

Optional Exercise 2

Directions: Identify the well-developed SET & those that are poorly developed. Which elements of a SET were or were not present in each situation?

Scenario: First year medical students in Professional skills: Communications

- a) “Good morning. I understand that you have been learning about effective communication with patients. Today I’m going to talk about three effective ways to communicate with an angry patient. Let’s get started.”
- b) “Good morning. I understand that you have been learning about effective communications with the patient by using more open-ended statements & less ‘cross-examination’ techniques. What would you do if you were confronted with an angry & distraught patient? This happens, not frequently, but from time to time. You’ll need to be ready for this because your actions could save time in the long run & will make a huge difference in how well the patient responds to & complies with treatment. So, by the time you leave today I want you to be able to demonstrate three effective ways to communicate with an angry patient. First, we’ll gather some background information from you, then, I’ll supplement this with the best information I have, & finally, you’ll get a chance to practice in small role-play groups. Any questions?”
- c) “I don’t really think that this is a good way to teach communications to you or that you really need it right now, but I guess I have to give it a go. What did you do in your last session?” (Students respond.) “Good. Sounds like someone is doing something right, for a change! Today we’ll be exploring ways to calm the angry patient, so we can deal with the medical concerns.”

Optional Exercise 3

Given the following objective, outline an appropriate Set (ensure that your set creates the **M**ood, **b**egin to **M**otivate the learners & prepares the learner for **t**heir **R**ole during the sessions).

The learner will be able to list 6 symptoms of diabetes mellitus.