

# Patient and Family Engagement

- Information → Increased knowledge
  - **Increased knowledge ≠ Engagement and participation**
- Resistance to engaging patients
  - Deep, cultural, and ingrained
- Patient questions related to engagement
  - Do I feel respected by this provider?
  - Does he/she listen to and understand me?
  - Do I trust this person?
  - Do I have a say in what happens in the appointment?
  - Am I being offered options rather than a one-size-fits-all approach?
  - Does he/she negotiate with me rather than dictate to me?
- Early traps that promote disengagement
  - Assessment trap
  - Expert trap
  - Blaming trap
  - Chat trap
- **What promotes engagement?**
  - Desires/goals
  - Importance
  - Positivity
  - Expectations
  - Hope

# Reflective Listening Statements

- Reflections have the effect of encouraging the other person to elaborate, amplify, confirm, or correct
- **Voice inflection turns down at the end (otherwise it's a closed question!)**
- **Ways to open:**
  - So you feel...
  - It sounds like you...
  - So you...
  - It seems to you that...
  - You're wondering if...
  - You're feeling...
- Levels of reflection
  - **Simple**
    - Repeating (repeats an element of what the patient said)
    - Rephrasing (using new words)
    - Example
      - Pt: "It's hard to remember to brush my teeth because I'm so busy."
      - Provider: "Your life is hectic."
  - **Complex**
    - Paraphrasing (making a guess at unspoken meaning)
    - Reflection of feeling (a paraphrase that emphasizes the emotional dimension through feeling statements)
    - Example
      - Pt: "It's hard to remember to brush my teeth because I'm so busy."
      - Provider: "Your kids really wear you out"



# Open Ended Questions

- **Generally what, why, how**
- Other words are interpreted as open ended by patients
  - **“Tell me”**
    - “Tell me about how you take care of daughter’s teeth at home.”
  - **“I wonder”**
    - “I wonder what your ideal home care routine might look like?”
- **Tone and curiosity are important**
  - “Why has it been hard for you to brush your teeth at night?”
- **Scaling questions**
  - Examples
    - On a scale of 0-10, where 0 is not important at all and 10 is super important, how important is it to you to help your son avoid cavities?
    - On a scale of 0-10, where 0 is not confident at all and 10 is super confident, how confident do you feel you can achieve your goal of weening your baby off the bottle?
  - Opportunities for evoking change talk
    - “Why are you a 7 and not a 3?”
    - “What would help you feel even more confident and move from a 7 to an 8 or 9?”
  - Opportunities for affirming the patient
    - “That’s really high. You’re really confident you can do this.”
- Question after question can come across as inquisitive and feel overly “assessing”
  - **Reflection-Question Cadence**
    - One reflection for every one question (beginner proficiency)
    - Two reflections for every question (advanced proficiency)



# Affirmations

- **Seek every opportunity to affirm, appreciate, and reinforce:**
  - Strengths and attributes
  - Past successes, future hopes
  - Struggles and desires
  - Current or past efforts to improve things
  - The humanity and character of the patient
- Generally, avoid using the word “I”
  - **Try to use “you” language**
    - Examples:
      - You’ve taken a big step today, and clearly have a lot of determination
- **It has to be authentic!**

# Summarizations

- Helps to check understanding
  - “Did I get that all?”
  - “Let me make sure I’m tracking with everything you’ve said...”
- **Can accumulate change talk to give back to patient**
- Can help to set the stage if the patient is ready to make a change
  - **What is a key question that can come after a summary?**

# Sharing Information

- **EOE (Explore-Offer-Explore)**
  - Explore: “Would it be alright if I shared some information with you about how soda impacts your daughter’s oral health?”
  - Offer: “Here is a graphic that shows how much sugar soda has in a single can, etc.”
  - Explore: “What do you think about that?”

