



Client: The Learning Factor (NSW Ambulance)





Document: Storyboard for **Discussing Serious News**


Version History:


Version No.	Edited By	Date	Remarks
001	Sheetal Mehta	14 th December, 2023	SB Creation
002	Anjuman Deodhar	15 th December, 2023	SB review


Notes to Developers:


- Please refer to Discussing Serious News.pptx for slide 2, 3, 17, 18 and 33 images.
- Please refer to <https://www.digital.nsw.gov.au/delivery/digital-service-toolkit> for Design Standards.
- Please refer to \\192.168.1.88\01_e-learning\Learning_Factor\02_NSW_Ambulance\01_source\01_client_input\03_Images for images without stock ids.
- **IMP:** This is a very serious topic, so please use graphics/icons and images that are in keeping with the topic being taught.

Topic		Discussing Serious News	Screen type	Text only
Screen Title		<Splash Screen>	Screen label	001
No.	Audio/VO	OST	Visuals and Development instructions	
1.	NA		<div> <div>  NSW Ambulance </div> <div> <p>Welcome to the training on Cultural Considerations for First Nations Peoples</p> <p>Start</p> </div> <div> <p> This course contains audio. Make sure that your headphones or speakers are connected.</p> <p> A transcript is also available on every audio screen.</p> </div> </div>  <div> <p>HELP TRANSCRIPT RESOURCE MENU</p> <p>▶ ◀ PREV NEXT ></p> </div>	
<p><i>IMP: DO NOT use the word Welcome. Only use the Topic title Discussing Serious News as OST seen in white font</i></p>				

Topic		Discussing Serious News		Screen type	Static
Screen Title		<i>Acknowledgement to Country</i>		Screen label	002
No.	Audio/VO	OST	Visuals and Development instructions		
1.	NSW Ambulance acknowledges and pays our deepest respect to the past, present, and future Traditional Custodians and Elders of the many lands on which we work and live, and the continuation of cultural, spiritual, and educational practices of Aboriginal and/or Torres Strait Islander peoples.	NSW Ambulance acknowledges and pays our deepest respect to the past, present, and future Traditional Custodians and Elders of the many lands on which we work and live, and the continuation of cultural, spiritual, and educational practices of Aboriginal and/or Torres Strait Islander peoples.	 <p><i>Display above image from 'Discussing Serious News.pptx slide 2' on the right side with OST in sync with VO on the left.</i></p>		

Topic		Discussing Serious News		Screen type	Static
Screen Title		<i>Reminder: Look after yourself...</i>		Screen label	003
No.	Audio/VO	OST	Visuals and Development instructions		
1.	<p>There are many issues discussed in this learning guide related to serious illness, dying, end-of-life care, and death, as well as the impact on families, caregivers, and communities.</p> <p>It can be upsetting to reflect on and learn about these issues.</p>	<p>There are many issues discussed in this learning guide related to serious illness, dying, end-of-life care, and death, as well as the impact on families, caregivers, and communities.</p> <p>It can be upsetting to reflect on and learn about these issues.</p>	 <p><i>Display above image from 'Discussing Serious News.pptx slide 3' on the right side with OST in sync with VO on the left.</i></p>		


Topic		Discussing Serious News	Screen type	Text and image
Screen Title		Introduction	Screen label	004
No.	Audio/VO	OST	Visuals and Development instructions	
1.	As a paramedic, you have an important role in supporting people who are living with life-limiting illness and those at the end of life. To support high-quality care delivery, paramedics need to develop an understanding of the philosophy and practice of palliative care and the role that you have in providing palliative care.	<p>Important role of Paramedics</p> <ul style="list-style-type: none"> • Support people who are living with life-limiting illness and those at the end of life • Support high-quality care delivery • Develop an understanding of the philosophy and practice of palliative care • Understand your role in providing palliative care 	 <p><i>Display OST in sync with VO.</i></p>	
2.	An essential area of focus when providing high quality care in the context of end of life and palliative care includes effective communication with patients and families.	<ul style="list-style-type: none"> • An essential area of focus includes effective communication with patients and families. 	<p><i>Retain the image and fade out OST.</i></p> <p><i>Display OST in sync with VO.</i></p>	


