

OET Speaking- Providing Structure

'Foundational' skills	'Show' skills
Relationship Building UIPP Providing Structure	Information Gathering Information Giving

Basic expectations of a consultation:

- understand what will happen
- to feel like I am in safe, experienced hands

Sequencing the interview purposefully and logically	<ul style="list-style-type: none"> • Follow the order of the cue card: <p>Don't jump ahead – you might miss something that is important in this point</p> <ul style="list-style-type: none"> • Use sequencing language: <p>Firstly, then, next, before we..., finally, lastly..., One more thing</p> <ul style="list-style-type: none"> • Use the 'Menu' technique: <p>Show the patient what to expect in the consultation:</p> <ul style="list-style-type: none"> • Ok, firstly I'd like to.....¹ and then we can² • Let's talk about.....¹and then we can talk about...². • Before we discuss.....², we can go through...¹. <p>Ask permission:</p> <p>Is that ok? How does that sound?</p>
Signposting changes in topic	<p>Signposts come before important information</p> <ul style="list-style-type: none"> • I'd like to • Let's talk about • Let's move on <p>It's a good idea to encourage patient reaction:</p>

	<ul style="list-style-type: none"> • Is that ok? • How does that sound? • Is that ok with you? <p>Don't overdo signposting:</p> <p>I'd like to discuss some lifestyle changes if that's ok.</p> <ul style="list-style-type: none"> • Firstly I'd like to discuss exercise, I recommend that you do more exercise + encourage reaction • Now, regarding smoking, I would also recommend - stop smoking + encourage reaction • In terms of your diet, I think it's good to change your diet
<p>Using organising techniques in speaking</p>	<p>Categorisation</p> <p>Let's move on. – non-specific.</p> <p>Being specific about what we are going to discuss:</p> <p>I'd like to discuss <u>some lifestyle changes</u> if that's ok.</p> <p>Labelling</p> <p>Stressing the importance of things:</p> <ul style="list-style-type: none"> • It's important to remember that • It's to vital to note that • It's crucial / vital to <p>Skills which are essential for information giving:</p> <p>Chunking</p> <p>Breaking information down in to easily understood sections</p> <p>Summarising</p> <ul style="list-style-type: none"> • Just to recap..... • OK, I'd like to just go through.....again • Now, to summarise what we've discussed

How to use these techniques

- 1) Practice some phrases - Don't be endlessly inventive - get into a routine
- 2) Use your 3 minutes wisely and choose good places for your structure interventions. Here are some suggestions:

SETTING	General Practice
DOCTOR	A patient with symptoms suggesting gastro-oesophageal reflux disease (GERD) comes to your surgery. S/he is worried that s/he might have heart problems (family history).
TASK	<ul style="list-style-type: none"> • Greet the patient and find out about the pain, (onset, severity, how it's affecting his/her ADLs). • Find out about any medication the patient has taken and if this has been effective. • Find out what's worrying the patient. • Be reassuring. Explain that the patient's symptoms suggest gastro-oesophageal reflux disease (GERD), not heart problems. Explain that GERD is a common condition. Describe what happens (the discomfort results from excess gastric juices in the oesophagus). • Explain the steps to follow next: (Upper gastrointestinal endoscopy, ambulatory 24-hour pH monitoring to confirm diagnosis and severity). Emphasise the importance of the endoscopy to rule out cancer. Explain that it can be done under conscious sedation
	<p>First I'd like to....</p> <p>In terms of a diagnosis,</p> <p>It's vital to....</p>
SETTING	Hospital
NURSE	A patient's suffered anaphylactic shock following a bee-sting. The doctor's asked you to talk to the patient about self-help, including administration of drugs if another episode should occur.
TASK	<ul style="list-style-type: none"> • Greet the patient and ask how s/he feels. • Reassure the patient that the treatment has been effective. Find out what s/he knows about anaphylaxis. • Explain that the patient should avoid places with bees and wasps and use the epinephrine pen injector promptly if stung. • Give advice on the use of the injector remove safety cap, inject into thigh - at right angles). Point out that family members should also know the technique (instructions are printed on the packet). • Emphasise the need to carry two pens at all times. Stress that the pen contains an effective drug. If symptoms persist (breathing difficulties, fast heartbeat) after injection, a second dose may be needed. • Stress that pens must always be at hand and replaced immediately once used.
	<p>First I'd like to....</p> <p>Let's move on to....</p> <p>Now remember that it is very important to.....</p>

OET SAMPLE TEST
CANDIDATE CARD NO. 1
MEDICINE
SETTING

Suburban General Practice

DOCTOR

This 45-year-old patient is attending the practice after suffering a mild anterior acute myocardial infarct two weeks ago. Recovery was uncomplicated and the patient was discharged from hospital four days ago. He/she is now very concerned about the long-term process of recovery.

