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Transforming communication competencies to skills in emergency care

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Μετατρέποντας τις επικοινωνιακές ικανότητες
σε δεξιότητες στην επείγουσα φροντίδα

Περίληψη στο τέλος του άρθρου

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Acquiring competence and skills concern the main goals of education, particularly in health sciences, such as nursing. The determining characteristics of competence are the application and development of skills, the effectiveness of clinical practice, teaching focused on specific objectives to maximize levels of competence, learner accountability, practice-based learning, self-evaluation and learning based on the individuals' learning experiences.¹ Basic and significant feature of competency-based education is that the learner will acquire basic knowledge, skills and attitudes required for the specific learning process before leaving the learning environment.² This type of training improves the relationship between educational performance and employment opportunities, and in addition it reduces the gap between educational effectiveness and the ever-changing work environment.³

In general, the competences in education are determined by various national and international frameworks, such as those of UNESCO, the European Commission, the Organization for Economic Cooperation and Development (OECD). In regards to the nursing profession, frameworks

have been formed by academic nursing associations, which are periodically updated and reformed. In these frameworks/guidelines it is stated that the basic competencies are determined by the students' past experiences that are deeply established and intersected during the internship, forming a synthesis of knowledge and action. In addition, various competencies are included, grouped and organized into ten domains that correspond to initial and advanced levels of nursing education. They clearly describe a shared vision and promote open dialogue about nursing practice.⁴

Skills are a person's ability to carry out processes and be able to use its knowledge in a responsible way to achieve a goal. They involve mobilizing knowledge, attitudes and values to meet complex demands. Modern trends, such as globalization and advances in artificial intelligence are changing the job market demands and the skills required for employees to work in complex environments. Social and emotional skills such as empathy, self-awareness, respect for others, and the ability to communicate become essential as classrooms and workplaces become more ethnically, culturally, and linguistically diverse. Performance in the educational context also depends on social and emotional skills, such as persistence, efficiency, responsibility, curiosity and emotional stability.⁵

Communication is one of the most important social skills, vital in healthcare services. The expression and transmission of the sick person needs to those who have the cognitive level and the decisive role to satisfy those needs leads to understanding and therefore facilitates the response in order to satisfy them. The ability to communicate is an innate human characteristic, as it can be expressed through a verbal or non-verbal channel, which becomes effective when it is transformed into a skill following a specialized training.⁶

Nurses are professionals who need both clinical and social skills. The nurses' qualifications in 21st century are not a simple certification of nursing knowledge and skills

in clinical practice, but also cultivated social skills.⁷ The COVID-19 pandemic has been a turning point in many areas, changing the learning process and highlighting the utility of cultivating social skills as a fundamental component in human relationships. The application of learning processes to develop complex communication skills, such as emotional intelligence, is becoming a social necessity.⁸

Effective communication is essential within interprofessional teams dealing with emergency situations, such as a resuscitation team performing cardiopulmonary resuscitation (CPR). Communication supports effective collaboration and work coordination, and helps create mutual situational awareness. Poor communication leads to wasting valuable time and, possibly, to life-threatening errors.⁹ In the Accidents and Emergency Department, key information is verified primarily through communication with patients and their relatives. Therefore, an in-depth understanding of communicated messages is required in order to facilitate the delivery of effective therapeutic care.¹⁰

The development of high-demand communication skills is made possible through specialized teaching and learning. Academic Institutions' Nursing Schools can respond to the work necessity as long as the educational design and the educational methods that will be used are based on theories related to the constructivist pedagogy of competency-based education.¹¹ Kolb's theory of experiential learning and the social cognitive theory, which also includes the Bandura's concept of self-efficacy, are structural frameworks that will form the basis of the architectural formation of the educational design and the application of teaching and learning through the appropriate methods.¹²

Clinical simulation methods that can be used by academic tutors are an appropriate tool for students towards the transition to clinical setting. In academic institutions, it is very important to organize and equip simulation laboratories with interactive training patient models to ensure the learner's basic competences, i.e., knowledge, skills and attitudes before clinical internship.¹³

