

Ministry of Health of Ukraine
Bogomolets National Medical University

Guidelines
to practical classes for students

Elective discipline: " Basics of communication with a child"

Topic : Features communication medical employee with teenagers .

Field of knowledge: 22 "Health care"

Specialty: 222 "Medicine"

Department of Pediatrics № 2

Approved at the meeting of the department dated "___" ___ 2024, protocol No. ___

Head of Department,

Corresponding member of the National Academy of Sciences of Ukraine,

Professor Volosovets O.P.

Considered and approved:

Central Medical Center for Pediatric Disciplines from "___" ___ 2024, protocol
No. ___

Head of the Central Committee, Professor Pochynok T.V.

Specific goals:

1. Know the principles of effective communication of a medical worker with teenagers .
2. Know the legal aspects of the communication of a medical worker with adolescent patients and their parents (legal representatives)
3. To be able to apply the principles of effective communication of a medical worker with teenagers.

Learning outcomes

Integral competencies : the ability to apply the principles of effective communication of a medical worker with adolescent patients and their parents (legal representatives)

General competencies:

- Ability to abstract thinking, analysis and synthesis
- Ability to learn and master modern knowledge
- Ability to apply knowledge in practical situations
- Knowledge and understanding of the subject area and understanding of professional activity
- Ability to adapt and act in a new situation
- Ability to work in a team
- Ability to interpersonal interaction
- Ability to communicate in a foreign language
- Ability to use information and communication technologies
- Ability to search, process and analyze information from various sources
- Determination and persistence in relation to assigned tasks and assumed responsibilities
- Awareness of equal opportunities and gender issues

- The ability to realize one's rights and responsibilities as a member of society, to be aware of the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine

Special professional competences:

- The ability to collect medical information about the patient
- Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility
- The ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual, family, population
- Adherence to ethical principles when working with patients
- Observance of professional and academic integrity

Practical experience:

- Be able to build trusting relationships when a medical worker communicates with teenagers and their parents (legal representatives)
- Be able to say hello correctly, show respect and interest, take care of the physical and emotional comfort of teenagers
- To be able to identify the problems of teenagers when seeking medical help
- Be able to listen carefully and encourage communication, use the technique of open and closed questions
- Be able to recognize verbal and non-verbal signals when communicating with teenagers and their parents (legal representatives)
- Be able to give explanations to common questions of teenagers and their parents (legal representatives)

Teaching methods:

- verbal (explanation, conversation, discussion)
- visual (demonstration)
- practical (practical work)
- method of clinical cases
- problem-oriented method
- "business game" method

Control methods:

- test control of the initial level of knowledge
- oral individual survey
- interview in groups
- control of practical tasks (communication)
- final knowledge level control (tests, situational tasks)

Basic training level:

Studying the discipline does not require basic special training. School knowledge of subjects anatomy, biology, basics of life safety

Questions for the class:

1. Building a trusting relationship when a medical worker communicates with a teenager and his parents (legal representatives)
2. Greetings, obtaining permission, explaining the purpose of communication
3. Ensuring the patient's physical and emotional comfort
4. Listening carefully and encouraging communication
5. Technique of open and closed questions
6. Verbal and non-verbal communication with the teenager and his parents (legal representatives)
7. HEADSSS as a tool for identifying risks and needs for health in adolescents

Practical tasks:

1. Building a trusting relationship when a medical worker communicates with a teenager and his parents (legal representatives)
2. Welcome and obtaining permission to view
3. Creation of physical and emotional comfort of the patient
4. Determining the problem of adolescents when seeking medical help using the HEADSSS questionnaire
5. Attentive and active listening and encouraging communication
6. Technique of open and closed questions
7. Non-verbal signals when communicating with a teenager and his parents (legal representatives)
8. Analysis of situational tasks in the communication of a medical worker with a teenager and his parents (legal representatives)

Content of the topic and materials for use in the practical session

Establishing an initial understanding. Say hello to the patient and say his name. Introduce yourself to the patient, explain the purpose of communication; obtain the consent of the teenager and his parents (legal representatives) for joint or independent communication of the teenager with a medical worker. Eye contact, facial expression, posture, position and movement, speed, volume, tone of voice.

