

Shared Decision Making

Learning activity – interview a client

Short description

Dozens of questions have been drawn up that make Shared Decision Making concrete. These easy-to-understand and practical questions will help physiotherapists (and other health care providers), patients and clients to decide together better and more often. This learning activity focuses on the client's perspective.

Duration: About 20 minutes

Learning goals

The student

- Recognizes differences in the client's preparation before a consultation.
- Actively collaborates with clients by adjusting communication strategies to enhance shared decision-making

Materials

1. Lecture about Shared Decision Making

Instructions

- Interview a client / patient and ask questions of the list below 'how do you prepare your visit to the physiotherapist'.
- Alternative: develop a short workshop for patients or fellow students about what to do to be prepared for a consultation.

How to prepare your visit to the physiotherapist?

- Do you write down all your questions before an interview/ consultation?
- Do you ask someone to accompany you to an important meeting?

Saying everything during a meeting

- Do you tell what is important to you in your daily life?
- Do you tell how the treatment will affect you?
- Do you tell what it is like for you to be dependent on care?
- Do you tell what impact your complaint/illness has on your life?
- Do you tell what you expect from the treatment?
- Do you tell if you are unsure about treatment?
- Do you tell if you need time to think?
- Do you tell what you would like to be able to do again after treatment?
- What help do you need to live the way you want?
- Do you tell if you want another physiotherapists advice?
- Do you talk about your preferences/wishes?
- Do you tell what you expect from treatment?
- Do you tell if you are in doubt about an appointment in your treatment plan?
- Do you tell what you expect from the care you receive?
- Do you tell how you see your future?

Asking everything during a conversation

- Do you ask for more explanation if you don't understand?

- Do you ask about all possible treatments?
- Do you ask about the advantages and disadvantages of each treatment?
- Do you ask which treatment is best for your situation?
- Do you ask the 3 right questions during an interview? (1. What are my options? 2. What are the advantages and disadvantages of these options? 3. Why is this important for me?)
- Do you ask what help is available to choose a treatment?
- Do you ask what tools are available to help you choose?
- Do you ask for more time if you want to talk for longer?

Post-interview tips

- Do you ask for a summary after an interview/ consultation?
- Do you discuss your treatment with family or friends?
- Do you discuss your treatment plan with a family member or friend?
- Do you ask what resources are available to help you make your choice?

Other tips

- Do you know you can also choose not to be treated?
- Do you know you can record a conversation?
- Do you decide together?
- Do you know you can also ask for a digital consultation?

Reflection

- Think of when you were a real patient yourself. Which questions of “the questions for **clients/patients**” did you ask during your last visit to a physiotherapist or doctor? Which questions could have been useful for you in that situation?
- Which questions do you think clients with LHL will ask you during a consultation? How does this impact your communication strategy as a physiotherapist?

Tips for supervisors

Option 5 steps for shared decision making

<p>1. Agenda setting / Introduction Repeat the request for help and indicate that you will talk together about different treatment options</p>
<p>2. Offering help Indicate that you will help the patient to give him the information clearly so that the patient is empowered to help decide.</p>
<p>3. Give options Inform the patient clearly about the different treatment options and discuss the pros and cons (also of not treating)</p>
<p>4. Find out client preference Support the patient to bring the patient's preferences to the surface</p>
<p>5. Who does what? / Make an action plan Make the treatment plan together with the patient and describe together what actions you do and what the patient does.</p>

Shared Decision Making

Observe and share feedback with your supervisor

Short description

Dozens of questions have been drawn up that make Shared Decision Making concrete. These easy-to-understand and practical questions will help physiotherapists (and other health care providers), patients and clients to decide together better and more often.

This learning activity will help students to recognize the steps of shared decision-making in a consultation.

Duration: About 20 minutes

Learning goals

The student

- recognizes the steps of shared decision-making in a consultation of the supervisor

Materials

2. Reflection tool: part Providing Information and Shared Decision Making
3. Lecture about Shared Decision Making

Instructions

- Select the questions from the list below that are important in shared decision making and add questions you are missing.
- Observe a consultation of your supervisor at your internship. Mark the questions asked by the physiotherapist and the client.

Evaluation questions for the physiotherapist

Gathering Information

Inviting patient or client to tell

- Do you ask about your patient/client's expectations?
- Do you ask what your patient/client finds important in daily life?
- Do you know what your patient/client wants to keep doing besides treatment?
- Do you ask whether your patient/client wants to take the next step in treatment?
- Have you asked what your patient's/client's preferences/wishes are?
- Do you know how your client sees their future?

Providing information and shared decision making

Giving all the information

- Do you ask your patient/client whether you have explained it well?
- Do you summarize the conversation for your patient/client?
- Do you tell your patient/client about the advantages and disadvantages of each treatment?
- Do you tell your patient about all possible treatments?
- Do you explain that no care or treatment is also possible?
- Do you tell your patient/client if you can wait with the treatment?
- Do you use the Teach Back method?
- Do you decide together with your patient/client?
- Do you tell your client about all possible choices in healthcare?

- Do you already make decisions together with your patient/client?
- Does your client really support the goals in the treatment plan?

