

MODULE 1: BEHAVIOUR AND LEARNING

**Attention to patients needs-
focusing on understanding
and meeting the needs of
patients effectively.**

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY:

Objective n° 1

Emphasise patient-centred approaches

In these paths it is crucial not to have an egocentric approach that thinks it knows what patients need. On the contrary, active and constant listening is essential.

Objective n° 2

Developing effective communication skills

It is not always easy to understand the needs of such fragile people, developing correct communication methods can encourage patients to talk.

Objective n° 3

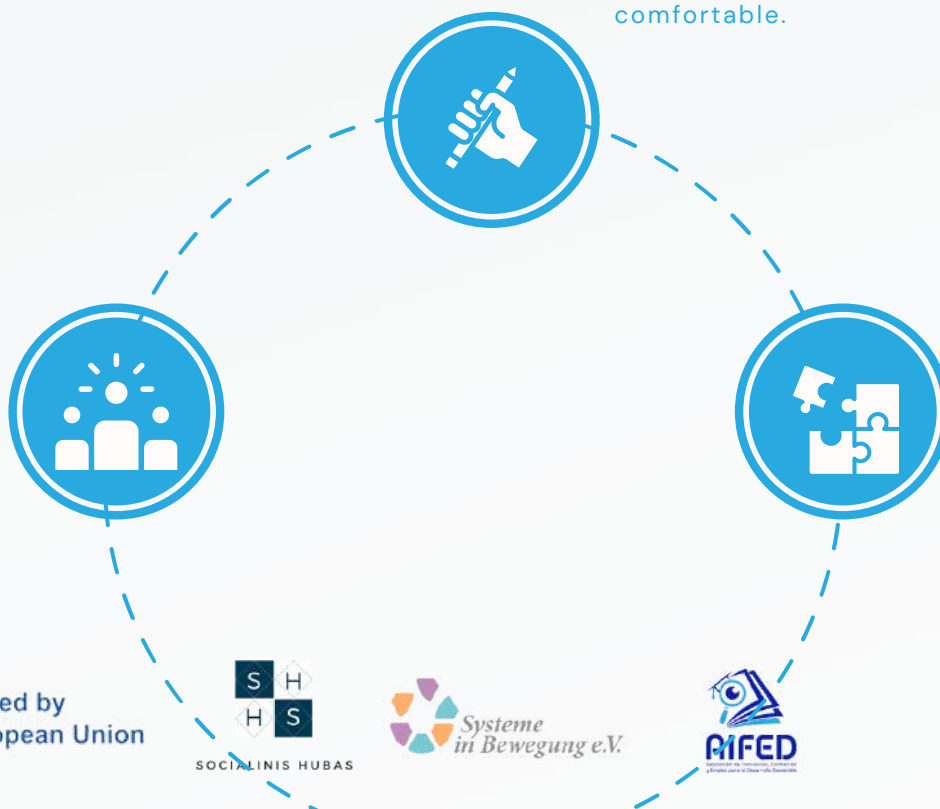
Creating a comfortable environment

Very often it is very difficult for patients to express their needs, either because of shame or fear. Educators must therefore be able in creating an environment that allows patients to feel comfortable.

Objective n° 3

Train participants to actively listen and identify client needs.

- Participants will practice active listening techniques to identify the needs of their learners (or clients) in educational settings.
- Participants will demonstrate how to use open-ended questions and reflective listening to better understand and address the specific needs and challenges of participants.



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ACTIVITY DESCRIPTION AND MATERIALS

Activity description



- 1.Target group – adult educators, mentors of change
- 2.Time – 2 hours

- 1.Slides to introduce the subject
- 2.Articles and texts on psychology to help outline a correct method of approach
- 3.clinical cases where patients' feelings and needs emerge
- 4.Flipchart or whiteboard for capturing key points.

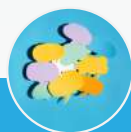
Materials



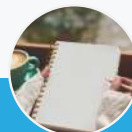
METHODOLOGY USED FOR THIS ACTIVITY



**Case Studies and Reflection
Methodology:**
Using case studies of real or hypothetical patient situations allows participants to reflect on various approaches to identifying and addressing patient needs. Participants analyze these case studies, identify barriers to effective communication, and discuss strategies to improve patient care.



Real-life case examples,
with video presentation,
then structuring a
discussion related to
the needs addressed.
and experiences.



**Group and Guided
Discussions and Collaborative
Learning
Methodology:**
In group discussions,
participants share their
experiences, challenges, and
insights regarding patient
communication and active
listening. Collaborative
learning encourages
participants to learn from
each other's experiences and
perspectives, fostering a
deeper understanding of
patient needs.



**Active Learning and Immersive
Engagement**
Practical and role-playing
exercises for creation active
learning environments where
participants engage directly in
the scenarios they are likely to
face in practice. These
exercises are immersive and
simulate real-world situations
that require participants to
adapt to dynamic patient
needs.



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ACTIVITY DESCRIPTION

1. Introduction

In this phase, the educator will introduce the core objectives of the session, emphasizing the importance of active listening, patient-centered communication, and creating a safe and supportive environment for patients. The key learning goals include:

- **Emphasizing Patient-Centered Approaches:** Understanding that patients should be at the center of their care, and that active listening helps uncover their unique needs.
- **Developing Effective Communication Skills:** Learning how to break down communication barriers and create an open dialogue with patients.
- **Creating a Comfortable Environment:** Recognizing the significance of emotional and psychological safety in patient interactions.
- **Active Listening and Identifying Needs:** Practicing how to listen attentively to patients and identify their specific concerns through techniques like open-ended questioning and reflective listening.

The educator will explain the main concepts:

- **Active Listening:** Fully focusing on what the patient is saying, without making judgments, interruptions, or assumptions.
- **Reflective Listening:** Paraphrasing or reflecting back what the patient says to ensure understanding and to validate their feelings.
- **Patient-Centered Communication:** Tailoring communication strategies to meet the individual needs of the patient, respecting their autonomy and perspective.

2. Case Studies and Reflection

Participants will analyze the case studies, which will be presented in various formats (written text, video, or role-play) to facilitate reflection on communication difficulties or missed opportunities for engagement.

3. Guided and Group Discussion: The Role of Communication in Patient Care

After introducing the key concepts, the educator will lead a guided discussion on the role of communication in patient care. Key points of focus will include:

- A) How active listening enhances the provider-patient relationship.
- B) The evolution of communication practices in healthcare and their impact on patient outcomes.
- C) Techniques for overcoming communication and behaviour barriers with patients who may be hesitant or anxious.

Discussion Questions:

- What are the key elements of effective patient communication?
- How can we ensure that our communication is patient-centered?
- How do we address patients who are reluctant or fearful about sharing their concerns?
- How can active listening improve patient trust and engagement?

4. Collaborative Learning

Participants will break into small groups to collaborate on brainstorming solutions to specific patient communication challenges. Each group will discuss their own experiences and apply the techniques learned in the module to suggest actionable solutions for improving patient interactions. Afterward, groups will present their findings to the whole group, encouraging cross-pollination of ideas and shared learning.

5. Active Learning and Immersive Engagement

Practical and role-playing exercises for creation active learning environments where participants engage directly in the scenarios they are likely to face in practice. These exercises are immersive and simulate real-world situations that require participants to adapt to dynamic patient needs.