## **PrOTCT Framework** for COVID-19 vaccine discussion

Version 2, April 6, 2021



## What do you think of the new vaccine(s)? Do you think I should get it? Is it safe?

When patients ask these questions, it may be tempting to dive into answering. This framework will help approach these conversations thoughtfully to achieve a positive, effective interaction that builds trust while sharing important information.

Presume they will get the vaccine with positive statements	Talking tip:	I will get/have already gotten the COVID vaccine and I am happy to help you get it too, so you can protect yourself and your loved ones. <sup>1</sup>
O: <b>offer</b> to share your knowledge about the facts and your experience with having had the vaccine	Talking tip:	I have been thinking a lot about this vaccine for my patients and educating myself on the science around it. Can I share some of what I know with you? <sup>2</sup>
	Provider resources:	<ul> <li><u>Vaccines Emerging Evidence (CEP)</u></li> <li><u>Ensuring Patient Confidence in Vaccines (CEP)</u></li> </ul>
T: Tailor the recommendation to their specific health concerns	Talking tip:	Here is why you are the right person to get this vaccine: [example: you have high blood pressure and diabetes but have a high quality of life. Because of your conditions, you are at high risk of being hospitalised with COVID, so we need to maintain the quality of life you have right now.] <sup>3,4</sup>
	Provider resources:	Ensuring Patient Confidence in Vaccines (CEP)
C: Address specific <b>concerns</b> (should not be the bulk of the conversation)	Talking tip:	Are there any particular concerns about this vaccine you want me to address? <sup>2</sup>
	Provider resources:	Ensuring Patient Confidence in Vaccines (CEP)
T: Talk through a specific plan for where and when to get the vaccine	Talking tip:	You can do the following to get the vaccine_2 Provide appointment time Provide patient vaccine information sheet Provide schedule (2 doses)
	Provider resources:	<u>COVID-19 vaccines (CEP)</u>

References

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