



## Respectful Conversations

### Step 1: Plan for the Conversation

- Validate the facts
- Determine the focus of the conversation
- Create an environment conducive to effective communication
- Allot adequate time/prevent interruptions
- Determine who should participate in the discussion

### Step 2: Check Perception

- Start the conversation with the reason for the meeting – be brief – then stop
- Ask the other person to describe his/her perception of the event

### Step 3: Deliver the Message

- **Situation:** Repeat the situation and provide more detail
- **Background:** Provide background to the situation that puts the situation into perspective
- **Impact:** Describe the impact of the situation on building & sustaining human capital & impairing patient outcomes

### Step 4: Empathize

- Provide a gracious space with good intentions and respect throughout the conversation
- Be comfortable with pauses/silence & truly listen
- Be sensitive & straightforward
- Put yourself in the other person's shoes

### Step 5: Summarize & Follow-Up

- Review the highlights of the conversation
- Check for understanding
- Determine what is to follow before the meeting & review the plan
  - Restorative justice
  - Administrative action
- Arrange for follow-up

#### Resources

American Nurses Association. (2013). *Communication, collaboration, and you: Tools, tips, and techniques for nursing practice*. Washington, D.C.: Author

Beale, W., Buckman, R., Lenzi, R., Guber, G., Beale, E., & Kadella, A. (2000). SPIKES – A six-step protocol for delivering bad news: Application to the patient with cancer. *The Oncologist*, 5(4), 302-311.

Buckman, R.A. (1992). How to break bad news: A guide for health care professionals. Baltimore, MD: Johns Hopkins University Press. An adapted pocket card. Retrieved from: <http://www.sdhj.ca.on.ca/programs/FIMR/Documents/MO-FIMR-back-matter/pkcard.pdf>

Little, J., & Bolick, B. (2014). Preparing prelicensure and graduate nursing students to systematically communicate bad news to patients and families. *Journal of Nursing Education*, 53(1), 52-55.

Longo, J. (2010). Combating disruptive behaviors: Strategies to promote a healthy work environment. *The Online Journal of Issues in Nursing*, 15(1), Manuscript 5. Retrieved from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/Tables/Contents/Vol152010/No1Jan2010/Combating-Disruptive-Behaviors.aspx>

The Joint Commission. (2008). Behaviors that undermine a culture of safety. Sentinel Event Alert, Issue 40. Retrieved from: [http://www.jointcommission.org/sentinel\\_event\\_alert\\_issue\\_40\\_behaviors\\_that\\_undermine\\_a\\_culture\\_of\\_safety/](http://www.jointcommission.org/sentinel_event_alert_issue_40_behaviors_that_undermine_a_culture_of_safety/)

Thomas, C. (2010). Teaching nursing students and newly registered nurses strategies to deal with violent behaviors in the professional practice environment. *Journal of Continuing Education in Nursing*, 41(7), 299-308.

Weitzel, S. (2005). Feedback that works: How to build and deliver your message. Greensboro, N.C.: Center for Creative Leadership. Retrieved from: <http://www.scl.org/leadership/pdf/publications/readers/readr05scl.pdf>

**RWJF Executive Nurse Fellows Program, funded by the Robert Wood Johnson Foundation, Courage Bucket, Difficult Conversations**  
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