Topic		Discussing Serious News	Screen type	Text and image
Screen Title		Learning Objectives	Screen label	005
No.	Audio/VO	OST	Visuals and Development instructions	
1.	<p>At the end of this module, you should be able to:</p> <ul style="list-style-type: none"> Identify the barriers that can lead to ineffective communication Describe the importance of empathy and empowerment Identify the key points of communication and how nonverbal communication along with the importance of cultural influences can shape culturally safe and responsive communication Outline the SPIKES framework and how it can assist in discussing serious news 		 <p>shutterstock</p> <p>IMAGE ID: 2218316467 www.shutterstock.com</p>	


Shutterstock ID: 2218316467

Topic		Discussing Serious News		Screen type	Text and image
Screen Title		<i>Effective Communication</i>		Screen label	006
No.	Audio/VO	OST	Visuals and Development instructions		
1.	Communicating well is an essential skill for helping a patient and their family deal with the effects of life-limiting illness and end-of-life concerns.	Communicating well is an essential skill for helping a patient and their family deal with the effects of life-limiting illness and end-of-life concerns.	<p><i>Show image of paramedics conversing with patients. (Image to be provided by the client)</i></p> <p><i>Display OST in sync with VO with above image as background.</i></p>		
2.	Most people want specific, honest information about their prognosis, symptom management and treatment options. This will help them with making decisions and establishing realistic goals of care.	<ul style="list-style-type: none"> Most people want specific, honest information about their prognosis, symptom management and treatment options It helps them make decisions and establish realistic goals of care 	<p><i>Retain the image and fade out previous OST. Display OST in sync with VO.</i></p>		
3.	<p>There are a range of barriers to effective communication that exist in healthcare across all professional groups, including:</p> <p>Members of the healthcare team using a practitioner-centred communication style (eg, question and answer) rather than a patient and family-centred style (eg, active listening, conversational)</p> <p>Use of medical terminology and jargon that the patient and family are not familiar with</p> <p>Language issues or lack of use of interpreters</p>	<p>Barriers to effective communication</p> <p>Members of the healthcare team</p> <ul style="list-style-type: none"> Using a practitioner-centred communication style rather than a patient and family-centred style Use of medical terminology and jargon Have language issues or lack of use of interpreters 	<p><i>Show image of paramedics conversing with patients. (Image to be provided by the client)</i></p> <p><i>Display OST in two columns in sync with VO.</i></p>		


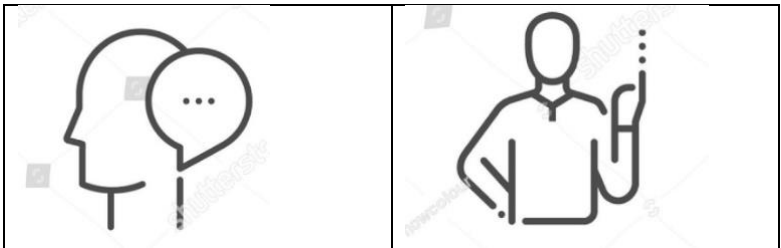
	<p>Patients and family barriers to effective communication due to</p> <p>Misunderstanding of health problems or diagnoses, illness and dying</p> <p>Mistrust of healthcare services due to negative past experiences</p> <p>Cultural and spiritual values and beliefs influencing responses and interactions with the healthcare team.</p>	<p>Patients and Family</p> <ul style="list-style-type: none"> • Misunderstand health problems or diagnoses, illness and dying • Mistrust healthcare services due to negative past experiences • Cultural and spiritual values and beliefs influencing responses and interactions with the healthcare team 	
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Topic		Discussing Serious News	Screen type	Text and image
Screen Title		Key strategies that can help improve communication	Screen label	007
No.	Audio/VO	OST	Visuals and Development instructions	
1.	Paramedics are naturally strong communicators.	Paramedics are naturally strong communicators.	 <p><i>Display OST in sync with VO with above image as background.</i></p>	
2.	However, conversations about serious illness, palliative care, dying and death are often difficult, and can require different styles and approaches.	Conversations about serious illness, palliative care, dying and death are often difficult, and can require different styles and approaches	<p><i>Retain the above image and the OST. Display the OST in sync with VO.</i></p>	
3.	There are some key strategies that can help improve communication and support the patient and their family to make decisions, even during emergency situations.	Key strategies <ul style="list-style-type: none"> • Improve communication • Support the patient and their family to make decisions, even during emergency situations. 	<p><i>Typography</i></p>	
4.	Paramedics are relied on to rapidly develop trusting relationships with the people they care for. This frequently relies on open, honest communication where people feel listened to and	<ul style="list-style-type: none"> • Open, honest communication where people feel listened to and cared for 	<p><i>Retain the OST and the image. Display the OST in sync with VO.</i></p>	

