

1. What is IPP?
2. Criteria in general
3. Detailed look at this subject

What is IPP?

Understanding and Incorporate the Patient's Perspective

Definition: **Only technique:** Exploring a little bit how the patients feels and their opinion.

Perspective = **feeling** / **opinion** / point of view

How much do you know about Donald Trump is?

Yes [knowledge]

What do you know about diabetes? [knowledge]

What do you think about Donald Trump?

He is a genius [opinion]

Can you tell me a little more about your condition?

How do feel about being diabetic?

How do you feel about your diabetic treatment?

How are you coping with your treatment?

How are you today? – natural for any conversion

In OET, you do this at the beginning of the cue card.

MORE IMPORTANT... Is this the only IPP technique?

This only 1.

There are 2 Speaking **Criteria**

'Criteria' means how they assess you: they will give numbers

CRITERIA 1: Linguistic

Pronunciation →

Not using jargon / informal

If you accidentally say it
Just say 'it means'
Sorry, do you know what a _____ is?
Apologies
It means

Band	Intelligibility	Fluency	Appropriateness of Language	Resources of Grammar and Expression
6	<ul style="list-style-type: none"> Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively. L1 accent has no effect on intelligibility. 	<ul style="list-style-type: none"> Completely fluent speech at normal speed. Any hesitation is appropriate and not a sign of searching for words or structures. 	<ul style="list-style-type: none"> Entirely appropriate register, tone and lexis for the context. No difficulty at all in explaining technical matters in lay terms. 	<ul style="list-style-type: none"> Rich and flexible. Wide range of grammar and vocabulary used accurately and flexibly. Confident use of idiomatic speech.
5	<ul style="list-style-type: none"> Easily understood. Communication is not impeded by a few pronunciation or prosodic errors and/or noticeable L1 accent. Minimal strain for the listener. 	<ul style="list-style-type: none"> Fluent speech at normal speed, with only occasional repetition or self-correction. Hesitation may occasionally indicate searching for words or structures, but is generally appropriate. 	<ul style="list-style-type: none"> Mostly appropriate register, tone and lexis for the context. Occasional lapses are not intrusive. 	<ul style="list-style-type: none"> Wide range of grammar and vocabulary generally used accurately and flexibly. Occasional errors in grammar or vocabulary are not intrusive.
4	<ul style="list-style-type: none"> Easily understood most of the time. Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener. 	<ul style="list-style-type: none"> Understands flow, with some repetition, especially in longer utterances. Some evidence of searching for words, which does not cause serious strain. Delays may be abrupt or too fast/slow. 	<ul style="list-style-type: none"> Generally appropriate register, tone and lexis for the context, but somewhat restricted and lacking in complexity. Lapses are noticeable and at times reflect limited resources of grammar and expression. 	<ul style="list-style-type: none"> Sufficient resources to maintain the interaction. Lapses in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive. Meaning is generally clear.
3	<ul style="list-style-type: none"> Produces some acceptable features of spoken English. Difficult to understand because errors in pronunciation/intonation and/or L1 accent cause serious strain for the listener. 	<ul style="list-style-type: none"> Very uneven. Frequent pauses and repetitions indicate searching for words or structures. Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener. 	<ul style="list-style-type: none"> Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression. 	<ul style="list-style-type: none"> Limited vocabulary and control of grammatical structures, except very simple sentences. Persistent inaccuracies are intrusive.
2	<ul style="list-style-type: none"> Often unintelligible. Frequent errors in pronunciation/intonation and/or L1 accent cause severe strain for the listener. 	<ul style="list-style-type: none"> Extremely uneven. Long pauses, numerous repetition and self-corrections make speech difficult to follow. 	<ul style="list-style-type: none"> Mixes inappropriate register, tone and lexis for the context. 	<ul style="list-style-type: none"> Very limited resources of vocabulary and grammar, even in simple sentences. Numerous errors in word choice.
1	<ul style="list-style-type: none"> Almost entirely unintelligible. 	<ul style="list-style-type: none"> Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses. 	<ul style="list-style-type: none"> Entirely inappropriate register, tone and lexis for the context. 	<ul style="list-style-type: none"> Limited in all respects.
0	<ul style="list-style-type: none"> Candidate does not provide any response. 			

Approximately 60 percent of grade

CRITERIA 2: Clinical Communication Criteria

There are 5 of these:

- Relationship Building
- Information Giving
- Information Gathering
- Structure
- **IPP**

For each one you get a score out of 3

Extract / make them speak

B. Indicators of understanding & incorporating the patient's perspective	
B1	eliciting and exploring the patient's ideas/concerns/expectations
B2	picking up the patient's cues
B3	relating explanations to elicited ideas/concerns/expectations

These techniques all depend on the situation. **So just be natural.** If it's not appropriate don't do it.

Useful language:

- How are you feeling at the moment?
- **EMPATHY** + Can you tell me a bit more about **that** / <what they said >?
- Do you have any idea what might be wrong with you?
- Could you tell me a bit more about that?
- Could you tell me what's worrying you?

After an explanation or a suggestion

- How does that sound?

Knowledge question:

How can I help you today? – use this when it's a NEW situation / you don't know why they have come / first visit

What brings you here today?
Slightly informal so there no aux.?

Context: Im aware that... I can see from your from notes...

B2 & B3

Not all situations will require this

B2	Picking up the patient's cues	Patients are generally eager to tell us about their own thoughts and feelings but often do so indirectly through verbal hints or changes in non-verbal behaviour (such as vocal cues including hesitation or change in volume). Picking up these cues is essential for exploring both the biomedical and the patient's perspectives. Some of the techniques for picking up cues would include echoing, i.e. repeating back what has just been said and either adding emphasis where appropriate or turning the echoed statement into a question, e.g. "Something could be done...?" . Another possibility is more overtly checking out statements or hints, e.g. "I sense that you are not happy with the explanations you've been given in the past"
B3	Relating explanations to elicited ideas/concerns/expectations	One of the key reasons for discovering the patient's perspective is to incorporate this into explanations often in the later aspects of the interview. If the explanation does not address the patient's individual ideas, concerns and expectations, then recall, understanding and satisfaction suffer as the patient is worrying about their still unaddressed concerns.

Deal with / answer

B2: signs of unhappiness	B3: address concerns
<p style="text-align: center;">too strong</p> <ul style="list-style-type: none"> You seem a little bit depressed depressed down today – is anything worrying you? I can see you are concerned about something? Is anything bothering/troubling you at the moment? <p><u>ECHOING:</u></p> <p>Repeat it back <u>as</u> a question</p> <p>I don't want to see family</p> <p>You don't want to see you family?</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>	<ul style="list-style-type: none"> When the patient mentions a concern: <p>"earlier on you mention that _____" then address</p> <p>"so, you mention earlier that...."</p>