

OET Speaking

Information Giving

The ability to **provide information** and ***demonstrate that it is understood*** by the patient.

Chunking:

Breaking complicated information down into smaller parts, for instance:

- **procedures** - colonoscopy, endoscopy, operations, injections
- **conditions** - eczema, asthma, cancer, diabetes
- **medications** - side effects, what they do, how we take them
- **symptoms** - chronic condition
- **management** - routine activities, diet, exercise

Chunking requires a combination of different indicators below:

1. ***Check initial knowledge***
2. ***Give some information***
3. ***Check understanding / Encourage patient reaction***
4. ***Give some information... continued....***

Healthcare Professional	Patient
1. What do you know about diabetes?	<i>Nothing.</i>
2. No problem. I can explain. Diabetes is a condition which changes insulin production in your body. Insulin breaks down sugar. Is this clear so far?	<i>Yes, thanks.</i>
3. OK, So if the sugar in your blood isn't broken down, then it can lead to problems in different parts of your body. That's why you have to do these injections. Are you ok with that?	<i>Oh, yes. Now I understand.</i>
4. Ok, let's move on to managing your condition. How does that sound?	<i>Yes, that's fine.</i>

Indicators for Information Giving

Establishing what the patient already knows	<p>What do you already know about.....? Have you ever heard about? Are you familiar with? Are you aware of how.....works? Do you know anything about.....?</p>
Pausing periodically, using the response to guide next steps	<p><i>breaking complicated information down into smaller parts</i></p>
Encouraging the patient to contribute reactions	<p>How do you feel about that? Does that sound manageable? Do you think you could give it a go? How does it sound? Is that what you expected? OK?</p>
Checking whether the patient has understood	<p>Am I being clear? Is that clear? Do you feel you understand <u>that</u> a bit more now? Does <u>that</u> make that sense? Do you have any questions about <u>that</u>? Would you like me to repeat any of <u>that</u>? Do you need any clarifications on <u>that</u>? Is that alright so far?</p> <p>Try and avoid these: Am I clear? Are you following me? Do you understand?</p>
Discovering what further information the patient needs	<p>Do you have any other questions? Is there anything else you'd like to ask? Is there anything else I can help you with?</p>

Common errors:

- Explaining without providing structure
- Explaining without checking
- Explaining without taking note of patient feelings
- No summarising - can be useful but not always necessary
- Rushing through the explanation so you can complete the cue card
- Repetitive use of the same checking phrase
- Ignoring the patient's actual concerns
- Speak too quickly
- Use technical language which the patient doesn't understand
- Too much pausing / Checking too much