	cared for, feel that they can ask questions without being judged, and express their opinions openly.	<ul style="list-style-type: none"> • People feel that they can ask questions without being judged • People express their opinions openly 	
5.	<p>There are two important components to a trusting relationship - empathy and empowerment:</p> <p><i>Select each component to learn more.</i></p>	<ul style="list-style-type: none"> • Empathy • Empowerment <p><i>Select each component to learn more.</i></p>	<p><i>Display the OST (two components) in the form of flashcards.</i></p> <p><i>The flashcards display the images given below on the front with OST written on it.</i></p>  <p>Shutterstock ID: 576882187 (For Empathy)</p>

			 <p>Shutterstock ID: 731538226 (For Empowerment)</p>
6.		<div> <p>Empathy is the ability</p> <ul style="list-style-type: none"> • To appreciate another person's experience, concerns and perspectives and communicate this understanding • To truly listen and understand the patient's journey by asking questions related to their illness experience • To encourage people to express their feelings, acknowledge their emotions and then respond with empathy </div> <div> <p>Empowerment is the ability</p> <ul style="list-style-type: none"> • To help a person feel in control and have confidence in their life and the things they want to achieve • To give people the confidence to make their own decisions based on </div>	<p><i>On click, flip the cards to show the Interpretation of each component on the other side.</i></p>

			<div>the support and guidance of members of the healthcare team</div> <ul style="list-style-type: none">• To listen and provide access to information that helps people understand and make decisions about their healthcare	
		Flip card activity ends		

Topic		Discussing Serious News	Screen type	Text and image
Screen Title		Key points of conversation	Screen label	008
No.	Audio/VO	OST	Visuals and Development instructions	
1.	<p>In general, providing plain language explanations in an open manner and checking understanding regularly, will help to limit misunderstandings.</p> <p>For example, rather than saying, <i>your wife will need to have regular doses of opioid analgesics to optimise her symptom management</i>, you can say, <i>your wife will need strong pain killers, given regularly, to make sure that her pain and other distressing symptoms are controlled.</i></p>	<p>In general, providing plain language explanations in an open manner and checking understanding regularly, will help to limit misunderstandings.</p> <ul style="list-style-type: none"> • <i>“Your wife will need to have regular doses of opioid analgesics to optimise her symptom management”</i> • <i>“Your wife will need strong pain killers, given regularly, to make sure that her pain and other distressing symptoms are controlled”</i> 	<p><i>Show an image of an NSW Ambulance paramedic in conversation with a non-medico. (Image to be provided by the client)</i></p> <p><i>Show the first line of OST.</i></p> <p><i>Ref image:</i></p>  <p><i>Then show first bullet point within quotes next to the paramedic to suggest s/he is saying it. After the OST has appeared, add a cross mark next to it.</i></p> <p><i>Then, replace this line with the second bullet point, and a green tick</i></p> <p><i>Display the OST in sync with VO.</i></p>	
2.	<p>It is important to remember that in conversations, the messages you send and receive are communicated not just in words but in nonverbal cues as well.</p> <p>These include the way you talk (tone of voice, vocal clarity and expression) and your body language</p>	<p>Nonverbal Communication</p> <ul style="list-style-type: none"> • The way you talk <ul style="list-style-type: none"> ○ Tone of voice ○ Vocal clarity ○ Expression • Body language 		

