

Chapter I.

Interaction with patients

患者接遇法

1. Building mutual reliance

信頼関係の構築

Dealing effectively with clinical situations involves several skills and a professional attitude. One of these skills is the ability to show empathy, being sensitive to the needs of others that allows you to meet their needs constructively, rather than merely sympathizing, or reacting to their distress. Understanding and compassion are accompanied by an **objective detachment***¹ that enables you to provide an appropriate response. It is also very useful for cultivating the skill to **be assertive***². Expressions of aggression involve anger or hostility, whereas assertion is a calm, firm expression of feelings or opinions. In dealing with patients who are reluctant to cooperate, **pleasant assertiveness***³ is the attitude that is most productive in **obtaining compliance***⁴. Such patients will **place their confidence in***⁵ medical personnel only if their expectations of a professional person are being met. With this in mind, you can be less **judgmental***⁶ about specific behaviors and face the patient directly. Assertiveness does not mean arrogance. **Looking down on***⁷ adults or treating them **impersonally***⁸ diminishes their **self-esteem***⁹ and raises feelings of resentment. Such feelings diminish a patient's ability to understand and follow directions, prevent retention of information, and may hinder recovery. Everyone we meet receives some impression of who we are. Outward appearance is also as important as behavioral appearance. Medical personnel should wear uniforms that present a neat appearance. The appearance of the examination room is equally important. An untidy, cluttered room does not reflect respect for patients.

Notes: *1 客観的で公平な態度, *2 きっぱりと指示をする, *3 小気味よい命令, *4 応諾を得る, *5 ~に信頼を置く, *6 主観的に, *7 見下した態度で物を言う, *8 物のように, *9 自尊心

Dialogue

Situation: A nursing unit is having a Team Care meeting on the subject of how medical staff should interact with patients by asking opinions from patient's families. 看護グループが“チーム医療会議”を開き、患者の家族を招待して意見交換を行っている

Leader: A good way to understand **what** patient care is **all about** is to ask oneself, “How would I want to be treated if I were the patient?” However, it's not as easy as you would think to always **put yourself in the patient's shoes**. ペイシエント・ケアとは一体何であるのか / 立場に身を置く

So, today, we invited patient's families, instead of patients themselves because they would hesitate to express themselves frankly, to give us some opinions as to what family members usually ask healthcare providers.

Family A: Please, let us hear your ideas. Try to think back to a time when you were a patient walking into a medical facility for the first time. What did you want or expect from medical personnel?

Nurse A: If I stand back and look at this question **from a patient's perspective**, I might **come up with** the expectation of being treated with **compassion** and **empathy**. 立場になってみる / 思いつく / 深い同情と共感をもって

Nurse B: I would like to **be listened to carefully**, and receive undivided **immediate** attention. 傾聴してもらおう / 隔てのない即座な対応を受ける

Nurse C: I would want to be provided with efficient and effective care.

Leader: These **sound like** simple and logical expectations. Maybe they are, but to accomplish them takes a lot of knowledge and practice. As you enter a department as a patient, you'll **appreciate** the extra effort it takes to provide the best patient care in the department. 一見容易に思える / 特別な計らいに感謝する

Nurse D: Patient care includes **all the comments** we just heard. One must take care to observe, evaluate and assess changes in patient conditions, since such conditions might be the **deciding factor** in avoiding a **life-threatening emergency**. ペイシエント・ケアは、私たちがいま聞いたすべての意見を含む / 緊急状態にならないようにする重要な指標となる

Nurse E: Patient care starts with knowing about a patient's history, which allows med-

ical staff to give the patient individual and thoughtful attention. All of these skills **aid in the assistance of** patients and their personal needs. 患者さんたち、さらに個々の要望に応えることに役立つ

Leader: The first contact with a patient generally starts with a self-introduction. What else do you do when you address a patient?

Nurse A: It reminds me of an early stage of my studies at school. We students recited phrases **in unison**, saying “**Break the ice**,” “Introduce yourself to the patient,” “**Make eye contact**,” “Smile,” and “**Use their first and last name**.” 学生のころ、「口火を切ること（何かひとこと言って相手の凍りついた心を和らげる）」、「目を合わせること」、「同時に氏名を呼ぶこと」と斉唱した

Nurse B: I think it is good manner to maintain eye contact with a patient, but we should not forget to smile while speaking. This is important **nonverbal communication** to help **alleviate** a patient’s fear. 言語によらないコミュニケーション / 和らげる

Nurse B: I noticed that small talk with a patient after the greeting certainly can **break the ice**. I always try to avoid **heavy subjects** such as religion and private affairs; **but** am often **at a loss** to select a suitable subject when it’s a rainy day. I can’t use the stereotyped expression, “It’s fine today, isn’t it?” Is there any appropriate expression? 気楽にさせる / 差障りのある言葉避ける (i.e. taboo phrases : 禁句) / 戸惑う

