

Bad News Communication Protocols

in the Medical Field



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Chapter 1

1.1. DEFINITIONS

OCCUPATIONAL STANDARDS are documents that define in terms of **competencies** the requirements necessary for the effective performance of activities in an occupation (also called skill standards or competence standards) Occupational standards comprise **units of competence**, grouped into competence areas.

COMPETENCE is the ability to apply, combine and transfer knowledge and skills in a variety of work situations and environments in order to perform the required activities at the workplace at the quality level specified in the occupational standard.

UNIT OF COMPETENCE defines a major activity with a concrete result (product or service). The title of the unit of competence must be clear and concise. The unit of competence includes a brief description of the purpose of the stated activity, elements of competence, **criteria for achievement**, a range of variables and a guide to assessment.

COMPETENCY ELEMENTS comprise the key activities that an employee must perform to fully achieve the competency stated in the unit. Each element has one or more achievement criteria.

The ACHIEVEMENT CRITERIA of the competency elements describe qualitative benchmarks associated with the achievement or successful completion of the activities in the competency elements.

ASSESSMENT OF PROFESSIONAL COMPETENCE is the process of gathering the information needed to establish competence and judging it against the requirements of the standard.

In this context, evaluation can be normative or criterial.

NORMATIVE EVALUATION means that a person's work and results are analysed in relation to certain predetermined values: time, quality, number of items completed (solved correctly), quantity of product produced, etc.

CRITERIA EVALUATION requires that the analysis of a person's activities and results is done in relation to performance criteria defined by a standard. The essence of using standards, as a benchmark for assessment, is to show that a person is able to perform the activities and achieve the expected results as described in the standard.

The PURPOSE of occupational standards is to provide clear qualitative benchmarks of the appropriate performance of job-specific activities.

THE ADVANTAGES of using occupational standards are:

- developing initial and continuing vocational training programmes tailored to job requirements.
- improving the quality of training course content.
- recognition of professional skills regardless of how they were acquired.
- ensuring transferability of skills from one area of work to another.

Occupational standards are a valuable source of information for the design of training programmes. An occupational standard provides data that can be used in three main areas of training:

- determination of benchmarks;
- developing the content of the training programme;
- establishing criteria and methods for assessing competence.

1.2. OBJECTIVES

GENERAL OBJECTIVE of the training programme refers to what we want to deliver to the participant, i.e. the topic of the programme or module

REFERENCE OBJECTIVES describe the skills and knowledge that the participant must acquire after completing a training programme in order to be able to perform the activities described in the occupational standard. They result from the interpretation of the information contained in the occupational standard

Reference objectives can be formulated in different ways. The main components of reference objectives are:

- **Actions** - What is a person expected to be able to do at the end of the training programme?
- **Situations** - What are the situations in which a person performs the actions described?
- **Quality** - What is the expected level of quality?
- **Knowledge and reasoning** - What does a person need to know and understand in order to perform competently?

The objective of a programme is the anticipated result to be achieved. It is mandatory for every programme to have at least one objective - a concrete result to be achieved.

It is a statement about the knowledge, skills and attitudes that participants are expected to demonstrate at the end of the course; these lead to the achievement of the goal.

In the process of preparing a training programme, the stage of setting programme objectives can be one of the most difficult tasks. In this process there are three major elements that need to be taken into account:

1. Where do you want to go? (programme objectives determined by identified needs);
2. How do you want to get there? (form of training, staffing, budget, marketing, training plans, logistical details);

3. How will you determine whether you have got there? (evaluation of the programme).

The following questions are useful in analysing the objectives in terms of clarity.

Who will do the action? - Objectives should be formulated in terms of the learner's performance.

What will the learner do? - Objectives are formulated in terms of observable and measurable behaviours (will apply, demonstrate, list, identify, describe, state, solve).

Under what conditions will the learner perform? There are two elements to be taken into account: - The means provided to the participant, as well as what is forbidden (e.g.: dictionary; forms, reference books, etc.);
- The situation in which the behaviour is expected to be acquired (e.g. when faced with an unusual situation; when moderating a meeting, etc.)

What is the expected level of competence/knowledge? - The target can be formulated in terms of number/percentage of correct items, change in score on an attitude survey form, but also in terms of time.

