



Essential Interviewing Skills for TB Contact Investigation

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Purpose of the TB CI Interview



- Provide TB education to patients
- Obtain contact information
- Locate, evaluate, & offer preventative care
- Stop Transmission



Suggested Interview Format

I. Introduction

- A. Introduce self
- B. State purpose/role
- C. Explain confidentiality

II. Patient Assessment

- A. Patient Concerns
- B. Social History
- C. Medical History
- D. Disease Comprehension

III. Disease Intervention

- A. Contact Elicitation
- B. Infection Control



Time for an Exercise



Instructions

- Meeting with a TB patient (aka your neighbor) for the first time:
 - Introduce yourself
 - Introduce your role
 - Provide the patient with information on the CI process
 - Infection control precautions
 - Confidentiality
 - TB
- Switch (5 minutes each)



A Good Introduction Lays the Groundwork for Good Rapport

- Identify yourself
- Identify your role
- Approach
- Know when to step away!



Keeping It Confidential



- It's the law
- Make it a partnership
- Role play
- Make it clear
- Essential to maintain credibility



What Factors Affect Information Exchange??



- Communication Skills
 - Yours
 - The patient
- Language or culture
- Rapport
- Knowledge



~~Interviewing Techniques~~ Communication Techniques



- Pay attention
- Look at speaker
- Do not talk
- Ask questions
- Follow directions
- Visualize what is being said



How Can I Show That I am Actively Listening?

- Verbal
 - Paraphrasing and summarizing
 - Reflection
- Nonverbal
 - Silence
 - Body language



Using Body Language

What type of body language can indicate that you are actively listening?

- Facial expression- looking attentive
- Leaning forward
- Nodding head
- Eye contact
- Body direction
- Making appropriate sound gestures or small phrases (mm-hmm, yes...)



Here Are Examples of Paraphrasing and Reflection

Case: *"I'm feeling tired and this whole interview is making me nervous. YOU are asking me too many questions"*

Response: *"I understand that this interviewing process can be overwhelming"*

Case: *"I am feeling very tired these days and the meds mess up my drug use. I don't know if it's all worth it"*

Response: *"It sounds like you are considering not taking your medications anymore"*



Time for an Exercise



Instructions

- 2 volunteers to paraphrase or reflect each scenario.
 - What is paraphrasing and summarizing?
Rewording or rephrasing the response in order to:
 - Verify information
 - Demonstrate that you are engaged in the conversation
 - What is reflection?
Putting words to emotional reactions.
- Total of 6 so I need 12 volunteers.
- I'm going to read a scenario aloud.



Scenarios 1-3

- The doctor told me so many things and I just didn't understand everything she said, it's too confusing.
- Some guy is going to come to my house and watch me take my medications and now you're going to come back to my house and interview me and talk to me again? Why? Don't you people trust me?
- You mean once I leave the hospital someone's going to watch me take my medications? I'm a pretty busy person with a lot of friends. How will this person give me the medications without all of those people knowing my business?



Scenarios 4-6

- I'm feeling really tired and this whole interview is making me nervous. It doesn't help to have you asking me all of these personal questions.
- I can't let people know I have TB, especially my boyfriend. He'd be really mad at me.
- I can't remember all of the people that I was in contact with in the past 3 months. What if I infected a whole bunch of people and they get really sick? I couldn't live with myself then.



Mind Your Tone!

Voice and tone

- Use natural volume and tone
 - If voice too loud, case may be intimidated
 - If too soft, message may be inaudible or sound hesitant

Pace

- Use regular pace
 - If too fast, can indicate a feeling of being rushed
 - If too slow, can sound tentative



