

1. Record Nr.	UNINA9910438126203321
Autore	Binder James
Titolo	Primary care interviewing : learning through role play / / James Binder
Pubbl/distr/stampa	New York, : Springer, 2013
ISBN	1-4614-7224-5
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (278 p.)
Collana	Springer Images
Disciplina	616.0751
Soggetti	Medical history taking Primary care (Medicine)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Foreword; Preface; Acknowledgements; Contents; Part I: Introduction; Role-Playing Benefits; Barriers to Role Play; Practical Aspects of Role-Playing; Feedback to Trainees; Self-Awareness; Diagnostic Acumen; Key Points; Teaching to Use Role-Play Transcripts; References; Chapter 1: Personal Story; Role Play; Objectives; Feedback; Replay; Feedback; Obstacles to Teaching Personal Story; Strategies; Personal Story; Key Points; References; Chapter 2: Contracting; Role Play; Objective; Feedback; Objective; Feedback; Replay; Feedback; Obstacles to Teaching Contracting; Strategies; Contracting Effective contracts are: Psychosocial Issues; Mini contracts; One final note; Key Points; References; Chapter 3: Open-Ended Inquiry; Role Play; Objectives; Feedback; Objectives; Feedback; Replay; Obstacles to Teaching Open-Ended Inquiry; Strategies; Open-Ended Inquiry; Create a Safe Environment; Nonverbal Tools; Practical Aspects of Formulating Open-Ended Questions and Facilitations; Incongruence Between Verbal and Nonverbal; Key Points; References; Chapter 4: Affirmations; Role Play; Objectives; Feedback; Replay; Feedback; Obstacles to Teaching Affirmations; Strategies; Affirmations Empirical Support for Affirmations Practical Points; Key Points; References; Chapter 5: Eliciting and Responding to Emotions; Role Play; Objectives; Feedback; Replay; Feedback; Objectives; Feedback; Demonstration to Trainees; Feedback; Obstacles to Teaching Eliciting and Responding to Emotions; Strategies; Eliciting and Responding to Emotions; Direct Inquiry; Indirect Inquiry; Third-Person Technique;

Clinician's Emotional Literacy; Responding to Patients' Feelings; Deepen Emotional Experience; Responding to Intense Fear or Sadness; Fear; Sadness; Closing the Window; Key Points; References
Chapter 6: Uncovering Self-DiagnosisRole Play; Objective; Feedback; Obstacles to Teaching Uncovering Self-Diagnosis; Strategies; Uncovering Self-Diagnosis and Other Health Beliefs; Explanatory Model; Key Points; References; Chapter 7: Structure; Role Play; Objectives; Feedback; Obstacles to Teaching Structuring; Strategies; Structuring; Tasks of Interview; Opening Phase; Middle Phase; Concluding Phase; Structuring Strategies; Preparation; Use of Computers; Time Management; Contract; Make the Process Overt; Guiding 1; Structuring a Wandering Patient; Family; Key Points; References
Chapter 8: AccuracyRole Play; Objectives; Feedback; Objective; Feedback; Replay; Feedback; Obstacles to Teaching Accuracy; Strategies; Accuracy; Clinician Interviewing Style; Patients Who Are Vague; Cognitive Deficit; Vagueness; Increasing Precision with Vague Patients; Recall Errors; Interviewing Tools for Sensitive Issues; Normalization; Gentle Assumption; Denial of the Specific; Behavioral Incident; Key Points; References; Chapter 9: History of Present Illness; Role Play; Objectives; Time Out; Replay; Feedback; Objectives; Feedback; Role Play: Front to Back (1&2)
Obstacles to Teaching History of Present Illness

Sommario/riassunto

Primary care is complex, unpredictable, and requires a biopsychosocial orientation. An indispensable teaching resource, Primary Care Interviewing: Learning Through Role Play thoroughly details how to use role play to teach the basics and more complex aspects of medical interviewing skills to trainee clinicians. Role playing is ideally suited to teach clinicians how to interview and relate to patients, and this unique and concise title includes not only sample role plays and dialog but also a wealth of accompanying online video role plays to enhance the learning process. Part one presents how to teach basic interviewing skills needed for effective communication, such as joining, promoting self-awareness, open-ended communication, dealing with emotions, structuring skills, and asking questions to uncover concerns and related beliefs, or theories of illness. Part two addresses the teaching of specific, more complex interviewing skills, such as addressing a patient's mental health issues, sexual health, somatic conditions, and giving bad news. .