Show respect and interest, take care of the patient's physical and emotional comfort. The main task of the doctor at the beginning of the consultation is to establish contact and find out the real reason for which the teenager applied. Listen carefully to the opening speech without interrupting.

When communicating with a teenager, it is recommended to use the HEADSSS questionnaire. The HEADSSS is a psychosocial interview tool designed to identify risks and needs for adolescent health and well-being . It is widely used in most countries. HEADSSS is an acronym for: Home, Environment , Education and Work, Activity, Drug, Sexuality, Suicidality,

Safety (Home, education and work, physical activity and nutrition, drug use, sexuality, suicidal tendencies, mental health screening, safety).

The assessment covers key aspects of an adolescent's life, helping health professionals to understand their circumstances and to tailor useful health advice, support and interventions.

The procedure usually involves a one-on-one conversation between a healthcare professional and the teenager. The conversation should be held in a safe and private environment, with the consent of the teenager. Depending on the circumstances, it may be necessary to conduct some of the assessment with a parent or guardian present, but most of the assessment should be conducted in private. This ensures that the teenager will feel comfortable and openly share. The goal is to engage the teen in the conversation, so try to keep the interview as natural and relaxed as possible. Avoid direct confrontational questions and use open-ended questions to encourage teens to express themselves freely. Always respect a teenager's right to privacy and confidentiality unless they share information that puts them at immediate risk of harm. In such cases, it is appropriate to take emergency measures.

Encourage the teen and their parents (legal guardians) to express their feelings. Recognize verbal and non-verbal cues (body language, speech, facial expressions, excitement). Clarify statements that are unclear or need clarification. Periodically summarize the results of the interview, make comments, adequately explain.

Uses empathy, provide support, express care, understanding, willingness to help, offer partnership. Be sensitive to uncomfortable and disturbing topics.

Share thoughts with the teenager to encourage him to participate and in this way take responsibility for his health. Before starting the physical examination, ask permission, explain the process. Offer choices, encourage the teenager to make choices.

At the end of the consultation, you should ask whether there are any additional questions or whether the teenager understood the information received.

Situational tasks for independent work

Task 1

A mother and a 15-year-old girl came to see a doctor. The mother is worried that the girl's appetite has worsened in the last 3 weeks, she has become pale, and she has lost weight. The girl denies the complaints, says that it all seems to her mother. What communication tactics will be effective in this case?

Answer: it is tactful to ask the mother to continue the conversation with the girl privately, with her consent.

Task 2

A 14-year-old teenager went to the family doctor with complaints of headache and dizziness. Alcohol, smoking and drinking narcotics substances denies. He is taken care of by his grandmother (father is at the front, mother and younger sister are temporarily abroad). As a result of the examination, the doctor prescribed laboratory and instrumental studies. Under what conditions are the studies carried out in this case.

Answer: Subject to the grandmother's written consent.

Task 3

A 15-year-old boy turned to his family doctor for advice about his lack of height (160 cm), compared to his classmates. According to the teenager, his parents do not share his concern - his father says that he was the same height. When examining the boy, the doctor noticed bruises and sores on his back. What questions should the doctor find out?

Answer: delicately ask about relationships with classmates, (possible bullying), parents (devaluation of feelings and possible problems of a teenager).

Task 4

A family with a 16-year-old daughter, who had just moved to the area, came to the outpatient clinic to sign a contract with the family doctor. The teenager has

dreadlocks , a piercing on his face, is wearing a jacket, despite the warm weather. The doctor looked at the girl appraisingly and said: "First, take off your jacket, comb your hair, and then you will enter the office." The girl angrily ran out of the clinic and refuses to sign the contract with the doctor. What are the assumed mistakes in communication? Can a teenager sign a contract with another doctor?

Answer: The appearance for a teenager is a self-expression of the personality, which can often change. Therefore, the doctor should not demonstrate her assessment of the girl's appearance. The jacket is a part of the teenager's image in this case, and if necessary, you can tactfully beat this moment, for example, make a compliment about a fashionable item and ask to remove it before the examination. Teenagers over the age of 14 can independently choose and sign a contract with a doctor they like.

Tests

1. When can confidentiality not be violated?

- A. With patients' permission
- B. When a family member asks for information
- C. When someone risks harm
- D. When the patient is at risk of harm
- E. When a serious crime is committed/is about to be committed

Correct answer: B

2. To which HEADSSS category can the question: "Does someone do things to you that you don't want?"

- A. Education
- B. Self-harm
- C. Sex and relationships
- D. Security and abuse
- E. Home

Correct answer: D

3. When might a breach of privacy be necessary?

- A. A teenager confesses to shoplifting
- B. A 16-year-old patient admitted to drinking alcohol
- C. The 12-year-old patient admits to having sex, but gives consent
- D. A teenager suffers from obesity
- E. A 15-year-old girl asks combined oral contraceptives, and her mother had previously requested that she be notified of any new prescriptions

Correct answer: S

literature

Basic:

1. Комуникативні навички лікаря: підручник / Колектив авторів за заг. ред. О.С. Чабан. – К.: Медпринт, 2022 – 400 с.
2. Медична психологія: підручник для студ. мед. вищ. навч. закл. Т1.: Загальна медична психологія / за ред Г.Я.Пилягіної [Пилягіна Г.Я., Хаустова О.О., Чабан О.С., Аймедов К.В., Асеева Ю.О.]. - Вінниця : Нова Книга, 2020. - 288 с.

Additional:

1. Комуникативні навички в медицині/ Петренко Н.О., Галіяш Н. Укрмедкнига. - 2019 -132 с.
2. Стефанишин, К.Л. (2022). Професійна комунікація педіатра з дитиною та її батьками: методична розробка практичного заняття для викладача. Медична освіта, (4), 107–116.
<https://doi.org/10.11603/m.2414-5998.2021.4.12699>
5998.2021.4.12699
3. Основи психології спілкування для медичних працівників. С.-77-79.

[https://lib.iitta.gov.ua/709053/1/%D0%9F%D0%BE%D1%81%D0%BE%D0%B1%D0%B8%D0%B5_%D0%97%D0%9B%20\(1\).pdf](https://lib.iitta.gov.ua/709053/1/%D0%9F%D0%BE%D1%81%D0%BE%D0%B1%D0%B8%D0%B5_%D0%97%D0%9B%20(1).pdf)

2. Комуникативні навички лікаря: *підруч. для студентів вищ. мед. навч. закл. та фахівців практ. медицини* / О. С. Чабан, О.О. Хаустова та інші, 2021. – 433 с. : іл., табл.

Information resources:

1. <file:///D:/DOWNLOAD/HEEADSSS%20Assessment%20Guide%20USU.pdf>
2. <https://starship.org.nz/guidelines/adolescent-consultation/>
3. <http://supportme.org.ua/diseases-and-medical-services/dostup-do-medposlug>
4. <https://www.who.int/ru/news-room/fact-sheets/detail/adolescent-mental-health#BOO3>
5. <https://www.youtube.com/watch?v=xUTpLDIFSKc> Депресія- ролик для підлітків
6. <https://rescentre.org.ua/poperedzhennia-zhorstokoho-povodzhennia-z-ditmy/pidlitkovyi-vik> Особливості підліткового віку
7. https://www.ehlers-danlos.org/wp-content/uploads/2017/07/MAYO_Clinic_Teens_Dysautonomia_copy.pdf ознайомчий буклет для підлітків
8. <https://www.youtube.com/watch?v=EoavQS6Dt0Q> –правила опитування HEADSSS, 1 частина
9. <https://www.youtube.com/watch?v=iOimSeQ4Wr4-> 2 частина.

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