When is such behaviour expected to be demonstrated? - This element is usually formulated in terms of the duration of the training experience (e.g. at the end of the session, after a certain number of sessions, etc.).

1.2.1. Criteria for formulating objectives

When we define an objective we need to establish whether it is:

- **S** = specific and simple;
- **M** = measurable;
- **A** = adequate;
- **R** = realistic and relevant, to be able to be integrated into real life situations;
- T** =time-framed;

1.3. PURPOSE AND MEASUREMENT INDICATORS OF THE TRAINING PROGRAMME

The goal of a programme is a general statement about the outcomes of the training we are doing; its formulation is comprehensive and linked to one or more needs of the community, an institution, a group.

Indicators for measuring outcomes (performance) are of three types:

- resource indicators (financial, human, material);
- outcome indicators (quantitative and qualitative);
- efficiency indicators (relating costs to results).

1.4. ORGANISATION OF THE TRAINING PROCESS

1.4.1. Course design

It involves combining several pieces of information: the trainer now knows what the organiser wants from the course, as well as the training wishes, needs, personal profile and level of training of each participant;

Elements followed in designing the course

- formulation of purpose
- the statement of feasible objectives
- defining the topics to be addressed;
- identifying teaching methods;
- establishing the means by which the objectives can be achieved;
- schedule with suggestions for the duration of each session (division of time into distinct phases of the course);
- choosing a space in which the meeting will take place, a space which will allow optimal participation;

1.4.2. Organising a session

A typical training session focuses on discussing a topic or developing a skill and has three distinct parts:

- identifying participants' knowledge of the topic and motivating participants to take up and apply the topic;
- presentation of material and examples;
- processing the information or training skills;
- during a regular training session, different working techniques can be used to keep the participants' attention and motivation.

1.4.3. Structure of a session

Preparation

- you have a folder containing the design, at least in summarized form;
- check the time required for the different steps in the process, the sequence of materials, presentations, group discussions, etc;
- time the activities for the time available;
- ensure sufficient time and have all necessary materials on hand;
- arrange the room and materials in advance;
- repeat instructions;

Plan ahead for the unexpected

- have alternative activities prepared in case the group is better/less prepared than you expect;
- have any presentations, materials and tools you intend to use;
- review the design to determine where changes are most likely to be needed;

Organise the situation

- First of all, give a broad presentation of what will happen;
- provide instructions in small segments (step by step if necessary);

- briefly instruct observers (if any in the case of simulation activities) on what and how to observe;
- get and focus the group's attention by waiting for silence, using diagrams or clear written instructions when necessary;
- keep the learning objectives in mind at all times;

Facilitating the process

- maintaining an optimal atmosphere;
- give everyone something to do when you interact with them;
- alternate techniques;
- let the group help you;
- set time markers;
- use small groups to encourage communication and make a range of tasks easier to tackle;

Facilitating learning

- Summarise everything that happens in a learning experience;
- coordinate the impact of the experience according to the participants' training;
- in the learning cycle, make the stages clear and complete and prepare the way for the next step;

Verbal presentation

- help participants talk about their experience in a detached way;
- encourage contributions from all participants and welcome all additions;

Processing

- analyse with the participants the activities carried out in the group and try to draw conclusions;

Generalization

- remain unbiased about the generalisations that are made and extract all perspectives;

- discuss 'multi-layered learning' (e.g. self, classroom group, work group);
- phrase questions in such a way that they start with "how", "what", "or", "why" and try to include the words "think" or "feel" to be able to extract answers; avoid questions that can be answered with "yes" or "no";

Application

- encourage and help participants to share with others the plans they have to apply what they have learned (action and change);

1.4.4. Aspects to avoid when organising a session

Overeducation

- providing too much detail;
- talking too much (instead of listening and sharing ideas);
- forcing participants to take part in discussions;
- leading questions so that those being asked answer as you wish or 'fishing' for specific answers (suggested answers);

Design negotiation

- adversarial discussions about the interpretation of what happened;
- defending one's own views about what should have happened;
- changing what is going to happen to meet the needs of one or more members of the group;