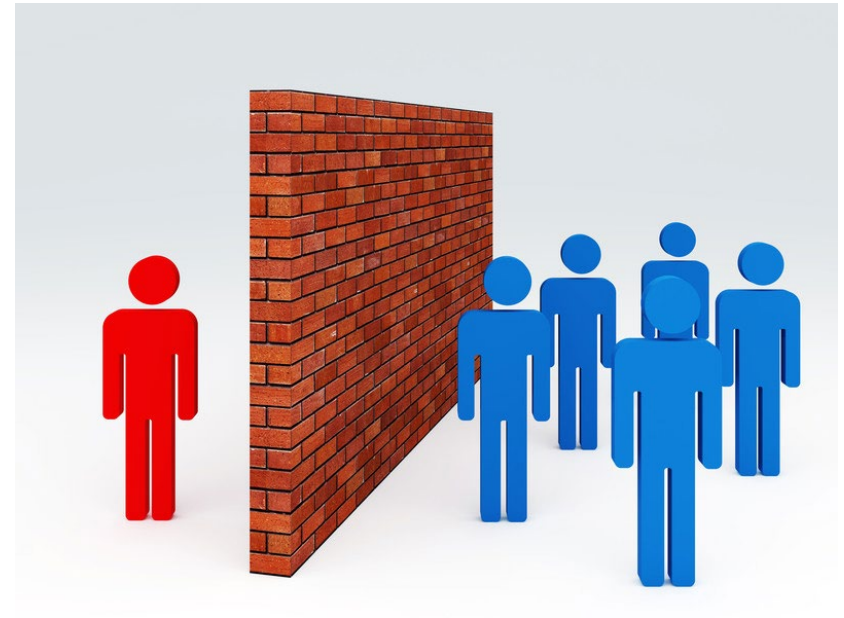
Discussion Time

- From your personal experience, describe an encounter in which you had a patient use a less than friendly tone.
 - How did you interpret the tone?
 - How did you handle the situation?
 - What was the outcome



Potential Barriers

- Physical barriers
- Cultural and linguistic barriers
- Competing priorities
- Others



Cross-Cultural Communication

1. Awareness of one's own cultural values
 - Are you attentive to your own preconceived notions of other cultural groups?
2. Awareness and acceptance of cultural differences
 - Do you look for opportunities to meet and interact with individuals who are from cultures other than your own?



Cross-Cultural Communication

3. Development of cultural knowledge
 - Are you familiar with the worldviews of cultural groups other than your own?
4. Ability to adapt practice skills to fit the cultural context of the case
 - Do you have the know-how to navigate cross-cultural case interactions?



61.8 Million People in the United States Speak a Language Other Than English at Home

- Less likely to receive care
- Less likely to understand care
- Increased risk of medical errors
- Reduced quality of care
- Increased risk of unethical care
- Less satisfied with care



Understanding the Interpretation Process



- The interview should be conducted in the primary language of the interviewee
- What is the role of the interpreter?
- Who should interpret?
- Interpreter etiquette





Motivators

- It is beneficial to their **CONTACTS**
- It is beneficial to **PUBLIC HEALTH**
- It is beneficial to **THEM**



MOTIVATION



Interviewing Techniques



- Use of open ended questions
- Offer options not directives
- Assertive vs. Aggressive
- Provide Education
 - Give information simply



What Is an Open Ended Question?



This is!



Open ended

Who else lives in the home with you?

How do you spend your free time?

What number can you best be reached at?

Close Ended

Do you live alone?

Do you go bowling, or to church?

Do you have a cell phone?



Why use open/closed questions?

Open Ended

- Allows for more information to be given
- Allows for a natural progression of conversation

Closed Ended

- Allows for definite answer
- Useful in reigning in the conversation



Things to Avoid



- Asking several questions at once
- Interrupting
- Leading questions
- Not providing enough time for case to answer the question
- Putting case on the spot



Offer Options NOT Directives



- Patients directed to do something tend to be less compliant.
- Options make it possible for the patient to “buy in” to the process.
- Present a “buffet of choices”.



Assertive vs. Aggressive

Assertive: to claim or maintain one's rights/position without compromising the rights of others.

“Although you may smoke outside in the courtyard, smoking is not permitted in the building because it is a health risk to others.”

Passive: to relinquish one's rights/position in deference of others.

“You're not supposed to be smoking in here. I wish you would wait until after class.”