	(facial expressions, posture, eye contact, touch, gestures). Emotions are often expressed subconsciously in nonverbal communication, so it is important to pay attention to these cues.	<ul style="list-style-type: none"> ○ Facial expressions ○ Posture ○ Eye contact ○ Touch ○ Gestures 	Shutterstock ID: 1402925585 <i>Show Nonverbal Communication as the slide title, and the 2 main bullet points as the titles for each of the images above. Sub-bullets to appear as OST around respective icons</i>
3.	It is important to be sensitive to the ways that culture can influence communication. <i>Select each point to learn more.</i>	Cultural influences and culturally-safe and responsive communication <ul style="list-style-type: none"> ● Silence ● The words you use ● Preferred words ● Appropriate spokesperson <i>Select each point to learn more.</i>	<i>Accordion Activity</i>
Silence			
		In many cultures, silence is a key part of conversations as it provides an opportunity to consider and process information. Some people can feel that they do not have an opportunity to speak when no silences occur.	
The words you use			
		It is also important to be aware of the words you use . For example, in many Aboriginal and Torres Strait Islander communities, direct statements about dying and death are usually not used. Alternative terms used include, not going to get better, bad / sad news, finishing up, passed on / gone, sorry business.	
Preferred words			
		It is important to check with the patient and their family to find out the preferred words to use in conversations.	
Appropriate spokesperson			
		It is also important to identify who the appropriate spokesperson for the family is and who should be included in conversations about the patient's care, and who to contact in the event of deterioration or death.	

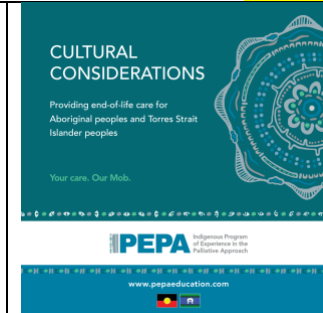
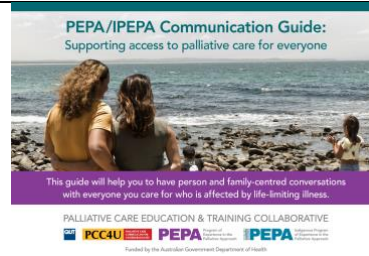
Accordion activity ends


4.

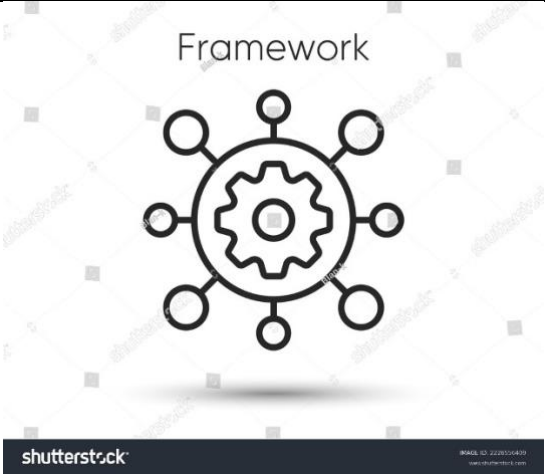
Here are some resources that can assist with your communication

Please have these external resources embedded into the course.

Please make the images (to be displayed side by side) given below, clickable. On clicking anywhere on the image, the pdf file will open in a new window/tab. Client to provide pdf files.



Topic		Discussing Serious News	Screen type	Text and image
Screen Title		Frameworks for communication in serious illness	Screen label	009
No.	Audio/VO	OST	Visuals and Development instructions	
1.	It is important for healthcare professionals to be able to develop skills for 'bad news' conversations.	Healthcare professionals should develop skills for 'bad news' conversations	<p><i>Display the OST in sync with VO.</i></p> <p><i>Display the image given below as the background.</i></p> 	
2.	Conversations about serious illness that are not done well can lead to misunderstanding, misinformed decision-making, or even additional trauma	<p>Conversations about serious illness that are not done well can lead to</p> <ul style="list-style-type: none"> • misunderstanding, • misinformed decision-making, • additional trauma 	<p><i>Retain the image and OST.</i></p> <p><i>Display OST in sync with VO.</i></p>	