Engaging in inappropriate behaviour

- use of inappropriate language, insincere, sarcastic or humorous commentary on sensitive or controversial issues, religion, minorities;
- misusing your position to express personal opinions or to demonstrate your expertise;

Using psychological games

- ridiculing people;
- disappointment of participants;

- interpreting the behaviour of individuals;

Overloading

- generating more data than can be fully discussed;
- repeating an activity until it comes out right;
- over - analysing data;

Termination without termination

- leaving the application of what has been learned to chance;

1.4.5. Suggestions for interactive presentations

- don't make a presentation longer than 20-30 minutes without also asking participants to do "something more active" than just listen;
- ask questions of the group;
- help the group answer the question instead of you answering it;
- bring discussion topics into the presentation;
- choose an important idea to take on board and ask the group for their opinion - ask one part of the group to look at it from one point of view and another part to look at it from the opposite point of view;
- facilitate communication between participants by presenting each other's views;
- you can express your own opinion;
- present problems for solution - ask participants to work on the problems individually;
- add your own views to those of the group;
- don't present information as a lecture; occasionally give participants short materials (one, two or three pages) to read and then analyse;
- ask participants to work in pairs and analyse a problem;
- ask for as many answers as possible;
- add your opinion to those of the group;

- use the technique of working in small groups to develop an approach to a problem, then ask them to report back to each other - facilitate discussion;
- ask questions of the participants - extract ideas from them;
- summarise frequently;
- use concrete examples;
- use humour;



Chapter 2

TRAINING METHODS AND TECHNIQUES

2.1. THE PARTICULARITIES OF ADULT EDUCATION

Adult training programmes are part of lifelong learning and are designed to promote innovation in lifelong learning. Some modern theories consider it necessary to replace the model of the teacher as a "specialist in a field, soon overtaken by scientific developments" (I.Maciuc, 1998) with that of the teacher-trainer. They argue that the teacher must be able to adapt to the new, to constantly self-train.

The literature promotes the idea that adult education needs to be approached in a different way to children and adolescents.

From this perspective we find several models of adult learning, of which we present a summary:

- the androgogy model;
- the experiential learning model;
- the constructivist learning model;

The andragogic model - Andragogy is "the art and science of helping adults learn". It can be defined as the science dealing with methods of adult education; a social practice whose purpose is educational activity aimed at adults; a form of optional adult learning.

M. Knowles (1984) is the author of a model of adult learning - the andragogical model. Andragogy is based on humanistic conceptions of adults as "educable, characterised by":

- independent self-concept;
- intrinsic motivation; a deep and broad prior experience (life experience);
- a psychological drive to learn;

- a well-defined purpose which is usually determined by social roles and responsibilities.

In formal learning, andragogy operates with 5 characteristics, considering them as basic principles:

a. Guidelines for trainers

Trainers need to know why something is important to learn and learn how to know it themselves first; they need to be professionals themselves and draw on their own experience;

b. Guidelines for learners

- Adults will not learn until they are motivated;
- adults ask for help to overcome their inhibitions, behaviour and beliefs about the learning activity.

2.1.1. The experiential learning model

Experiential learning is learning where the learner does something - not just thinks about something. Experience is considered to be a very good teacher.

Characteristic elements of this model are:

- it is based on the learner's experiences;
- is based on active learner involvement;
- ensures an active dialogue between learner and facilitator;
- involves active reflection (learning is effective after reflecting on the situation in which we have participated);
- is perception-based learning, not theory-based - experiential learning fosters learners' abilities to motivate and explain a topic from their own perspective;
- situations/problems are approached from the learner's perspective, not the moderator's;

- learning is based on the learner's concepts; there is no 'teacher' reading from books;
- assessment of internal and external motivations - assessment is seen as a learning experience that learners learn to apply to themselves;
- learning is person-centred - the emphasis is on personal learning within the group.

2.1.2. The experiential learning cycle

The experiential learning cycle integrates the following four stages:

- concrete experience;
- reflective observations of experiences;
- generalisations as a result of the lived experience and observations on it;
- active experimentation using abstract concepts;

Why we use experiential methods:

- learning is more effective;
- personal motivation is greater;
- provides a higher level of understanding of situations/experiences;
- emphasises the link between knowledge and personal experience;

2.1.3. The constructivist learning model

Constructivist training is more than imparting knowledge and moderating discussions. It is about creating an environment conducive to learning, changing perspectives, preparing materials for different channels of learning, creating social situations in which one learns from and with others. It is at the same time second degree observation, i.e. observing how learners construct their own reality, how they define their learning content. Instruction is also focusing attention.

