

STEP-UP SESSION PLANNER

COURSE TITLE: Patient Experience

LESSON No.: 1

DURATION: 1.5 hours

AIMS: to raise awareness of the role support staff play in providing an appropriate customer experience, the importance of their role and their part in the patient experience, as well as suggesting some strategies to improve their own practice in relation to customer care.

LEVEL: E3/L1

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V1	Identify the range of customers support staff deal with.	
V2	Develop strategies to deal with strong emotions	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES1	Develop appropriate strategies to clarify understanding of spoken and unspoken information.	SLr/L1.3
ES2	Speak clearly to be heard and understood in a way that suits the situation.	SLc/L1.1

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
10 mins	Introductions	Registration outline of aims and objectives - link with previous session on communication skills. Facilitator to lead introductions of each participant. Each person outlines their job role and indicates their expectations for the session.	OHT 1		See tutor notes	
10 mins	Who is the customer?	Small groups to list the types of customers - internal and external with whom they come into contact. Feedback	Activity sheet 2	Column headed 'Customers you may meet' completed Discussion	See tutor notes	V1
15mins	Patient behaviour	Opposite the list of customers, list the range of behaviours and emotions each customer may exhibit (activity sheet 3 could be used as a	Activity sheet 2 Activity Sheet 3	Completion of activity sheet	See tutor notes	

		prompt).				
5 mins	Impact of visitors, friends and/or family	How do visitors/friends/family impact upon the patient? Negative or positive?	Flip chart and pens	Recorded discussion	See tutor notes	
15 mins	Dealing with strong emotions	Hand out 2 cards to pairs of learners and ask them to consider how they would respond to the emotion, paying particular attention to body language, tone of voice, choice of language used, speed and pitch and any other relevant language features. Feedback to rest of group	Activity cards 4	Discussion and level of participation	See tutor notes	V2 ES2
15 mins	Dealing with complaints	In pairs each participant to read one of the case studies and discuss and devise verbal and non-verbal strategies to deal appropriately with the complaint Feedback	Activity sheet5	Level of participation	See tutor notes	ES2
15 mins	Customer care	Refer learners to customer care policy. Whole group to boardstorm Ten Top Tips to remember and use when interacting verbally with patients	Summary of hospital customer care policy Flip chart and pens	Recorded tips	See tutor notes	V1 and 2 ES1/2
5 mins	Plenary	Ask learners what is the most important thing they have learned.			See tutor notes	

Tutor Evaluation:

(strengths, weaknesses, changes, improvements)

Student progress:



Patient Experience

Session Objectives

- Communication skills and the patient experience
- Identifying the customer
- Dealing with a range of customers
- Strategies to deal with strong emotions

Activity sheet 3

Patient Behaviour

1. A man stops you and says something you do not understand. He is very agitated. How can you help? How should you respond? What should you do?
2. You see a woman sitting on a seat in reception area, crying. What should you do? How can you help?
3. You are asked by the senior nurse on duty on your ward to provide a patient who is on bed-rest, with a cup of tea. You make it and take it to him, however you discover he is not in bed. The patient in the next bed tells you the patient keeps saying he wants to go home, and also appears very confused. You look for the nurse to report he is missing but cannot find her. What should you do?

Choose at least one of these scenarios to discuss.

Dealing with complaints

1. You are asked by the senior nurse on duty on your ward to provide a patient with a cup of tea. You make it and take it to him; however, he is very abusive to you, telling you it is not what he wanted, and the cup is dirty. How should you deal with this situation? Whom should you contact?
2. A man and woman approach you in the corridor, the woman is very angry and starts shouting at you. She accuses you of being rude and not helping her. You have never seen her before! The man seems helpless to intervene. What should you do? Whom should you contact?
3. A man calls you and tells you that the taxi he ordered has not arrived. He is quite upset and says he will make a complaint about the hospital staff. How should you handle this situation? Whom should you contact?
4. A patient tells you she is very unhappy with the cleanliness and hygiene on her ward. She describes many occasions when nurses have not washed their hands/used disinfectant. She is very upset about the dust around her bed. How should you handle this situation? Whom should you contact?