3.	<p>There are a number of frameworks and models for ways to break bad news to people and their families.</p> <p>These frameworks were developed to support staff who either had existing or ongoing relationships with patients and families, not for the prehospital or emergency setting. However, the basic principles of these frameworks can still be helpful and have been adapted here for use by paramedics.</p>	<p>Frameworks for communication</p> <ul style="list-style-type: none"> Developed to support staff who have relationships with patients and families Basic principles can be adapted for use by paramedics 	 <p>shutterstock</p> <p>Shutterstock ID: 2226556409</p> <p><i>Image for reference only. Build image during 1st sentence of VO. OST to appear in sync with the VO</i></p>
5.	<p>One such framework is SPIKES. A guide to the SPIKES communication framework is used here. You might like to add some of your own phrases and words to the various sections in the framework.</p> <p>Click on each initial to know more about the framework.</p>	<p>S - Setting up the conversation P - Assess the person's Perception – ask the patient open-ended questions I - Obtain the person's Invitation – how much info do they want to know? K - Providing Knowledge and information to the person E - Address the person's Emotions with Empathy S - Strategy moving forward and Summary</p> <p><i>Click on each initial to know more about the framework.</i></p>	<p><i>Recreate previous framework image with 6 nodes, and populate with the circles with the letters of the OST. Description to appear adjacent to the letters</i></p> <p><i>Click-to-Reveal Activity</i></p> <p><i>When the learner clicks a letter, display the popup.</i></p>
Set up			
6.	<p>Prepare yourself for delivering difficult news to people – practise communication skills just as you would clinical skills.</p> <p>Have a 'script' or ways of speaking about specific situations that you know and can adapt as needed.</p>	<ul style="list-style-type: none"> Prepare yourself for delivering difficult news Have a 'script' for specific situation that you know and can adapt 	<p><i>Add an X to the top right corner of the pop-up. Blink when VO is done. (Global for all the tab content)</i></p>

	<p>Recognise that these kinds of conversations are difficult for you too and acknowledge your own emotions.</p> <p>Think about the nonverbal aspect of the communication – position yourself at eye level rather than speaking from above, use touch to reassure and comfort if appropriate and the person is receptive to it.</p> <p>Consider reducing distracting noises, such as from your portable radio (where safe and appropriate) and put down medical equipment before starting the conversation.</p> <p>Make sure the patient and their family have the people with them who they consider important and want to be involved in the conversation.</p> <p>If English is not their strength in communication, find out if another person in the family group can support. Whenever possible arrange for professional interpreter services to support conversations about serious illness.</p>	<ul style="list-style-type: none"> • Recognise that these are difficult conversations • Acknowledge your own emotions • Think about the nonverbal aspect of communication • Consider reducing distracting noises • Put down medical equipment before starting the conversation • Make sure the patient and their family have people they consider important • If English is not their strength find another person in the family who can support • Whenever possible, arrange for a professional interpreter 	
Perception			
7.	<p>Find out how much the patient understands about their illness and how serious they think it is. For e.g., <i>What do you know about your illness? What have you been told so far?</i></p> <p>Give them time to answer, and listen actively.</p> <p>Watch for emotional cues and body language that indicate anxiety, confusion, understanding – this can help you to decide on the pacing and content of the conversation.</p>	<ul style="list-style-type: none"> • Find out how much the patient understands about their illness and how serious they think it is • Give them time to answer, and listen actively • Watch for emotional cues and body language 	
Invitation			
8.	<p>Use their names and speak politely.</p>	<ul style="list-style-type: none"> • Use their names and speak politely 	


