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|-------------------------|--|--------------------|-------------|
| Title | Breaking Bad News - Granddad died | Version | 1.2 |
| Target Audience | FY doctors & student nurses | Run time | 10 -15 mins |
| Authors | Udesh Naidoo, Paul Wilder, Mark Loughrey | Last review | 24/7/18 |
| Faculty comments | Actor needed to play patient relative | Necessity | ESSENTIAL |

Brief Summary

This scenario involves explaining to a relative who has just arrived at the hospital that their granddad died in the night.

Educational Rationale

This is a breaking bad news interaction with the relative of a patient that Foundation Year doctors should be able to handle. This scenario is best performed with a single doctor candidate (even at FY1 level) and optionally a single student nurse.

Learning Objectives: Nurse

- Effective communication with patient's relatives

Learning Objectives: Doctor

- Effective communication in an emotionally pressured environment
- Breaking bad news to a patient

| No | CURRICULUM MAPPING | This scenario |
|----|---|---------------|
| 1 | Acts professionally | ✓ |
| 2 | Delivers patient-centred care and maintains trust | ✓ |
| 3 | Behaves in accordance with ethical and legal requirements | ✓ |
| 4 | Keeps practice up to date through learning and teaching | ✓ |
| 5 | Demonstrates engagement in career planning | |
| 6 | Communicates clearly in a variety of settings | ✓ |
| 7 | Works effectively as a team member | ✓ |
| 8 | Demonstrates leadership skills | ✓ |
| 9 | Recognises, assesses and initiates management of the acutely ill patient | |
| 10 | Recognises, assesses and manages patients with long term conditions | ✓ |
| 11 | Obtains history, performs clinical examination, formulates differential diagnosis and management plan | |
| 12 | Request relevant investigations and acts upon results | |
| 13 | Prescribes safely | |
| 14 | Performs procedures safely | |
| 15 | Is trained and manages cardiac and respiratory arrest | |
| 16 | Demonstrates understanding of the principles of health promotion and illness prevention | ✓ |
| 17 | Manages palliative and end of life care | ✓ |
| 18 | Recognises and works within limits of personal competence | ✓ |
| 19 | Makes patient safety a priority in clinical practice | ✓ |
| 20 | Contributes to quality improvement | |

Candidate Briefing: Nurse

Setting

Ward

You notice a patient's relative on the ward who looks distressed. You recognise her as the relative of Mr John Edwards, a patient who died last night.

Please speak to her and escalate as appropriate.

Candidate Briefing: Doctor

Setting

Ward

You have been asked to come to talk to the granddaughter of a patient who died in the night. She has just arrived and went straight to the ward bed her grandfather was occupying the night before and the nurses are reporting she is upset that it is now occupied by another patient.

Please speak to and console the patient's relative.

Technical set-up

| | | | |
|-----------|--------|-----|-----|
| Setting | Ward | | |
| Simulator | Actor | | |
| Gender | Female | Age | 20s |

Facilitator Briefing

Telephone advice

- You will be sitting in the control room for the duration.
- This is a relatively straightforward communication scenario, so the candidate is unlikely to phone but could call a senior for further advice and probably to clarify some details of what occurred.

Patient's relative Briefing

| | |
|---------|---------------|
| Setting | Ward |
| Name | Miss Edwards |
| Age | Granddaughter |
| Gender | Female |

What has happened to you?

You have arrived for your second visit this week to see your elderly grandfather John Edwards who is very ill; you know he has prostate cancer that had spread to his bones. To your shock, you discover there is someone else in his bed on the ward and have demanded to a nurse to see his doctor to explain where and why he has been moved.

How you should role-play

You should be dressed appropriately and pacing around as the candidate enters.

The doctor will break the bad news that your grandfather died in the night.

Query any medical terminology they use - get them to break it down into easy to understand phrases.

You can be upset and angry; let the candidate do the work of calming you down

What did he die of?

Who are you? Why is his doctor not here?

Why was he not resuscitated?

Did he suffer / was he in pain?