In pairs, discuss one case study and devise strategies to deal with the complaint appropriately.

Activity Sheet 2

Who is the customer?



Customers you may meet	Emotions they might express



grief	joy
fear	shock
anger	anxiety
impatience	relief

You may cut out these key words and use them as prompts for the activity - Dealing with strong emotions

PATIENT EXPERIENCE - TUTOR NOTES

Activity	Description	Resources	Assessment
Introductions	Facilitator to lead introductions of each participant. Individual activity as each person outlines their role and what they hope to gain from the course. Because time is short this is a short snappy activity to raise participation levels.	OHT 1	
Who is the customer?	<p>Ensure that feedback provides the learners with the opportunity to extend their own lists. Each participant can learn from others, some may have extensive experience in the hospital, others very limited.</p> <p>The list should include a good cross-section of patients and staff e.g new parents, children, the elderly, terminally ill, drunks, different cultures/ethnic groups, non-English speakers, out-patients and in-patients and the different expectations of each group.</p>	Activity sheet 2	Completed tasks
Patient behaviour	<p>During feedback ensure there is understanding that varying age, cultural and ethnic background, as well as social groupings may affect the way in which the patient reacts to apparently similar situations.</p> <p>Use question and answer e.g. describe scenarios on handout, and ask for reactions. Some participants may wish to extend the activity by discussing difficult situations they have encountered.</p>	Activity sheet 2 Activity sheet 3	Completed tasks

	Patient attitudes and expectations should be covered e.g. in-patient, out-patient, national health or private patients.		
Impact of visitors/friends and/or family	<p>This very short session is intended to highlight the fact that visitors, friends and family can create both positive and negative emotions and reactions in patients.</p> <p>Patients can often surprise hospital staff with their reactions to apparently mundane situations as well as those which are more traumatic in nature. Hospital staff have to be impartial and courteous, as well as respecting the patient's right to confidentiality and tolerance.</p>	Flip chart and pens	Discussion
Dealing with strong emotions	<p>Encouraging the pairs to discuss and devise strategies to deal with strong emotions could lead to discussion of emotional or traumatic situations with which the learners have dealt. The facilitator will have to be aware of the difficulties that could arise from such eventualities and keep the learners on task.</p> <p>Feedback should enable general discussion, points to cover</p> <ul style="list-style-type: none"> • Communications skills - smiling, eye-contact, tone of voice, choice of language, speed when speaking etc • Confidentiality • Health and safety issues • Empathy and understanding of the patient 	Activity cards 4	Observation and outcomes - completed tasks
Dealing with	Encourage participants to discuss situations which have occurred	Activity	Completed

<p>complaints - dealing with angry, upset or aggressive patients.</p>	<p>and discuss outcomes. If this is difficult use prepared scenarios and ask each pair to discuss and devise strategies to deal with the complaint.</p> <p>This activity should highlight support staff responsibilities in relation to patient care. The issues of confidentiality should be emphasised again.</p> <p>An extension activity could be to determine what should be treated as confidential, and what should be shared with others in your department.</p>	<p>sheet 5</p>	<p>tasks</p>
<p>Customer care</p>	<p>This session should bring together the whole session as the learners are asked to contribute to a list of Ten Top Tips for dealing with patients. This list should be retained for the next session - Team working,</p> <p>Any issues the hospital wants to bring out should be raised during this part of the session and be linked with the in-house customer care policy.</p> <p>The hospital may want to outline the procedures to follow when dealing with abusive situations.</p>	<p>Flipchart and pens Summary of hospital customer care policy</p>	<p>Recorded tips</p>
<p>Plenary</p>	<p>Revisit the objectives - and aims of the course - ask for feedback - what is the most important thing they have learned in the</p>		<p>Discussion and self-</p>

	<p>session? How do they intend to incorporate what they have learned in their daily dealings with patients?</p> <p>NB: Could the top tips be included in an in-house magazine or copies put on notice boards in various departments in order to emphasise the relevance of the ideas?</p>		evaluation
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Evaluation:

