



Project Number: 2016-1-RO01-KA203-024630

Communicating with Children

Practical Activity

Video tutorial – Communicating with children through drawing

Drawings, stories, and games can be used to determine how children are experiencing pain as they may have difficulty in verbalizing their discomfort. These strategies will also help the child patient to understand what is happening with him/her and accept the treatment, some of the fear of the unknown being thus surpassed.

Activity: Students watch and reflect in writing on the video [Drawing what and how I feel](https://youtu.be/Vb3TKwtTzRY) - <https://youtu.be/Vb3TKwtTzRY>

Students are taught about Communicating with children (8-10 years of age).

- They watch the video and identify key-aspects of communication.
- Students fill in the Post Video Critique Form by choosing from a given set of elements that characterize oral communication with small children.
- Then, based on the interview transcript, they comment on the importance of the strategy/characteristic used by the pediatrician.

Problem addressed: *improving communication with children through drawing*

Softskills: *verbal and non-verbal communication with children*

Post Video Critique Form: students should follow along with the transcripts and add comments reflecting on the communication skills they have just observed. Comparing student responses before and after the program allows teachers to see if their students have understood the information presented.

ACTIVITY - Video Critique Form:

From the communication elements in the table below **identify and define** those skills/strategies which you think the health professional has used in talking with the child patient and insert them in the second column near the corresponding reply.

Be prepared to argue what they are and why you think they are important, or if the case, what would you have done differently? Write your arguments/comments in the third column.

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Greeting

Sit down: next to the child

Initiate contact through playing a game

Opening of the interview: brief informal chat

Seating (conversational/cooperative position vs confrontational)

Clarification, open-ended questions, (in case of obscure information decrease ambiguity through clarifications)

Encourage the patient to explain

Positive voice tone/pitch

Expression (smile/seriousity)

Volume

Attitude: directive vs suggestive

Facilitation: can be ensured by saying “and then?” or by repeating a portion of the patient's last statement.



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Reflection with empathy

Pause

Confrontation

Negotiation

Nonverbal encouragement may be less distracting and may also be facilitative. Examples of nonverbal facilitation include nodding the head and mirroring the patient: i.e. repeat patient's statement

Telling stories

Using prompts/drawings/dolls

Building confidence

Being supportive

Empathetic listening

Explain in clear language

Medical jargon

Summarizing: helps to focus and improves compliance

Video	Identified/defined communication element used	Arguments and comments Suggestions for a better interview

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POST ACTIVITY:

Discuss on elements that were not present in the interview. Bring arguments for/against including/not including them.

Writing: Develop a list: *Suggestions for a better interview.*

Online resource: Communication Skills in Medical Practice A Video Companion for Health Professionals - <http://staff.aub.edu.lb/~webcomm/comskillsmanualenglish.pdf>



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