Other tips

- Do you give your patient/client enough time to think?
- Do you tell your patient/client they can always come back to a decision?
- Do you discuss the possibility of a second opinion with your patient/client?
- Is your patient/client aware of the online file?
- Do you help your patient/client prepare for an interview with another health care professional?
- Do you involve your patient's family and friends in the discussion about treatment?
- Do you involve the social environment of the patient/client in the consultation?

Reflection

- Which questions, in your opinion, would have been also important to ask? Explain why.
 - a. If possible, share your observations with your supervisor(s).
 - b. What went well and what can be improved?
 - c. Maybe, you can give a short lecture about shared decision making.

Tips for supervisors

Option 5 steps for shared decision making

6. Agenda setting / Introduction

Repeat the request for help and indicate that you will talk together about different treatment options

7. Offering help

Indicate that you will help the patient to give him the information clearly so that the patient is empowered to help decide.

8. Give options

Inform the patient clearly about the different treatment options and discuss the pros and cons (also of not treating)

9. Find out client preference

Support the patient to bring the patient's preferences to the surface

10. Who does what? / Make an action plan

Make the treatment plan together with the patient and describe together what actions you do and what the patient does.

References

Roleplay Shared Decision Making	
Short description	
<p>Communication skills lesson: role-play and observation. Roleplay: shared decision making with a client who has to decide about options on how to deal with diabetes / COPD / arthritis. Training in communication skills:</p> <ul style="list-style-type: none"> • create a shame-free environment • verbal and non-verbal • active listening • engaging patients in shared decision making • encouraging patients to ask questions • encouraging patients to tell what they understand and to ask questions 	
Duration: At least 30 minutes	
Learning goals	
<p>The student</p> <ul style="list-style-type: none"> • selects and demonstrates effective communication techniques to provide (verbal) information about treatment options • demonstrates the shared decision-making steps. 	
Materials	
<ol style="list-style-type: none"> 4. Reflection tool: part Providing Information and Shared Decision Making 5. Role description client Soundos (diabetes) or Idrissi (COPD) or Eva/Edward (arthritis) 6. Lecture about Shared Decision Making 	
Instructions	
<p>After this assignment, you can give a client with LHL information about the treatment options and how to decide together about these options. You will create a shame-free environment, provide information in plain language, and ask questions in plain language to empower clients to make the right decision in their situation. Make groups of 4-5 students</p> <ul style="list-style-type: none"> • <u>Student 1</u> demonstrates phase <ol style="list-style-type: none"> 1. Introduction 2. Offer help 3. Discuss options • <u>Student 2</u> demonstrates phase <ol style="list-style-type: none"> 4. Find out client preference 5. Make an action plan • <u>Student 3</u>: plays the role of the client with Limited Health Literacy • <u>Students 4 -5</u> observe and fill out the reflection tool. 	
Preparation	
<ol style="list-style-type: none"> 1. Repeat the information about Shared Decision Making. 2. Every student prepares (before this lesson in their own time) the full assignment phase 1 to 5 for one of the clients. 3. Study the reflection tool and divide the relevant items for feedback among the observers. The students who are physiotherapists may choose the items. 	

4. Every student prepares their own part, and the student who plays the client prepares the role (mrs. /mr. Soundos or Idrissi or Eva/Edward).

Reflection

Give feedback after each student finishes his/her part.

1. The student who plays the physiotherapist describes what went well and then what to do better next time.
2. Then the observers give their feedback.
3. And to conclude the client gives feedback.
4. The physiotherapist summarizes the main (3) feedback where to focus on next time.

In case there is enough time, the physiotherapist can show the part again with a focus on the 1-2 feedback points. An observer can have the role of a 'film director' and gives directions when the physiotherapist does not focus on the feedback points. The aim is that the physiotherapist demonstrates the feedback point(s) in the right way this second time.

Compare your self-assessment and peer assessment, reflect on, and write down which three points you want to continue and which three points you can still improve and want to do better next time. Formulate new learning goals and a plan of action.

Tips for supervisors

Teachers' manual: How to work with a simulation patient (role-player)

Reflection tool: Students can choose items from the reflection tool to focus on in the roleplay, or the teacher decides which theme should be addressed in the reflection.

Items that can be used specifically for this exercise:

Shared decision-making:

- Confirming the request for help and indicating that you will discuss the various treatment options together.
- Reassuring the client that you will support and provide clear information, so that the client is enabled to participate in decision-making.
- Discussing the treatment options and the benefits, and harms of each option with the client.
- Supporting clients to explore 'what matters most to them,' considering the client's: values, preferences, and circumstances.
- Supporting the client to make an informed decision together (when necessary, after time to absorb and to discuss with significant others)

Fostering the relationship:

- The client is greeted in a manner that is personal and warm (e.g., asks how the client likes to be addressed and uses the client's name).
- Encouraging clients to ask additional questions.
- Consider working with a (professional) interpreter, if necessary.

Providing information:

- Checking if the client understands the information (teach back, show me, chunk, and chunk techniques, ASK me 3).

- Pausing after giving information with the intent of allowing the client to react to and absorb the given information.

Responding to emotions:

- Openly encouraging or is receptive to the expression of emotion (e.g., through use of continuers or appropriate pauses (signals verbally or nonverbally that it is okay to express feelings).
- Recognizing emotional expression.
- Identifying, verbalizing, and accepting feelings.
- To elicit and be open-minded for patients concerns and needs and explore taboos with them.

References

Lecture

- Shared Decision Making
- Providing information
- General communication