Curricular Components That Support the Functions of EPA 3: Demonstrate Competence in Communicating a New Diagnosis of a Life-Altering Disease Using a Patient and Family Centered Approach

1. Demonstrating knowledge of the basics of the diagnosis of the disease, common course of the disease, and management/treatment of the disease
   - Knows the current guidelines for care regarding the diagnosis, management, and treatment of newly diagnosed disease
   - Interprets the required diagnostic testing related to diagnosis and management
   - Recognizes the usual disease course and possible complications

2. Establishing rapport and initiating a therapeutic alliance with newly diagnosed patients and their families
   - Recognizes and acknowledges the importance of the interprofessional team in the care of the patient
   - Assesses the current knowledge of the disease, health literacy of the family, as well as previous health experiences
   - Solicits multidisciplinary team input into the care plan for the patient
   - Communicates with the primary care physician about current and future plans for the patient

3. Engaging the patient and family in shared decision making to develop a care plan that meets their medical and psychosocial needs
   - Introduces the concept of interprofessional team care with explicit focus on the central role of the patient/family on the team
   - Discusses and considers the home environment and readiness/ability of the family to provide care for the patient
   - Distributes educational material to the family to assist in understanding disease, the care plan, and anticipated future issues

Demonstrating insight into the emotional and human response to difficult news and manages those responses
   - Recognizes the importance of verbal and nonverbal bidirectional cues in communication and responds accordingly
   - Gauges the families understanding with verbal and nonverbal cues (emotional intelligence) and adjusts communication to meet their needs
   - Demonstrates empathy with the current and future concerns of the family
   - Delivers only the information that the family can understand based on their current emotional state
   - Invites questions and concerns from the patient and family
   - Establishes a contact plan for the family for future concerns or questions
4. Demonstrating the self-confidence needed to deliver bad news and support the emotional response of the patient and family
   • Demonstrates insight into one's personal emotions regarding the diagnosis and process of giving bad news
   • Anticipates anxiety that accompanies uncertainty and prepares information to address what is known about an illness, with a plan to continually update patients/families as new knowledge emerges
   • Utilizes a communication plan that balances delivery of diagnosis with hope, information, and exploration of patient goals

Curricular Components Authors

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