Thus, the constructivist environment serves experiential learning, the best andragogical method.

It is evident that the peculiarities of adult learning are as follows characteristics :

- the idea of the system in which the learner is embedded is emphasised;
- circular processes, interactions, expectations, differences, etc. are highlighted (through the "butterfly" effect - an exclamation, a sentence that interrupts the discussion radically changes its course, atmosphere, the further course of the activity);
- the basic purpose of the training activity is to stimulate curiosity;
- during the training activity the facilitator provides contexts;
- due to the phenomenon of "resistance to change" - adult participants need "time for reflection (questions asked to the "left and right of colleagues", necessary break for relaxation - even if from the moderator's perspective this is not appropriate);
- the information conveyed in a presentation is selected and interpreted differently by each adult - intersubjective transfer - "everyone chooses that information from the information on offer which they can use to their own advantage".

2.1.4. Learning style and trainer

There is a tendency for the trainer to use the preferred style for a particular type of activity as the only logical way to lead to effective learning.

While the trainer understands him/herself perfectly, he/she may remain incomprehensible to the participants, like a person speaking his/her mother tongue in front of an audience that does not understand that language.

Learning style questionnaire

- Questionnaire in the clipboard
- Discussion

2.1.5. Dynamics of the group process

Relationships between members of any group are complex:

- physical in nature - the existence of members in a common space and time;
- of a psychological nature - human investment of feelings, passions, perceptions of others, etc.;
- social - cultural - sharing a common set of values and principles in a certain area, also called socio-cultural and educational environment;

The effectiveness of the group depends on:

- focus efforts on the achievement of group tasks;
- the use of a generous set of knowledge and skills in the actions undertaken;
- setting strategies to achieve objectives;

The trainer's organisational skills will determine the effectiveness and cohesion of the group. The trainer must guide the group throughout its activities, according to the objectives pursued and the results it wishes to achieve.



2.2. ACTIVE LEARNING

Any learning process is active. Contemporary cognitive science confirms the theory of past philosophers that learning is active rather than passive.

This means that our minds create coherent images out of a jumble of impressions that would overwhelm us if we did not sort and condense them and turn what we experience into notions that make sense to us (e.g. in a conversation we pay attention to certain topics while ignoring others).

Compare the situation where, having arrived in an unfamiliar city, you are picked up from the airport by car and driven to your hotel, with the situation where you are provided with a rented car and a map to reach your destination on your own. In which of the two situations are you more likely to remember the way to the airport when you leave the city?

To learn something that sticks in the memory requires the active involvement of the learner - it requires unravelling puzzles or trying to understand them logically.

The more active the learning, the more effective it will be.

As a trainer - your role is indirect. This means that you can create a climate that helps others to learn, but you cannot learn for them.

Organising the work will be easier if we take the following into account:

- identifying the expectations of the participants;
- explaining the aims and rules - participants need to understand what you have prepared for them, they need to know if you want them all to participate, how they will be valued in the discussion, how to support their views and so on;
- prepare exercises that emphasise active participation - passive listening and note-taking results in participants taking in less information and in different ways depending on active engagement through questions, dialogue and open-ended problem solving;

- express your opinions frequently, the more active the exercises, the more important it is to express your opinions to participants so that they can assess their progress in an area that may be unfamiliar to them;
- you should ask participants for their opinion on the training session, what are its strengths, weaknesses and areas that could be improved;

In order to identify the most effective forms of learning activities it is important to know a number of "key elements" about organised activities for adults:

- determine the purpose of the adult's involvement in the instructional process or in a refresher training;
- use methods that aim to directly involve participants (group discussions, small group tasks, arrange furniture in a non-traditional way, address by name, etc.);
- make the most of the intellectual and practical "treasure trove" of the educable;
- every human being can learn at any age, but not under any conditions - a climate favourable to learning must be established;
- balance the intellectual and emotional components of learning;
- share your feelings and opinions with learners, but do not dominate them;
- create conditions for direct confrontation with practical, social or research issues to ensure that training is effective for your learners;

The design of adult training should take into account the following:

- Adults need to know why they need to learn a certain thing;
- adults learn best by experimenting;
- adults approach learning as a problem-solving process;
- adults learn most productively when the subject matter is of value to them with immediate applicability;

- instruction for adults should focus more on the process and less on the content to be learnt;
- adults should be involved in the planning and evaluation of their activities;
- adults are more interested in topics that relate to their profession or life.

