SMALL GROUP SESSION 9A  
October 18 or October 20  
END OF LIFE DISCUSSION AND BREAKING BAD NEWS PRACTICE


Prepare by: Learning your role-plays and being prepared to act them

Brief Outline:

Section 1: Touch base (20 minutes)

Section 2: Discuss end of life issues (30 minutes)

Section 3: Practice breaking bad news (2 hours)

Section 4: Evaluate Session (10 minutes)

Preparation for next week:

Readings: Excerpt from Kidder, Old Friends

The Medical Interview, Chapter 9 “A Different Silhouette: Interviewing the Geriatric Patient.”

AND:


Bring: White coats and nametags, and dress professionally
SMALL GROUP SESSION 9A

Objectives:
To develop strategies for breaking bad news
To discuss personal experiences with death and dying

Section 1: Touch base (20 minutes)
How are you doing? Are you noticing some first year burnout?
What did you learn from this week’s reading on breaking bad news?

Section 2: End of Life Discussion (30 minutes)

Logistics:
Start by discussing your own experiences with death and dying.

- Have you lost a friend or family member? a beloved pet?
- Have you ever seen someone die?
- What are your reactions to death?
- How have your experiences and cultural background shaped your response to death and dying?
- How might you respond when you first experience a patient’s death?

Section 3: Breaking bad news role plays (2 hours)

Logistics: Break into two groups of three, each with one mentor. Each group should include one each of Role Plays A, B and C.

Each student will have one chance to be the patient, one chance to be the physician giving bad news, and one chance to evaluate the interview using the Breaking Bad News checklist.

After each interview, discuss how it went, starting with the physician/ interviewer. How did it feel to be giving this news? How did it feel being the patient?

Look over the Breaking Bad News checklist. What was done well? What might you do differently?

After you have done all three role plays, re-convene as a full group and discuss what you learned.

Part 4: Evaluate session (10 minutes)

How did this session go? How could it have been better?
# Practice of Medicine-1
## Breaking Bad News Feedback Form

Interviewer's name: ____________________  
Evaluator's name: ____________________  
Date: __________

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DONE WELL</th>
<th>OK, COULD BE BETTER</th>
<th>NOT DONE OR DONE POORLY</th>
<th>NOT APPLICABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduces self to patient (and family if present); meets in a private setting; sits down</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Warns patient that bad news is coming</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Asks patient what he/she knows</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Proceeds at patient’s pace, with time for silence and patient reaction; gives info in small chunks</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Avoids jargon or euphemisms</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Asks patient to describe his/her own understanding of diagnosis and situation</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Assesses and responds to patient’s feelings; explores what news means to patient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Offers realistic hope</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Asks for questions and allows time for patient to respond</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>10. Gives written information and plans follow-up with patient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**COMMENTS:**