	<p>Ask if it's okay to have this conversation. For e.g., <i>We need to talk about how serious the situation is, will that be okay with you? Can I tell you what I understand about your illness and how things are at the moment? I'd like to talk about what's important to you so that we can provide you with the care you want, is that okay?</i></p> <p>Find out how much they want to know and the words to use. For e.g., <i>Some people like to know lots of details and prefer to speak very directly about what will happen, others don't want to know too many details and use less direct words to talk about things – what would you prefer?</i> Let their responses guide the information you give them in the next stage of the conversation.</p>	<ul style="list-style-type: none"> • Ask if it's okay to have this conversation • Find out how much they want to know and the words to use • Let their responses guide the information you give them 	
Knowledge			
9.	<p>Consider what the patient knows and needs or wants to know in order to work with you on managing their illness. This can include prognosis, treatment plan, support available etc.</p> <p>Give them a warning immediately before the 'bad news'. For e.g., <i>This might be difficult news to hear</i></p> <p>Share difficult news by framing as a 'wish/hope... worry' statement. For e.g., <i>I wish we were not in this situation, but I am worried that your illness is now at a point where the time you have left is getting short. I hope that this is not the case, but I'm worried that you will not get any stronger, and that you're likely to feel worse in the next days or weeks</i></p> <p>Be clear and to the point when discussing options relating to resuscitation or other life-sustaining care. For e.g., <i>I am worried that when someone</i></p>	<ul style="list-style-type: none"> • Consider what the patient knows and needs or wants to know in order to work with you on managing their illness. • Give them a warning immediately before the 'bad news' • Share difficult news by framing as a 'wish/hope... worry' statement • Be clear and to the point when discussing options relating to resuscitation or other life-sustaining care • Ask questions about their goals, wishes and choices 	

	<p><i>with your kind of illness needs CPR / a breathing tube, they are unlikely to recover afterwards.</i></p> <p>Ask questions about their goals, wishes and choices. For e.g., <i>Given the situation we're in at the moment, what matters most to you? If you were to take a turn for the worse, knowing what's important to you can really help the us make the right decisions.</i></p> <p>It is important to make sure that family members do not feel burdened by decision-making. You can reassure them that it is the role of the healthcare team to make the decisions, but that knowing what's important to them helps you make the right decision for them</p> <p>Let people ask questions and answer them to clarify what you know and do not know. It is better to say that you don't know the answer than to speculate or guess at the answers</p> <p>Check understanding often and clarify where required. For e.g., <i>I know this is a lot to take in at the moment, do you need me to explain anything again?</i></p>	<ul style="list-style-type: none"> • It is important to make sure that family members do not feel burdened by decision-making • Let people ask questions and answer them to clarify what you know and do not know • Check understanding often and clarify where required 	
Emotions & Empathy			
10.	<p>Encourage and validate or check emotions. For e.g., <i>I can see that this is really upsetting for you. You seem angry – is that right?</i></p> <p>Ask the patient what they are thinking or feeling. For e.g., <i>What are you most worried about right now? What is most important for you to know / do at this point?</i></p> <p>Respond with empathy, allow time for silence. Resist any temptation to minimise the distressing news or make it seem better than it is. Instead, continue to provide support. For e.g., <i>I know this is</i></p>	<ul style="list-style-type: none"> • Encourage and validate or check emotions • Ask the patient what they are thinking or feeling • Respond with empathy, allow time for silence • Resist any temptation to minimise the distressing news or make it seem better than it is. Instead, continue to provide support. 	

	<i>really difficult and I wish I had better news. I will do everything I can to help you through this situation</i>		
Strategy & Summary			
11.	<p>Provide a short summary of the plan or next steps, including information on tests, treatment options, referrals or other aspects of care</p> <p>Help the patient and their family to identify coping strategies and suggest sources of support that they can access.</p>	<ul style="list-style-type: none"> • Provide a short summary of the plan or next steps • Help the patient and their family to identify coping strategies and suggest sources of support that they can access 	