2.3. TEACHING METHODS

Method = technique by which content is communicated in order to achieve training objectives.

You must:

- cover the components targeted in the learning process: knowledge, attitudes, skills;
- be adapted to the group;
- reflect the experiential learning model;
- be compatible with the experience of the participants;
- be in line with the trainers' skills.

Means are all the tools or support materials with which the method is applied, e.g. sheets, boards, handouts, videos, audio, presentations, Power Point, etc.

2.3.1. Presentation (exposition)

Presentation is an activity that aims to convey information, facts, theories or principles. Forms of presentation can range from one-sided presentations to indirectly involving participants through questions and discussion. Because of the content, presentations are more instructor-centred than other techniques.

2.3.2. Brainstorming

Technique for gathering and verifying information, stimulating creativity, opening up communication. Each participant expresses an opinion, which is not criticised by the others, but stimulates them to continue their previous reasoning.

2.3.4. Questionnaire

Participants answer questions from a form (oral or written); this stimulates the andragogical value of the question and the dilemma; it is not an exam but an attitude-building tool.

2.3.5. The case study

The case study is an analysis of a hypothetical situation in which participants identify courses of action and make decisions according to their own value system, opinions and feelings about both the situation and the content they have learned during the training course. A case study briefly describes a situation where there is a dilemma. This dilemma forms the basis of the discussion. Small groups can discuss which strategy can be addressed. In the large group the different opinions are shared.

2.3.6. Role play

Two or more people play roles in a predetermined scenario, getting into character. They deduce different attitudes than they usually did. At the end of the role-play it is important to step out of the role and return to one's own personality.

2.3.7. Simulation

Simulation is the staging of situations similar to those in real life, in order to cope better when they arise. A situation is played out, not a character; the simulator retains their individuality, values, attitudes, etc.

2.3.8. Demonstration

Demonstration is the presentation of a method through actual work by the instructor, with learners passively assisting; it is used for teaching high-risk or high-responsibility techniques.

2.3.9. Forced choice

It is a technique of expressing options, of expressing attitudes towards a particular controversial idea or situation, using the pro or con response.

2.3.10. Working with leaflets

Leaflets are an effective tool for conveying information, theories and statistics to the public; they are developed in teams that practise the ability to synthesise the essentials and keep them comprehensible.

2.3.11. Aquarium technique

Providing a context in which participants can practice observation that contributes to the development of critical thinking and understanding of differences of opinion. Some are in the interaction group, others observe and then communicate what they have observed.

2.3.12. Mosaic technique

Each member of the group becomes an expert in a particular task. He or she teaches the group colleagues that fragment, then each of his or her colleagues has the opportunity to present the fragment in public. It develops group confidence and training capacity.

2.3.14. Tehnica ice-breaking

Each participant talks about him/herself (identity, expectations, relevant anecdote, nickname, etc.) in order to get acquainted with the others.



Chapter 3

COMMUNICATION DURING TRAINING

3.1. CHARACTERISTICS OF THE COMMUNICATION PROCESS IN ADULTS

Communication involves structured interaction on two levels:

- the content or subject of the communication
- the process or the way people interact on the subject (Ice berg of communication)

3.1.1. Basic conditions of communication

Issuer

- to be sure of the usefulness of the information you are transmitting;
- know the recipient;
- tailor the message to the recipient's capabilities and interests;
- select the appropriate medium;
- choose the most appropriate time to deliver the message

Receiver

- to listen carefully to the sender;
- be receptive, sensitive to the sender;
- to indicate to the sender the most appropriate means of communication;
- initiate the response;

3.1.2. Ability to listen

Important aspect:

- nod gently and wait;
- look closely at the speaker;

- use expressions like: "I understand", "true";
- repeat the last words the speaker said;
- tell the speaker what you understood from what he/she said;
- if you don't understand, suggest that they give you details;
- do not interrupt the speaker;

3.1.3. Characteristics of the message

Attracts attention - It must differ from other messages that compete for the recipient's time. For example: a short, handwritten message - instead of the usual, printed one - is a way to grab attention.

