

Patient Education: Who's talking and who's listening?

Presented by: Gayle Halas

Abstract:

Patient education often aims to activate behaviours for health management, even assuming patients have a fundamental desire for information and learning. However many practitioners have encountered patients who are not engaged, refuse or selectively attend to health information. Perceptions of a non-compliant, resistant or difficult patient are accompanied with little understanding of the underlying factors. Health education can be tailored through a patient-centred process whereby the practitioner considers the unique, individuality of each patient and his/her unique way of perceiving and experiencing a health situation. A more patient-centred communication style considers variables other than just the delivery of information, for example the implicit affective elements such as a patient's readiness to learn, values and attitude, and confidence. This session will introduce participants to the three components of the patient-centred clinical method, including an emphasis on barriers and perspectives that may influence education and communication within the clinical encounter. We will reflect on experiences with patients who have been difficult to reach; analyze interactional videos to learn how to assess conceptual and concrete perceptions, barriers to communication and; develop the clinician's ability to evaluate his/her own patient centred education and communication. Tools and check lists used during the session for evaluating patient centred communication will be provided to each participant.

Learning Objectives:

Participants will be able to:

1. Describe the components of the patient-centred clinical method
2. Better understand challenges and barriers for patient-centred education
3. Develop skills for self-assessing a patient-centred approach

Bio: Dr. Gayle Halas, a member of the Class of 1987 who has built upon her foundation in dental hygiene to become an outstanding health-care researcher, educator and leader.

While practising as a hygienist and raising her family, Halas completed her master of arts through online education. In 2006, she became a research associate in the department of family medicine at the [Max Rady College of Medicine](#).

Thriving in this role for 10 years, Halas grew increasingly passionate about primary health-care research. In 2016, she completed her PhD through the U of M's individualized interdisciplinary program and was appointed assistant professor and research director in family medicine.