Leader: Our staff usually **share** what they are doing when they meet patients. Do you think what the staff are doing is always **an agreeable topic to bring up**? 同じようなことを言う / 常に言行が一致していますか

Family A: I appreciate staff members’ kindness. If I dared to add a suggestion, I would ask that you always call a patient by his/her full name, **not doing away** with the first name. The other day, the **wrong** patient went into a room instead of my mother because his last name **happened to be the same** as my mother’s. 名前を省かないで / 間違った患者さん / 偶然一致した

Family B: Most patients must have come to the hospital with some health problem. Moreover, they are scared of staff walking around in white coats and of the **stark hospital environment**. Would you mind giving them a word of encouragement when you pass them in the hall even though I know you are always busy? 病院独特の息苦しい雰囲気

Leader: Thank you for your frank opinions and suggestions. I understand we should

try to read a patient's mind more carefully. The last topic is how we can **live up to the confidence** a patient places in us. Any other comments?

～に与えられた期待に応える

Family B: I am sorry to say that my father **would have been** more cooperative if someone **had told** him what was going to be done to him before his examination.
(付録：仮定法過去参照)

Leader: I agree with you. **By doing so**, we could have helped relieve his anxieties.
そうすることにより(つなぎ言葉参照)

Family C: I would like you to take a calm (**assertive**) attitude in **winning** a patient's **confidence**. If health providers **act timidly** in front of a patient, I think it reflects a lack of confidence in their skill; and the patient will doubt their capability. I don't think this kind of patient care will enable a patient to **recover** his/her health **earlier than when treated properly**. 冷静(決断的)な態度/患者さんの信頼を得る/おどおどする/～より効果が少ない(i.e. be less beneficial)

Family C: I know you are trying to interact with each patient on **an equal footing**. However, I occasionally see someone who speaks politely, but is actually impolite under the cover of politeness. My grandpa was treated as if he was a child, which **hurt** his **feelings**. 同じ目線で(目線を合わせる参照)/**慥無礼な言葉で**/感情を害した

Family D: My father was treated as if he was a sack of potatoes after he was transported to the emergency area. It's **too much** to call him "a whale" by name **simply because** he is stout. He was **sober enough** to understand how he was treated. I hope all medical staff **behave themselves** when conversing among colleagues. 身体が大きいからと言って, 名前の代わりに鯨と呼ぶのは**あんまりだ**/どのように取り扱われているかを十分に**判断ができた**/正しくふるまう

Family E: It's not a direct request to you, but when you providers ask us for **informed consent**, please explain the possible hazards in an **easy-to-understand way**, not using too much medical **jargon**. 納得診療(あるいは“十分な説明に基づく同意”と訳される)/**わかりやすい方法で**/医学専門用語を使わずに

Leader: We understand how improper speech and behavior can causes a negative reaction from patients. We must take considerate care toward each patient's

earliest recovery showing a positive attitude, because “**the mind rules the body**” as they say. I’ll bring up the issues discussed here at the coming hospital meeting. Thank you so much for your frank opinions. We **have learned** a lot, today. “病は気から”と言われるように / 大変参考になりました

Quiz

- A. What kinds of skills are necessary for dealing effectively with clinical situations?
- B. Describe “pleasant assertiveness.”
- C. What problems can an attitude of arrogance cause?
- D. What role do outward appearances play in communication?
- E. What expectations do patients and their families generally have of healthcare providers?
- F. How should you “break the ice” with patients?

Answers

- A. One necessary skill is the ability to show empathy, being sensitive to the needs of others. Also the skills of understanding and compassion, accompanied by an objective detachment enables one to provide appropriate responses. It is also very useful to cultivate the skill to be pleasantly assertive.
- B. It is the calm, firm expression of feelings or opinions in a pleasant manner. In dealing with patients who are reluctant to cooperate, pleasant assertiveness is the attitude that is most productive in obtaining compliance.
- C. Arrogance, or looking down on patients and treating them impersonally, diminishes their self-esteem and raises feelings of resentment. Such feelings diminish a patient’s ability to understand and follow directions, prevent retention of information, and may hinder recovery.
- D. Everyone we meet receives some impression of who we are by our outward appearance. Medical personnel should wear uniforms that present a neat appearance to reflect professionalism. The appearance of the examination room is equally important. An untidy, cluttered room does not reflect respect for patients.
- E. They expect to be treated with compassion and empathy, listened to carefully, and provided with efficient and effective care.
- F. Introduce yourself to the patient, make eye contact, smile, and use their first and last names.

Relevant expressions and additional phrases

1) Subjunctive Mood 仮定法

Consider how you **would be** treated if you **were** a patient. もしあなたが患者だったら

He **would have been** more cooperative if you **had told** him what was going to be done to him.

Treat patients with the same concern that you **would** appreciate if you **were** ill.
あなたが病気だったとき、ありがたいと思う気配り

2) Causative Verbs 使役動詞

• The patient will feel at ease if you relieve him of his anxiety. 安心する

We **made** him **feel** at ease. 安心させた

• Breaking the ice using small talk will melt a patient's heart.

