

Managing Potential Challenges in Clinical Practice

Potential Challenges	Helpful Strategies
Patient has a cognitive impairment	<ul style="list-style-type: none"> • If patient can be involved, introduce one section at a time, providing basic information • Involve the family/caregiver • Liaise with the Occupational Therapist or Speech Language Pathologist for suggestions to help enable the patient to participate effectively
Patient does not speak English or has issues with literacy	<ul style="list-style-type: none"> • Involve an English-speaking family member/caregiver • Always involve the patient – ask family/caregiver to interpret while MGSR is being introduced
Patient has aphasia	<ul style="list-style-type: none"> • Involve the family/caregiver • Use pictures and key words to support communication • Liaise with the Speech-Language Pathologist for suggestions to support effective communication with the patient
Patient or family/caregiver demonstrates ambivalence about receiving MGSR. Example: "I would like to hear about it, but I have so many other things to deal with right now."	Use reflective listening techniques <i>Example: "It sounds like you're interested but you have a lot on your mind right now."</i> Express empathy <i>Example: "Many patients feel the same way when they have so many things to deal with. What's concerning you most right now."</i> Suggest that they have MGSR with them to refer to later if questions/areas of interest arise
Patient or family/caregiver demonstrates resistance to receiving MGSR. Example: "I've done everything to prevent a stroke and it still happened. I don't think that"	Use reflective listening techniques <i>Examples: "It sounds like you're feeling discouraged with your previous efforts."</i> <i>"What I'm hearing is that you feel that you have tried hard in the past, but still had a stroke."</i> Ask permission <i>Example: "May I ask what you worked on in the past?"</i>

anything will help.”	<p><i>This guide may help you further explore ways to help you manage your health.”</i></p>
The healthcare provider is concerned that the patient needs to make specific changes for stroke prevention (i.e. improved blood pressure control) and feels that the patient may not recognize how important it is.	<p>The health care provider is there to facilitate the process and help the patient identify the problem. If the patient identifies it, he/she will be more inclined to feel responsible to make changes and less likely to demonstrate resistance.</p> <p>Use the open-ended inquiry <u>Examples:</u> “<i>What does having high blood pressure mean to you?</i>” “<i>How does this affect your risk of stroke?</i>” “<i>Can you tell me what you know about managing your blood pressure?</i>”</p> <p>Express empathy <u>Example:</u> “<i>Many patients have difficulty managing their blood pressure.</i>”</p> <p>Ask permission <u>Example:</u> “<i>Would you like to work on managing your blood pressure? The guide has a section on blood pressure management.</i>”</p> <p>Expressing concern may be needed if a patient’s health is at risk without changing his/her behaviour <u>Example:</u> “As your healthcare provider I am concerned about your blood pressure. I am sure that you will be able to work on this when you’re ready”. (Roll with resistance ICH, 2014)</p>
Patient or family/caregiver is overwhelmed with the amount of content.	<p>Focus on one or two sections that are meaningful to them</p> <p>Use reflective listening techniques <u>Example:</u> “<i>It sounds like you feel that there’s too much information.</i>”</p> <p>Use open-ended inquiry <u>Example:</u> “<i>How can this be helpful for you, now that we’re focusing on one section?</i>”</p> <p>Express empathy <u>Example:</u> “<i>Many patients feel the same way when they first see the binder.</i>”</p>