Redundant furnishings – should be rephrased several times - technique used in newspaper articles and/or summarised in the last paragraph or in the headline (if written); the issuer should avoid too much redundancy.

Offers rehearsals - It must be conveyed through several channels, such as verbally and in writing, or be conveyed more than once through the same channel (e.g. television commercials).

3.1.4. Aspects of verbal communication:

- Clarity
- Accuracy
- Empathy
- Honesty
- Relaxation
- Eye contact
- Appearance
- Posture
- Speech mechanisms
- Voice pitch and intensity

- Voice volume
- Diction and accent
- Speed
- Use of pause

3.1.5. Non-verbal communication channels

- physical appearance;
- facial expression;
- eye contact;
- body language (gestures, posture, stance);
- space (in terms of the distance kept between interlocutors);

Assertiveness means being prepared for what you want to achieve. It means being clear about what you need. It means confrontation and it takes a lot of courage. Some say it's hard to be assertive, others, in their own style, say it's very easy. The goal is to solve problems and get maximum results.

3.1.6. Communication barriers

- the individual's mentality and limits of understanding;
- the interests and benefits generated by the training activity in which they participate;
- lack of confidence in the positive effect of the training;
- fear of the impossibility of "applying in practice" the knowledge acquired in the course;
- lack of interest, apathy, inertia, age, stress, etc.;
- divergent beliefs
- Trainer-specific: trainer's personality, manner of presentation; personal experience; personal opinions; tics; stereotypes.

- Specific to the learner: general atmosphere in the group; personality elements/objectives; fatigue; message interference; personal skills of each individual.

3.1.7. Questioning technique

The main times when questions and answers are used:

- confirmation that the group is following the learning process;
- checking learners' level of knowledge;
- obtaining feedback from learners;
- starting a discussion;
- establishing the level of situational awareness in the group;
- learners will be helped to learn by themselves;

3.1.7. Categories of questions:

- Open questions
- Substantive or clarifying questions
- Closed questions. These questions result in a 'yes' or 'no' answer

3.1.8. Interpersonal skills

- awareness of the importance of maintaining a positive attitude towards the working atmosphere;
- knowing how to give and receive accurate information using questioning and active listening techniques;
- knowing how to manage emotions when dealing with a problem or conflict;
- effective use of the voice;
- personal time management techniques;

Facilitators must have paraphrasing skills - putting into their own words what another person has said. This helps to check the accuracy of perception and

reassures the speaker that what they meant to say was understood. In addition a trainer must have the ability to interpret non-verbal and paraverbal communication.

3.2. MANAGING CONFLICT AND DIFFICULT PARTICIPANTS

Conflict involves **any form of opposition** between individuals or groups arising from the divergence or incompatibility of subjects and stemming from real or perceived incompatibility between the goals, values, norms or motivations of the parties

There are two categories of conflict:

- those arising between participants;
- those between the trainer and the participants.

Conflicts can arise as a result:

- simple misunderstandings about the tasks assigned;
- due to competition between trainees;
- differences between trainees;

3.2.1. Dealing with resistance

Resistance can manifest itself in various ways, i.e. participants who:

- talk to each other;
- are late;
- are passive;
- are bored;
- try to divert the discussion;
- who compete with each other, confront others;
- try to trigger 'church-like' actions directed against the trainer, the subject, the learning method or other learners

3.2.2. Conflict control techniques

In the approach to conflict resolution, a special role must be given to the characteristics of communication, which are the most frequent cause of the construction of conflict situations through different understanding of a situation and its elements, lack of a common language, lack of communication skills, etc.

Active listening means not just understanding words, but going beyond their meaning.

Language techniques are those that reduce the level of evocation of emotional words such as blaming, accusing.