We **had** him **relax**. リラックスさせた(人+原形)

• The patient felt relieved because you set him at ease.

Your considerate attitude **had** his mind **relieved**. ほっとさせた(物+過去分詞) @通常会話では~relieved him.

• Most patients are scared of unfamiliar surroundings in a hospital.

Ambulances going in and out **caused** them to **feel** uneasy. 不安にさせた

3) Collective Nouns 集合名詞

• staff / personnel (uncountable : 不可算) ・ medical professionals (countable : 可算)

The team consists of 5 staff members.

The team consists of 3 different health staff (different staff members, such as an RN, RT, OT, etc.)

The medical staff make a great effort when working in team medicine.

Half of the hospital personnel are women. cf. He is hospital personnel.

Professionals are personnel who are not easily substituted by another person.

@ I hope this letter finds you and your family in good health. 手紙の結語(あなたとご家族の皆様のご多幸を)

4) Expressions for mutual reliance 信頼関係に関する表現

- ・ 信頼する put (place) confidence in (a person)
- ・ 信頼に応える live up to the patient's expectations
e.g. come up to ~ , comply with ~ , meet ~ , answer ~ , satisfy ~
- ・ 信頼を裏切る betray a patient's trust
e.g. fall short of ~ , run counter to ~ , fail to meet ~ , let down ~
- ・ 信頼関係を結ぶ build rapport with (a person)

It is important for us to **gain** the patient's confidence and **relieve** his anxiety.

信頼を得る / 心配を和らげる

We need to **live up to** the confidence a patient **places** (puts) in us. 患者さんの期待に応える

Rapport is a relationship based on trust and empathy. ラポルトとは信頼と感情移入に基づいた対人間関係である。

Empathy is referred to as a mental entering into the feeling of a person. For example, a reader is so deeply immersed in the story that he / she unconsciously plays a part of the hero or heroine in mind. It differs from actions following compassion or sympathy **in that** empathetic actions rise above one's reason. 感情移入とは、相手と立場を共有することを指す。読者が小説に読みふけると、主人公の立場になりきるのがその例である。この感情が理性を超えたものであるという点で同情と異なる。

5) Expressions for a cautious attitude 慎重な態度に関する表現

Prior to the examination, give a patient a clear explanation of the procedure to **ensure** his / her cooperation. 患者さんの協力を確認する

Call him by his **last** (**surname** or **family**) **name** and **first name** (**given name**) as well. 苗字だけでなく名前も呼ぶ

You should always call a patient by his / her full name, **not doing away with** the first name. 省略しないで

Be sure not to call in a **wrong** patient **by accident** by neglecting his / her first name.

間違っって別の患者さんと呼ぶ

e.g. I'm very sorry. I called the **wrong number**. 間違い電話でした

6) Taking accountability 説明責任を果たす (Give と Take の混同を避ける)

Be sure the patient **has given** informed consent before the medical treatment.

患者さんの同意を得ているか

We must take every precaution in **getting** consent from a patient when the treatment involves a risk. 同意を得るとき

We should **take accountability** for the treatment **by giving** them a clear explanation of the fact that the benefits **outweigh possible risks by a reasonable margin**.

説明責任を負う / 詳しく説明して / 予期される危険をある程度のゆとりをもって上回る

2. Interacting with children and elderly patients

子供と高齢患者への対応

Children are more likely than adults to respond negatively to the strange surroundings and machines of the hospital environment. A professional approach, **coupled with**^{*1} warm reassurance, promotes a more positive attitude in both children and **adolescents**^{*2}. A child's first impression of you will decide what his / her attitude will be for the following examination. Children usually judge whether or not you are a person who they can trust and will **protect them**^{*3} when they see you enter the waiting room. When **venipuncture**^{*4} is necessary, never **trick the child into**^{*5} having it by saying, "It won't hurt you at all." If you do this, he will become very unwilling to allow **anything similar to happen**^{*6} again. On the other hand, you need not unnecessarily tell him the whole truth beforehand. Just encourage him to say "Would you be a good boy and have this shot?" Many poor attitudes toward health care shown by adults may be **traced back to**^{*7} a lack of sensitive care by health professionals in the adult's early years. Many adults show **higher blood pressure**^{*8} than usual when sitting in front of a staff member who wears a **white coat**.

Elderly patients also require special attention because of the physical problems that often **accompany aging**^{*9}. A typical attitude of aging is a tendency to **proceed at one's own pace**^{*10}, both mentally and physically. Most elderly patients do not respond well to feeling pushed or hurried. They are **reluctant to surrender their independence**^{*11}. Never treat them **in too condescending a fashion**^{*12}, and always allow them to do what they can for themselves. It's true that this will **require more patience**^{*13} than doing everything for the patient.

Notes: *1 暖かい勇気付けと相俟って (cf. couple statement with action) 言行を一致さ