Topic		Discussing Serious News		Screen type	Blended
Screen Title		Case scenario activity		Screen label	010
No.	Audio/VO	OST	Visuals and Development instructions		
1.	Now let's look at a couple of case scenarios. But before we do that, please read this documentation for some important details about these scenarios. Click on the icon.		<div data-bbox="902 255 2123 585" data-label="Image"> </div> <p><i>These are just reference screen grabs from the two videos. Actual images could be provided by the client.</i></p> <p><i>Also add a document icon on screen. The text below will appear in a pop-up with a close button.</i></p> <p>For this case scenario, there are some ways to communicate with the patient and their family that will help to build a trusting relationship.</p> <p>The aim of communication at this stage is to demonstrate empathy and support empowerment, not to communicate regarding care decisions or treatment plans.</p> <p>These are not scripted, they are truthful responses from both characters in the moment. Each interaction was only filmed once. It is important to focus on the communication aspect of the scenario.</p> <p>We know this is not a completely realistic representation. And we are NOT focusing on how the CPR is administered.</p> <p>Think about whether this would be similar to how you might deal with the same situation.</p>		

2.	It's 1100. The paramedics, Des and Renee, are called to a 72-year-old male patient. On the MDT they receive this information:	<ul style="list-style-type: none"> • Category of job: 1A • Job type: Arrest/Not breathing • Details: <ul style="list-style-type: none"> • 72 yo male • Cardiac arrest • Daughter performing CPR • Last seen 1 hour ago 	 <p>Show image during the VO. At the end of the VO, show the OST on screen. Client to provide reference of MDT</p>
3.	They are the first to arrive on scene 12 minutes after the call. The front door is unlocked, and they enter the living room in the house.		
4.	<p>Let's watch the video and note the interaction between the Paramedic and the patient's daughter...</p> <p>Click on the play button</p>	<p>Take One</p> <p>Click on the play button</p>	 <p>Case scenario Take One</p> <p>Please refer to <i>Discussing Serious News.pptx</i> for the video on slide 32.</p>

			<i>Display a play button which plays the respective video on clicking.</i> <i>Once the video is over, <clicknext to continue></i>	
5.	Using the SPIKES communication framework note down specific phrases or words that were used that may have assisted or hindered communication between the paramedic and the patient’s daughter. <i>Select Submit after you have noted your reflections.</i>	Reflective Practice <i>Select Submit after you have noted your reflections.</i>	<div><div>S <i>Setting up the conversation</i></div><div>P <i>Assess the person’s Perception – ask the patient open-ended questions</i></div><div>I <i>Obtain the person’s Invitation – how much info do they want to know?</i></div><div>K <i>Providing Knowledge and information to the person</i></div><div>E <i>Address the person’s Emotions with Empathy</i></div><div>S <i>Strategy moving forward and Summary</i></div></div>	
			<i>Display a text box for the learner to enter under the OST.</i> <i>Display a Submit button under the text box to submit the entries. Display the above image on the right side of the OST.</i>	
6.	Now watch the second video and note the changes throughout the interaction between the Paramedic and the patient’s daughter... Click on the play button	Take Two Click on the play button	<div> Case Scenario Take Two</div>	<i>Please refer to Discussing Serious News.pptx for the video on slide 35.</i> <i>Display a play button which plays the respective video on clicking.</i>

			Display OST in sync with VO.
7.	<p>Using the SPIKES communication framework – note down specific phrases or words that were used that may have assisted or hindered communication between the paramedic and the patient’s daughter.</p> <p>Select Submit after you have noted your reflections.</p>	<p>Reflective Practice</p> <p>Select Submit after you have noted your reflections.</p>	<div> <div> <div>S</div> <div>Setting up the conversation</div> </div> <div> <div>P</div> <div>Assess the person’s Perception – ask the patient open-ended questions</div> </div> <div> <div>I</div> <div>Obtain the person’s Invitation – how much info do they want to know?</div> </div> <div> <div>K</div> <div>Providing Knowledge and information to the person</div> </div> <div> <div>E</div> <div>Address the person’s Emotions with Empathy</div> </div> <div> <div>S</div> <div>Strategy moving forward and Summary</div> </div> </div> <p>Display a text box for the learner to enter under the OST. Display a Submit button under the text box to submit the entries. Display the above image on the right side of the OST.</p>

Topic		Discussing Serious News		Screen type	
Screen Title		Summary		Screen label	011
No.	Audio/VO	OST		Visuals and Development instructions	
1.					