Chapter 4

EVALUATION OF THE TRAINING PROCESS

4.1. PROFILING OF EACH LEARNER

This profile can be achieved by inviting participants to present their professional qualifications, skills, why they are attending the course and what they expect from it.

Asking learners to interview each other on these topics and then presenting the information to each other.

Asking participants to complete a questionnaire (name, qualifications and practical experience, professional skills, expectations from the course, motivation for training) - the completed forms can be read by the trainer or by each participant individually.

4.2. TRAINER COMPETENCES

- Transparency about the purpose of training
- Skills in designing the training activity plan
- Understanding of group dynamics/diversity management
- Team organisation and conflict management skills
- Communication skills
- Knowledge of pedagogy
- Knowledge of trainees' working conditions
- Nature
- Creativity
- Emotional stability

4.3. TEAM TEACHING

4.3.1. Advantage

It lessens the burden placed on each of the trainers while one trainer takes the major responsibility, the other can provide assistance. Positively influences the quality of interaction between trainers and participants. It increases the trainer's prestige in the eyes of the participants. It makes it possible to share the work and reduce fatigue and exhaustion;

Provides a stimulating diversity for participants, as it is easier to get bored when working with several trainers.

Provides a quicker way to increase the quality of a training session.

4.3.2. Disadvantages

More time for planning and analysing sessions; May cause confusion among participants if trainers have different perspectives; Trainers may have different working rhythms; Too many trainer interventions may occur; Trainers may have similar strengths and weaknesses; Collaborating trainers may face time constraints that prevent adequate analysis.

4.3.3. Preparing a team activity

Agree on how you will work together during the preparation period of that seminar; Discuss and communicate any information or expectations you have about the participating group; Decide on what your roles will be on the first or second day of the training seminar; Agree on how you can intervene on time-related issues; Decide on the time of the daily meetings; Decide how you will deal as a team with various issues that may arise - e.g. participants who talk too much or not at all, latecomers, etc.

4.4. EVALUATION OF THE TRAINING PROCESS

4.4.1. Timing of the evaluation:

- a partial process evaluation can be carried out at the end of each day;
- final evaluation at the end of the training programme;

Will analyse the programme in relation to:

- purpose;
- objectives;
- the period and time allocated;
- expected immediate outcomes;
- estimated subsequent impact, etc.

4.4.2. Information needed for assessment

- by direct observation during a training programme;
- by short questionnaires or questions during the programme to measure the comfort level of participants, etc;
- developing a questionnaire to be given to participants to complete at the end of the training programme;
- preparing an evaluation exercise at the end of the programme or after a short period (at the start of a new programme with the same participants, for example);
- using a questionnaire a few weeks or months after the training programme to measure whether participants remember what they have learned and apply it;
- visiting participants after a certain period and interviewing them;
- selecting a group of participants and/or other stakeholders and conducting a group evaluation to examine specific issues.

4.4.3. What needs to be assessed?

- What is the level of satisfaction with the quality of work?
- How can the results of the programme be transferred into practice?
- What successes have been achieved (at individual, organisation and/or community level)?
- Was the investment made in the programme effective?

Evaluation is extremely important because:

- It helps us to see whether the programme's aims and objectives have been achieved and to identify ways of improving training programmes.
- It can give us good reasons to follow up or change decisions about the planning of the training programme, its structure (design, time, style, content).
- It is also a way to measure the relevance and usefulness of the training programme in relation to the respective participants or organisations.
- It can identify and analyse the difficulties or problems that need to be faced further in such training programmes.
- It can be used in testing different methods and choosing the most appropriate.
- It can provide evidence of certain resources used inappropriately or uneconomically.
- It can demonstrate the effectiveness of the training programme (resources used in relation to value gained).
- Can be used to explain usefulness, efficiency to other people/organisations (funders, beneficiaries, providers).

4.4.4. Functions of evaluation

a. Diagnostics - specific questions

The expected results are:

- evaluate the interactive course;
- contain and address the quality of course organisation and trainer-participant interaction;
- the ratings given by participants can be organised on a 5-step scale from very poor to excellent/very good;
- concerns the clarity and quality of the information conveyed;
- target the quality and organisation of the discussions;

b. Informative - expected results

- provides data on course and trainer characteristics

c. Summative (global)- expected results

- provides background information on the course and trainers, with implications for staff decision-making;
- participants are asked to evaluate the course as a whole, the content of the course, the effort made by the trainer to increase accessibility and efficiency in running the activity.

