

## OET Speaking

### Information Giving

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

#### Indicators for Information Giving

	Indicator	Useful language
E1	Check initial understanding	<ul style="list-style-type: none"> <li>- What do you know about diabetes?</li> <li>- Have you ever heard of diabetes?</li> <li>- How much do you know about diabetes?</li> <li>- Do you have any idea about diabetes?</li> <li>- Could you tell me what you know about diabetes?</li> </ul>
E2	Pausing periodically – part of ‘chunking’	Be aware that patients can only take in small bits of information each time – use chunking. SEE BELOW
E3	Checking understanding	<ul style="list-style-type: none"> <li>- Have I been clear so far?</li> <li>- Is it clear so far?</li> <li>- Am I being clear?</li> <li>- Was that clear?</li> <li>- Does that make sense to you?</li>   <li>- Do you want me to clarify more?</li> <li>- Would you like me to repeat any of that?</li> <li>- Any questions so far?</li> <li>- Would you like me to go through any of that again?</li> </ul>
E4	Encouraging patient reaction	Finding out what the patient thinks of what has been discussed: <ul style="list-style-type: none"> <li>• often comes after: suggestions               <ul style="list-style-type: none"> <li>- Is that ok?</li> <li>- Is it ok for you?</li> <li>- How do you feel about this now we’ve discussed it?</li> </ul> </li> <li>• often follows advice / instructions               <ul style="list-style-type: none"> <li>- How does that sound?</li> <li>- Do you think you can do that?</li> </ul> </li> </ul>

		- Does that sound manageable for you?
E5	<b>Discovering if further information is required</b>	<ul style="list-style-type: none"> <li>- Do you have any other questions?</li> <li>- Do you have other questions?</li> <li>- Let me know if you have any other questions</li> <li>- Is there anything else I can help you with?</li> </ul>
	<p><b>Common errors:</b></p> <ul style="list-style-type: none"> <li>- talking for a long time about the explanation and then checking understanding</li> <li>- not checking initial knowledge</li> <li>- using the same checking phrase repeatedly</li> <li>- rushing through explanations so you can finish the card: <b>Don't rush!</b> Make sure the 5 minutes is 'conversational' &amp; 'patient centred'</li> <li>- tone – try to be gentle when checking / encouraging reaction</li> <li>- not checking understanding</li> <li>- It's difficult to remember to do all of the question types – practise them and make them natural</li> </ul>	

<b>Chunking</b>
<p><b>Chunking requires a combination of different indicators:</b></p> <ul style="list-style-type: none"> <li>- <b>Check knowledge</b></li> <li>- <b>Pause periodically</b></li> <li>- <b>Encourage patient reactions</b></li> <li>- <b>check understanding</b></li> <li>- <b>any further information?</b></li> </ul>

<b>Healthcare Professional</b>	<b>Patient</b>
1. <b><i>What do you know about diabetes?</i></b>	<i>Nothing.</i>
2. No problem. I can explain. Diabetes is a condition which changes insulin production in your body. Insulin breaks down sugar. <b><i>Is this clear so far?</i></b>	<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.	<i>Oh, yes. Now I understand.</i>

<b>Are you ok with that?</b>	
4. Ok, let's move on to managing your condition. <b>How does that sound?</b>	<i>Yes, that's fine.</i>

Use visual cues to make it easier for you to understand where the 'chunks are in your explanations:

**Setting:** Children's Hospital Ward

**Doctor:** You are talking to the parent of 1-month-old boy who was admitted to the hospital yesterday because the parent was concerned with his jaundiced appearance. Blood test results (liver enzymes, bilirubin, clotting studies, blood culture, etc.) all indicate that he is suffering from biliary atresia (a rare and serious liver problem where the bile ducts to the liver are blocked, damaging the liver and making it impossible to digest fat).

**Task:**

- Advise the parent of the likely diagnosis (biliary atresia) and provide a brief explanation (i.e. a liver problem making it impossible to digest fat).
- Explain that the condition can be congenital – as a result of some malformation in pregnancy, or it can be a response to a viral infection acquired after birth.
- Reassure the parent and answer their questions (no fat diet/medication cannot resolve the condition, surgery is the only option and is required for proper digestion).
- Explain the prognosis is good with surgery, (75% of patients have good bile flow, 25% require liver transplant).
- Outline the risks of surgery (e.g. nausea, vomiting etc.) but emphasise the benefits (e.g. a bile duct bypass will allow liver function to normalise).

Use chunking