Highly acceptable to students, in terms of communication skill training, are the scenarios' analysis and critical thinking about communication needs in a variety of clinical settings in emergency care such as multicultural language barriers, sensory barriers due to hearing or vision impairment, announcing bad news and managing conflicts in interprofessional care provision.⁶

A particularly effective method for teaching and developing the skill of communication is the experiential

method of theatrical dramatization, such as role-playing, scenario simulation, playwriting, improvisation, drama and psychodrama. The theatrical process is based on communication, interconnection and continuous interaction. Theatrical techniques are a co-energetic process of experiential learning that connect and activate the learner with the learning object through sensations, experiences, embodied presence, expression of thoughts and release of emotions.¹⁴

It is important to implement reliable methods to measure clinical skill proficiency, performance and practice readiness in order to bridge the educational practice gap between theory and actual quality in healthcare provision.² In addition, it is necessary to form a competency framework that defines competencies with measurable indicators.¹⁵

In conclusion, social skills training is a necessity of the 21st century nurses. Communication skills in emergency care conditions ensures the quality of healthcare and, nowadays, is a prerequisite qualification for future nurses. There is a need to create competency-based nursing curricula. The use of experiential learning methods leads to the transition from informational to transformative learning. At the same time, it is important to increase the participation of the main stakeholders, in this case the students, in the curricula development in order to achieve a student-centered dimension. A focus on education directed at healthcare organizations is extremely useful in order to identify the working reality, identify wrong practices, and train and shape future nurses with a different work culture. The ongoing reform of nursing education requires the increase of instructors' and mentors' competence and skills, as well as expanding the collaborative frameworks between nursing school teachers and clinical leaders.

ΠΕΡΙΛΗΨΗ

Μετατρέποντας τις επικοινωνιακές ικανότητες σε δεξιότητες στην επείγουσα φροντίδα

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Η ικανότητα αποτελεί θέμα μεγάλου ενδιαφέροντος για την εκπαίδευση, ιδιαίτερα σε κλάδους επιστημών υγείας, καθ' ότι διασφαλίζει ότι ο(η) εκπαιδευόμενος(η) θα αποκτήσει τις καθορισμένες βασικές γνώσεις, δεξιότητες και στάσεις που απαιτούνται για την καθορισμένη εκπαιδευτική

διαδικασία, πριν εγκαταλείψει το μαθησιακό περιβάλλον. Η επικοινωνία συνιστά μια από τις σημαντικότερες κοινωνικές δεξιότητες ζωτικής σημασίας στις υπηρεσίες υγείας και ειδικά σε καταστάσεις επείγουσας φροντίδας, όπου η πτωχή επικοινωνία μπορεί να αποτελέσει σπατάλη πολύτιμου χρόνου και, τελικά, να οδηγήσει σε απειλητικά λάθη για τη ζωή του ασθενούς. Μέθοδοι εκπαίδευσης της δεξιότητας της επικοινωνίας είναι η εφαρμογή μεθόδων προσομοίωσης σε ειδικά εργαστήρια, η αξιοποίηση μεθόδων βιωματικής μάθησης με μεγάλη αποτελεσματικότητα, όπως διάφορα είδη θεατρικών τεχνικών, καθώς και η ανάλυση σεναρίων που περιλαμβάνουν εξειδικευμένες ανάγκες επικοινωνίας. Η δεξιότητα στην επικοινωνία στον τομέα της υγείας σε συνθήκες επείγουσας φροντίδας διασφαλίζει την ποιότητα παροχής υπηρεσιών υγείας και καθίσταται προαπαιτούμενο προσόν των νοσηλευτών(τριών) του μέλλοντος.

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Λέξεις ευρετηρίου: Εκπαίδευση βασισόμενη στις ικανότητες, Επείγουσα φροντίδα, Επικοινωνία, Κοινωνικές δεξιότητες

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