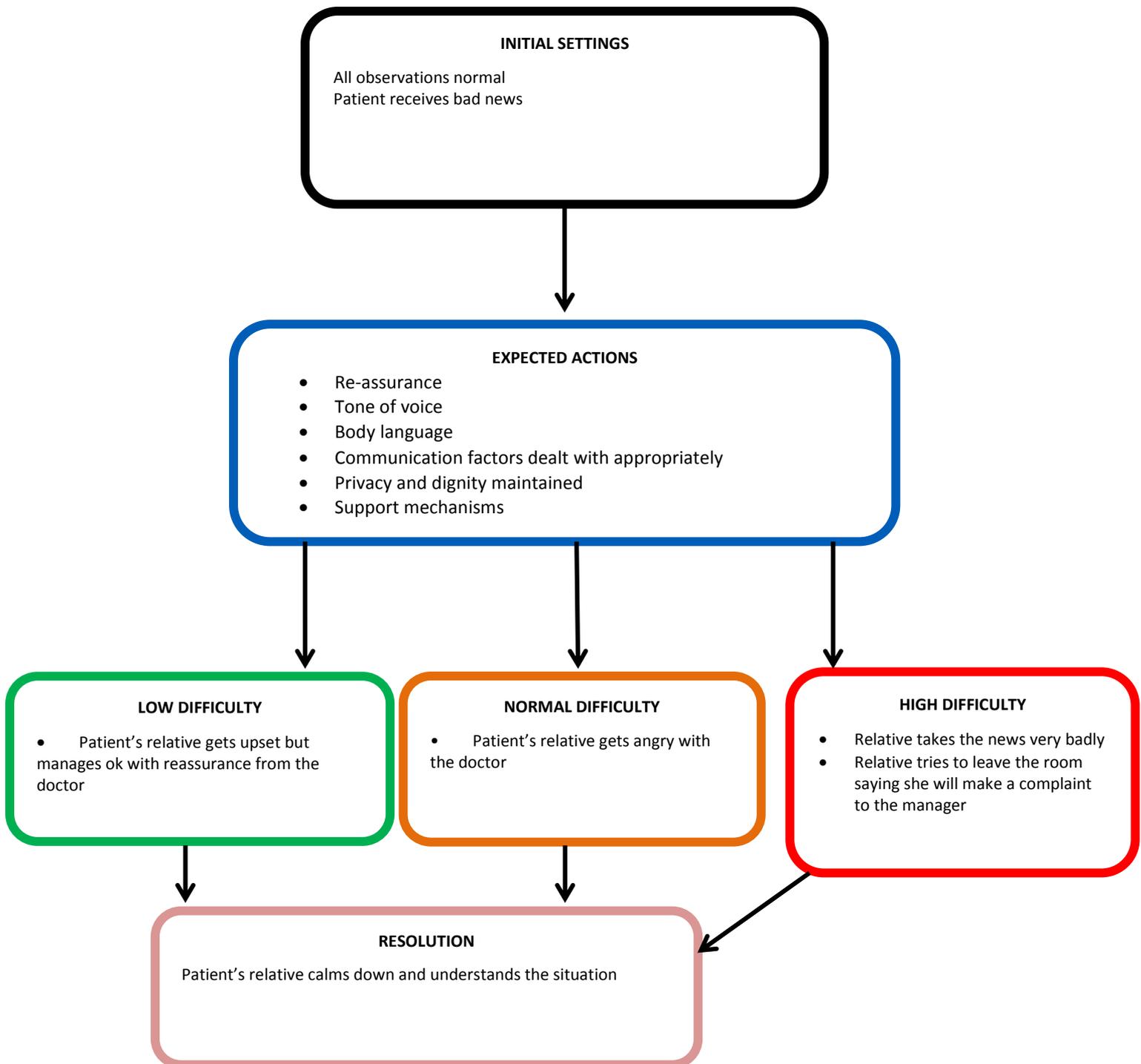
Was he given drugs?

Why did hospital let him die? Did they force him to die?

Was he on some left to die / End of Life Care Pathway? Isn't that outlawed or something now?

Why was I not informed at the time? Why has it waited until I've turned up?

Scenario flowchart



References

- Local Breaking Bad News guidelines