TASK

- Find out what is worrying the patient and be reassuring. Some fatigue is to be expected; it usually takes some weeks before full energy levels return.
- Advise the patient of the importance of joining the cardiac rehabilitation program at a nearby hospital in order to increase exercise tolerance under supervision.
- Explain the importance of exercise (e.g., to lower cholesterol, lose weight, strengthen heart etc.).
- Reassure the patient that his/her concerns are appropriate. Moderate physical activity is all right two weeks after a mild event with a good recovery, with usually four to six weeks before attempting to return to work.
- Provide recommendations for prevention of future attack (diet, relaxation, stress management).

OET SAMPLE TEST
CANDIDATE CARD NO. 4
NURSING
SETTING

Patient's Home

NURSE

You are making a home visit to a patient who is suffering from chronic obstructive pulmonary disease (COPD) and requires continuous oxygen. Mobility is now a problem. The patient's spouse has been caring for him/her at home for two years but has recently returned to work. You have just completed an assessment of the patient's needs and are discussing full-time care options with his/her spouse. The patient is not present for the discussion.

TASK

- Find out how spouse has been managing since your last visit.
- Reassure spouse about his/her situation (e.g., doing all he/she can, caring and working full-time: difficult, etc.). Give assessment of patient (now constant monitoring necessary, round-the-clock assistance, etc.).
- Outline options (full-time carer, nursing home, etc.). Explore option of spouse giving up work again.
- Explain benefits of nursing home to be discussed with spouse (e.g., high level of round-the-clock care, experienced staff, etc.). Find out any other concerns.
- Advise on choosing nursing home (e.g., list of requirements, visiting different options, speaking to staff/residents, etc.). Offer to suggest local nursing homes for consideration.

OET SAMPLE TEST
CANDIDATE CARD NO. 1
MEDICINE
SETTING

Suburban Clinic

DOCTOR

A parent presents with his/her five-year-old son, Matthew, as follow-up after an emergency consultation two days ago when Matthew was newly diagnosed with asthma. Then, Matthew experienced a severe bout of coughing, breathing difficulty and wheezing on the background of a cold with low-grade fever. The parent felt frightened so took Matthew to the hospital Emergency Department where he was treated with nebulised salbutamol.

TASK

- Find out what the patient has learnt about asthma since the hospitalisation.
- Explain asthma to the parent (narrowing of airways in lungs). Describe some of the symptoms (e.g., shortness of breath, wheezing).
- Find out what the patient wants to know in this consultation. Explain 2-3 management points (e.g., how to identify and control trigger factors; assess severity of symptoms; respond in an urgent situation; ensure school is informed and salbutamol available there).
- Reassure the parent by explaining that prognosis is good if the parent understands the triggers and knows exactly what to do in an acute situation (you will support by developing an Asthma Action Plan and arranging early review).

SAMPLE TEST

CANDIDATE CARD NO. 3
MEDICINE
SETTING

Local Medical Clinic

DOCTOR

Your patient is a 45-year-old office worker who is complaining of fatigue and feeling unwell. The patient appears to be overweight and thinks he/she may have diabetes. Recent publicity about diabetes (on TV, in the newspaper) has made him/her decide to get a check-up.

TASK

- Find out how patient is feeling (any symptoms, concerns, etc.).
- Explore patient's lifestyle (exercise, work/life balance, etc.).
- Discuss possible significance of symptoms (e.g., possible underlying condition such as diabetes, etc.). Reassure patient about his/her symptoms (e.g., different possible causes, diabetes: only one possibility, can be managed, etc.).
- Briefly explain diabetes (e.g., type 1: insulin not produced; type 2: insulin not sufficient/effective, etc.). Outline management of diabetes (e.g., medication, diet, exercise, monitoring of blood glucose, etc.).
- Outline next steps (diagnostic blood test, return visit for results, consequent assessment of patient's health and lifestyle, etc.).

