom facilitation slides.

Suggested time: 40-50 minutes

Activity 1: Breaking bad news role play (*advance on slide 2*)

Objective: Demonstrate how to deliver bad news to a patient and their family

1. Remind learners of the topic (*advance to slide 3*)

In module 10, we discussed the case of Isaac—a 27-year-old man admitted to the district hospital medical ward with advanced Kaposi’s Sarcoma (KS). Several days into his hospitalization, he became delirious and did not respond to verbal stimuli. His wife confided in one of the health care workers that she is not seeing any signs of improvement. You need to inform his wife of Isaac’s worsening clinical status and that there are no interventions that can reverse his disease course.

(Advance to slide 4)

Delivering difficult news to patients and their families is an important skill. The “Six Step Protocol for Breaking Bad News” is one of many communication techniques. It involves the six steps shown in the slide: 1. Get started, 2. Find out how much the patient knows, 3. Find out how much the patient wants to know, 4. Share information, 5. Respond to the patient’s and family’s feelings, and 6. Plan follow-through.

(Advance to slide 5)

Useful phrases to start difficult conversations include the following:

- “Tell me how things are going for you”
- “Can you tell me about your understanding of your illness?”
- “What is the most difficult part of the illness for you?”
- “As you look ahead, what do you hope for?”

2. Explain the activity:

(Advance to slide 6)

You will now have the opportunity to practice delivering bad news using the Six Step Protocol for Breaking Bad News in two scenarios. You will be put into breakout rooms in pairs. In Scenario A, one person will play the provider, while the other will play Isaac’s spouse. Normally, bad news is delivered to the patient who should also be asked who he/she/they would like to be present for the conversation. Since Isaac is delirious and unable to participate in the conversation, the provider will be delivering the bad news to the spouse in the first scenario. In Scenario B, the provider will break bad news to a patient who is alert and you will switch the roles of patient and provider.

Learners should try to get through all 6 steps of the protocol. For a few minutes, consider the setup of the talk. In what environment do you want to deliver the bad news? Then, with

one person as the provider and the other as the spouse, spend 5 minutes in this role play. After 5 minutes, discuss with your partner: What went well? What could have gone better?

Next, switch roles and move on to Scenario B. Imagine a similar patient who is awake and alert. With one person as the provider and the other as the patient, the provider should let the patient know the difficult news. Again, learners should try to get through all 6 steps of the protocol.

After 5 minutes, discuss with your partner: What went well? What could have gone better?

2. Move students in pairs into breakout rooms.

After 5 minutes, send a message that the pairs should stop and debrief. After 2-3 more minutes, send a message to switch roles and begin scenario B. After 5 minutes, send a message that the pairs should stop and debrief a final time.

4. After a total of 15 minutes, close breakout rooms and return students back to large group.

5. Guide learner reflection on the activity: *(advance on slide 8)*

After the role play is over, ask if anyone is willing to share with the large group any techniques or language that worked well or was particularly helpful in breaking bad news. Provide an opportunity for participants to reflect and discuss ways to deal with patient reactions to the news, e.g. anger, crying, denial, etc. Reiterate to the group that it is important for the conversation to occur in a quiet, private environment where everyone can sit down at eye level. Avoid having a desk between you and the patient or family member. Finally, encourage everyone to recognize and understand when they are psychosocially affected by the work they are doing.

Activity 2: Multidisciplinary roles in maximizing patient and family comfort *(advance to slide 9)*

Objective: Discuss how to use team-based care to support a family throughout the dying process (IPE)

1. Remind learners of topic: *(advance to slide 10)*

Multidisciplinary team-based care can allow providers to offer comprehensive support to better address the needs of the patient and the patient's family. Health professionals may support patients at the end of life in any of the following domains:

- Physical
 - Pain
 - Nutrition
 - Secretions
 - Other
- Psychosocial
- Spiritual well-being

2. Explain the activity: *(advance to slide 11)*

You will now have the opportunity to have a 10 minute multidisciplinary discussion exploring the roles of different health professions in supporting patients and families at the end of life. In your small groups, describe the roles of different health professionals in maximizing Isaac's comfort and his family's wellbeing. Share how your own health profession may support Isaac or his family in any of the aforementioned domains while he is dying in the hospital.

3. Move students into breakout rooms for discussion.

This time, move students into groups (5-8 recommended).

4. After 10 minutes, close breakout rooms and return students back to large group.

5. Guide learner reflection on the activity. *(advance to slide 13)*

Ask if any groups will share their answers or thoughts on how they will support him and the roles of different health professionals in doing so. Facilitators should share their experiences based on their clinical setting. Encourage reflection on how team-based care can offer support to the provider.

Activity 3: Improving End of Life Care *(advance to slide 14)*

Objective: Describe ways to promote comfort and caring for a patient at the end of their life

1. Review topic: *(Advance to slide 15)*

Please take a moment to reflect on how we can improve the quality of care given to patients at EOL.

2. Explain the activity: *(advance to slide 16)*

You will now have the opportunity to share your thoughts, listen to others, and engage in a discussion around improving the quality of care for patients at EOL. You will be moved into breakout rooms in groups for 10 minutes. In your groups, please discuss the following questions:

1. How we can improve the quality of care given to patients at EOL.
2. What will you remember from this session the next time you take care of a dying patient?

3. Move learners into breakout rooms.

4. After 10 minutes return students to main room.

5. Guide learner reflection on the activity: *(Advance to slide 18)*

Ask the groups to share their reflections. If time permits, ask the learners to summarize key points from their discussion and/or the module.