# The REDE Model skills checklist

*The REDE Model skills checklist was created by The Cleveland Clinic and serves as a guide to effective and empathic communication between physicians and patients.*

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| Relationship |
| **Establishment ‒ Phase I** | **Development ‒ Phase II** | **Engagement ‒ Phase III** |
| **Convey value & respect with the welcome*** Review chart in advance & comment on their history
* Knock & inquire before entering the room
* Greet patient & companions formally with smile & handshake
* Introduce self & team; clarify role(s)
* Position self at patient’s eye level
* Recognize & respond to signs of physical or emotional distress
* Attend to patient’s privacy
* Make a brief patient-focused social comment, if appropriate
 | **Engage in reflective listening*** Nonverbally, e.g., direct eye contact, forward lean, nodding
* Verbally, using continuers such as:
	+ “mm-hmm,” “I see” or “go on,” reflecting the underlying meaning or emotion of what is being said
	+ “What I hear you saying is…” or “Sounds like…”
* Avoid expressing judgment, getting distracted or redirecting the speaker
* Express appreciation for sharing
 | **Share diagnosis & information*** Orient patient to the education & planning portion of the visit
* Present a clear, concise diagnosis
* Pause if necessary
* Provide additional education, if desired & helpful to the patient
* Frame information in the context of the patient’s perspective
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| **Collaboratively set the agenda*** Orient patient to elicit a list of their concerns
* Use an open-ended question to initiate survey
* Ask “What else?” until all concerns are identified
* Summarize list of concerns to check accuracy; ask patient to prioritize
* Propose agenda incorporating patient & clinician priorities; obtain agreement
 | **Elicit the patient narrative*** Use transition statement to orient patient to the history of present illness
* Use open-ended question(s) to initiate patient narrative
* Maintain the narrative with verbal & nonverbal continuers:
	+ “Tell me more…” or
	+ “What next?”
* Summarize patient narrative to check accuracy
 | **Collaboratively develop the plan*** Describe the treatment goals & options including risks, benefits & alternatives
* Elicit patient’s preferences & integrate into a mutually agreeable plan
* Check for mutual understanding
* Confirm patient’s commitment to plan
* Identify potential treatment barriers & need for additional resources
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| **Introduce the computer, if applicable*** Orient patient to computer
* Explain benefit to the patient
* Include patient whenever possible (e.g., share labs or scans)
* Maintain eye contact when possible
* Stop typing & attend to patient when emotion arises
 | **Provide closure*** Alert patient that the visit is ending
* Affirm patient’s contributions & collaboration during visit
* Arrange follow-up with patient & consultation with other team members
* Provide handshake & a personal goodbye
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| **Demonstrate empathy using SAVE*** Recognize emotional cues & respond “in the moment”
* Allow space to be with the patient & their emotion without judgment
* Clarify the emotion if needed
* Recognize emotion evoked in you & refrain from trying to fix or reassure
* Demonstrate empathy verbally with SAVE:
	+ **S**upport – “Let’s work together…”
	+ **A**cknowledge – “This has been hard on you.”
	+ **V**alidate – “Most people would feel the way you do.”
	+ **E**motion naming – “You seem sad.”
* Demonstrate empathy nonverbally – doing only that which feels natural & authentic to you
 | **Explore the patient’s perspective using VIEW*** **V**ital activities
	+ “How does it disrupt your daily activity?” or
	+ “How does it impact your functioning?”
* **I**deas
	+ “What do you think is wrong?”
* **E**xpectations
	+ “What are you hoping I can do for you today?”
* **W**orries
	+ “What worries you most about it?”
 | **Dialogue throughout using ARIA*** **A**ssess using open-ended questions
	+ What the patient knows about diagnosis & treatment
	+ How much & what type of education the patient desires/needs
	+ Patient treatment preferences
	+ Health literacy
* **R**eflect patient meaning & emotion
* **I**nform
	+ Tailor information to patient
	+ Speak slowly & provide small chunks of information at a time
	+ Use understandable language & visual aids
* **A**ssess patient understanding & emotional reaction to the information provided
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