

Reflecting on Effective Communication and Listening Skills in Therapeutic Practice

Tracy Shepherd, Linda Bolack,
Gillian King, Colleen Willoughby,
Michelle Servais



OACRS 2009



Outline

- Introduction/Background
- Case Studies
- Discussion
- Results - Qualitative Results



OACRS 2009



Why Listening?

- People want to tell their stories
- It is a therapeutic process
- It provides affirmation
- It helps to become 'unstuck'



OACRS 2009



Background/Rationale

- Interpersonal skills vs effective listening/ communication skills
- Listening and communication
- Effective service delivery



OACRS 2009



Main Objective

To explore effective listening and communication skills and strategies



OACRS 2009



Goal #1

To do an initial evaluation of a preliminary version of the **Effective Listening and Interactive Communication Scale (ELICS)**.



OACRS 2009



Goal #2

To reflect on listening and interactive communication skills in the therapy relationship.



OACRS 2009



Data Collection Tools

- 4 tools were given to participants to complete prior to the focus groups
- Total time to fill out was 35 - 45 minutes
- Completed one week before the focus group



OACRS 2009



Measure of Processes of Care for Service Providers (MPOC-SP)

- Measures therapists' perceptions of their family-centred behaviour in four domains
- Reliable and valid
- 27 questions rated on a 7 point likert scale

(Woodside, Rosenbaum, King & King, 1988)



OACRS 2009



Listening Self-Nomination Form

- Capturing therapists' overall perception of their level of communication and listening skill
- Developed by the study team



OACRS 2009



Background Information Form

- Capturing information about therapist discipline, years and nature of experience, age, and type of caseload experience
- Adapted from Background Information Form developed by the Clinical Decision Making Group (King et al, 2002)



OACRS 2009



Effective Listening and Interactive Communication Scale (ELICS)

- Approximately 10 items for each of the 6 conceptually-based scales
- Total of 75 items

(King, Bolack, Shepherd, Willoughby, Servais, in preparation)



OACRS 2009



Development of the Scenarios

- 8 clinical scenarios developed over a series of brainstorming meetings
- Based on clinicians experiences
- Cover a range of multidisciplinary issues
- Reflect the 6 core aspects of communication / listening identified in the literature review

Focus Groups

Three focus groups:

- 1 selected by research committee
- 2 self-selected

Participants

Employees of TVCC who have a clinical role

- OT
- PT
- SLP
- Therapy Assistants
- Social Workers
- Psychometrists
- Recreational therapist

Guiding Questions & Prompts

- What is “bad listening”?
- How do you create an environment for sharing information?
- How do you invite people to tell their stories?

Case Studies

- Small groups
- No more than 10
- Mix up the disciplines
- 20 minutes for case studies
- Not trying to solve the problem rather think about...

“What are you listening for?”

Questions

- Did you feel listened to in the group?
- Would you feel differently if it was a group of your peers or people you knew well?

Literature Says...

Case studies enhance

- learning
- transdisciplinary decision making
- team work
- clinical reflection



(Batorowicz & Shepherd, in preparation)
OACRS 2009



We Heard...

- “Case studies make it real”
- “Give different ways to look at a situation”
- “Learning was an outcome”
- “Scenarios changed my thinking”



OACRS 2009



We saw...

- Expert listeners
- Emerging decision making/listeners in the groups
- Some “Negative Nellies”
- Big picture thinkers vs practical thinker



OACRS 2009



Barriers to Listening

- *“I stop listening when I try to solve the problem”*
- *“When I am thinking of what to say next I’m not really listening”*



OACRS 2009



Case Studies are Used for...

- Mentoring/training new clinicians
- Self reflection to meet college requirements
- Professional development
- Equipment prescription in AAC



OACRS 2009



Take away message

- Can be applied to every day practice
- Can be incorporated into any paediatric rehab team
- Can enhance listening and communication skills of individual therapists



OACRS 2009