Aggressive: to demand one's rights/position at the expense of others.

“How can you be so disgusting and insensitive smoking in here? You're bothering people.”



Time for an Exercise



Instructions

- TB Assertive/Aggressive Exercise form.
- Read each question below and label each question as
 - Assertive
 - Passive
 - Aggressive
- Work on your own
- 5 minutes
- We will review as a group



In Order to be Assertive You Must

Believe in yourself

Believe in your role

Use Assertive language



Literacy

- Are hand out materials written at a level understandable to the general public (see “Simply Put” for guidance)
- Are they written in a language understandable by your audience
 - How can you compensate for this?
- What about Health Literacy?



Define Health Literacy

- Health Literacy is a person's ability to understand and use health information.
 - The US Department of Health and Human Services defines health literacy as “the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions”.
- Health literacy is not a reflection of general literacy or education.
- One third of U.S. adults have trouble reading and acting on health related information.

Source: National Center for Education Statistics, 2003 National Assessment of Adult Literacy



Educational Resources

Simply Put

A guide for creating easy-to-understand materials



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf



Pictures provide a lot of information without a lot of words and are understood as a common language.



Important to Remember

- It's important to remember that you are the TB Expert, and you are intimately familiar with the content and jargon use language that the audience can relate to.
- Give accurate information.
- Be sure to show how this is a benefit to them not you.

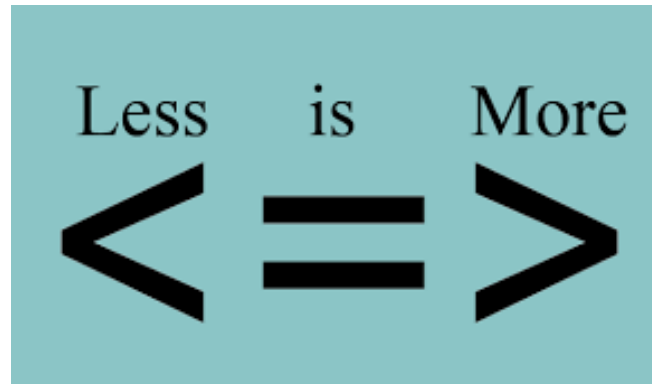


K.I.S.S.

Keep It Simple and Short

Keep It Simple Stupid

Keep It Simple and Straightforward



When Educating Patients

- Avoid technical terms and jargon
- Limit the amount of information
 - “Need to Know” vs. “Nice to Know”
- Clearly explain necessary medical and technical terms and concepts
- Repeat important information
- Provide resources
- Address misconceptions



Time for an Exercise



Instructions

- Medical Terminology Exercise Sheet
- Work all together
 - Just shout out
- Provide an alternative to commonly used medical terms.



Be In LOVE

- L** Listen for verbal cues.
- O** Observe non verbal cues.
- V** Verify using clarifying and reflecting statements.
- E** Evaluate motivation options.
- R** Respond to the problem.



Summarize Your Conversation

- Examples
 - “We have discussed a lot today. In your own words, review for me what we have discussed.”
 - “Please tell me what you heard me say. This will help me provide you with any additional information you need.”
- Avoid phrases such as:
 - “Do you have any questions?”
 - “Do you understand?”



Strategies to Conduct an Effective Interview

- Explain the importance of the CI to prevent and control TB.
- Ensure environment encourages effective communication.
- Establish mutual trust and understanding.
- Exchange of information.
- Assess patient's knowledge, feelings and beliefs about TB.



After the Interview

- What information doesn't make sense?
- What did you forget to ask?
- Who are your priority contacts?
- What is your plan of action (POA)?
 - POA should **always** include a re-interview at the IP's place of residence.



Tips for improving interview skills

- Practice
- Hang out with experienced TB interviewers
- Hang out with STD interviewers
- Practice
- Look for more training – formal and informal
- Practice



Questions



Stay Enthusiastic

“I believe that education is all about being excited about something. Seeing passion and enthusiasm helps push an educational message”

