SESSION 11B
November 3rd or November 5th

End of Life Discussion & Breaking Bad News Role Plays


Coulehan and Block, The Medical Interview, chapter 14: Telling Bad News.

Prepare by:  Learning your role plays handed out last week

Brief Outline:  Section 1:  Touch base (15 minutes)

Section 2:  End of life case discussion (60 minutes)

Section 3:  Breaking bad news role play (100 minutes)

Section 4:  Evaluate session (5 minutes)
Objectives for Session 11B:

By the end of this session, students will be able to:
- Discuss personal experiences with death and dying
- Practice strategies for breaking bad news

Section 1: Touch base (15 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 (60 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 (100 minutes)

Logistics: Do this as a whole group. Each of you will have the chance to either be a patient or be the physician breaking bad news, depending on which role you received. While two students do the role play, the rest of the group will observe, using the Breaking Bad News Feedback Form.

This is a good time to use time in/ time out as you did with the SP interview. Take a time out if you need one and ask the group for suggestions.

Don’t try to cover all the bases in this interview. You needn’t ask about advance directives, give detailed medical information or arrange a treatment plan. Your main job is to give the news honestly, go very slowly, check for understanding and listen a lot.

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 Feedback Form. What was done well? What might you do differently?

After you have done all three role plays, discuss what you learned.

Section 4: Evaluate session (5 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. (Re)introduces self to patient (and family if present) by first and last name.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Explains purpose of visit</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Sits at or below patient’s eye level; makes appropriate eye contact</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Gently warns patient that bad news is coming</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Proceeds at patient’s pace, allowing patient at least 10 seconds of silence after initial bad news</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Gives information in small chunks</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Avoids jargon; uses language patient can understand</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Asks about and/or responds to patient’s feelings</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Offers realistic hope</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>10. Asks for questions and allows time for patient to respond; nods or repeats question to show understanding.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Responds empathetically to patient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Arranges follow-up</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**COMMENTS:**