



## Educational component of simulation training

### About the presentation

*Title:* Delivering difficult news to children's families

*Date:*

*Duration:* 40 mins

*Venue:*

*Facilitator:*

### Learning objectives

By the end of this simulation, participants will be able to:

1. Identify the communication skills required in effectively delivering difficult news
2. Identify the key aspects of participant's own communication style
3. Demonstrate the communication skills required in effectively delivering difficult news

### Resources

Starr, J. (2008). *The coaching manual*. Harlow, England: Pearson Prentice Hall

Egan, G. (2010). *The skilled helper: A problem-management and opportunity-development approach to helping*. Belmont, CA: Brooks/Cole Publishing co.

5 minutes	<p style="text-align: center;"><b>Introduction</b></p> <p>Complete pre-workshop evaluation</p> <p>Discuss simulation overview and learning objectives</p>	<p><i>Materials/props</i></p> <p>Inter-professional Teams in Difficult Conversations Self-Assessment</p> <p>PowerPoint slide of learning objectives</p>
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7 minutes	<p style="text-align: center;"><b>Body</b></p> <p>Discuss pre-evaluation to determine levels of participant knowledge</p> <p>Identify key communication skills not identified by participants</p>	<p><i>Materials/props</i></p> <p>Summarise learning points on whiteboard</p> <p>Add to key learning points on whiteboard</p> <p>Key communication skills facilitator's checklist</p>
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23 minutes

### Body (continued...)

<p>Discuss key skills:</p> <ol style="list-style-type: none"><li>1. Delivers difficult news<ul style="list-style-type: none"><li>• Delivers specific feedback objectively, constructively and in plain language</li><li>• Delivers bad news appropriately</li><li>• Asks direct questions – simple, open, non-judgemental</li><li>• Listens effectively</li></ul></li><li>2. Appropriately manages emotional fallout<ul style="list-style-type: none"><li>• Not personal</li><li>• Remains calm</li><li>• Not escalating</li><li>• Utilises team members</li><li>• Maintains personal and participant safety</li></ul></li><li>3. Uses therapeutic communication style<ul style="list-style-type: none"><li>• Open body language</li><li>• Same physical level</li><li>• Presence (eye contact)</li><li>• Clarifies as needed (reframing)</li><li>• Team members support each other when clarifying/ reframing</li></ul></li></ol> <p>Team leader summarises and closes communication loop with negotiated clear plans/actions</p> <p>How to utilise these communication skills effectively when delivering difficult news</p>	<p><i>Materials/props</i></p> <p>Slide and handout of Starr's levels of listening and questioning skills</p> <p>Ask group for comment and talk about examples of personal experience</p> <p>Present flow diagram and talk through process</p>
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5 minutes

### Conclusion

<p>Review the key communication skills and how they impact on delivering difficult news.</p> <p>Review learning objectives and key issues relating to them.</p> <p>Set the scene for moving into the simulation activity</p>	<p><i>Materials/props</i></p>
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