4.4.5. Trainer self-evaluation

- Self-assessment of teaching skills;
- A brief summary of the positive aspects of the work as well as those that need improvement;
- An outline of a plan to improve the work;
- A summary of the results obtained since the last self-evaluation in terms of improvement of the activity.

Trainers can fulfil a variety of roles: role model, resource person, motivator, supervisor, facilitator.

4.4.6. Basic rules in feedback

- -You should always give learners to whom you want to give feedback the chance to "reflect on their own results" first;
- Give as much positive feedback as possible, such as "this was a good decision", "keep it up" etc.;
- Suggest, more constructive feedback would be to say "you could try ..." instead of saying "do this and it will be better";
- Don't give negative feedback - instead of saying "don't do it this way", say "what if you tried it this way?";
- Give feedback as soon as possible after the event - the later it comes the less effective it will be;
- Focus the feedback on how you perceived the behaviour rather than as a general statement. "I saw you when you interrupted ..." and not "you are not a good listener";
- Report on facts, not value judgements - comment on what you saw, not what you interpreted from what happened; leave the interpretation to the learners, after presenting the event.

4.4.7. End of the course

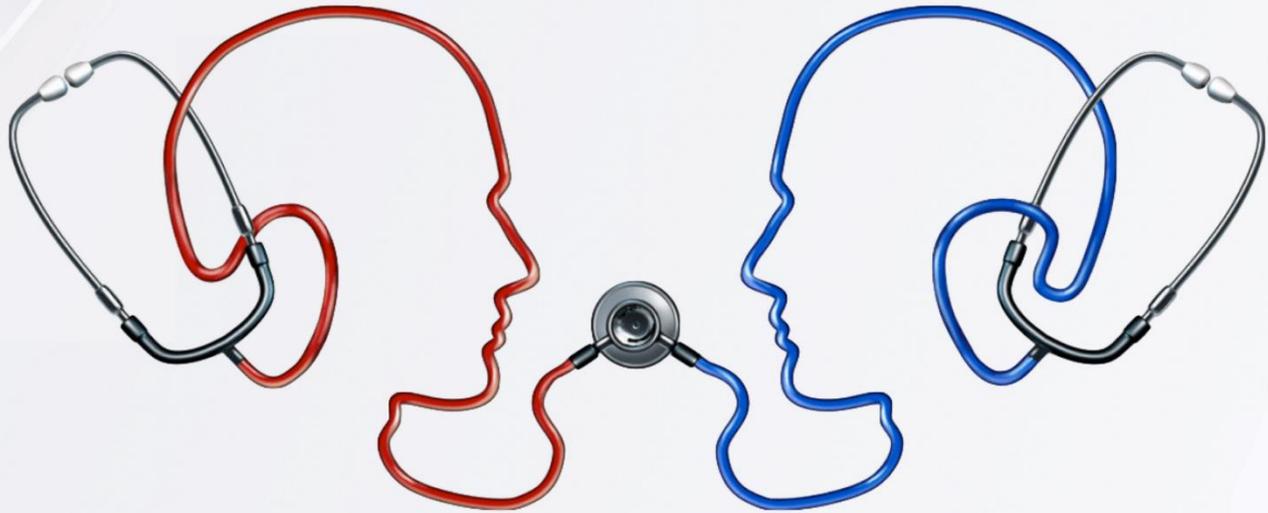
The end of a course involves three steps: **consolidation, evaluation and designing an action plan** on how to implement the new knowledge.

Consolidation of knowledge transfer during the course can be a process similar to that which takes place at the end of a training day or module, for example through a personal diary or worksheets.

The trainer should conclude on each participant by making an assessment of their participation in relation to the purpose of the meeting, may conduct an oral group evaluation or may discuss each learner in person. The trainer should make his/her own evaluation of how the meeting was prepared and conducted,

identifying resources for improving future work; a course report can also be made (at the request of the organiser).





Bad News Communication Protocols

in the Medical Field

