MODULE 14: COMMUNICATION AND FEEDBACK

Cognitive Goals

At the completion of this module the student-instructor should be able to:

14.1   Describe the process of active listening
14.2   State the importance of timely feedback
14.3   Compare and contrast counseling and evaluation
14.4   Describe several unique types of questioning that could be used to solicit student responses
14.5   Explain how body language affects one's verbal communication reception
14.6   Recognize the need to check for understanding when giving students information
14.7   State the benefits of honest communication in the education environment

Psychomotor Goals

At the completion of this module the student-instructor should be able to:

14.1   Demonstrate active listening during a role-play exercise in the classroom
14.2   Employ the use of the pause when questioning students in a role-play exercise in the classroom
14.3   Demonstrate the proper use of positive and negative feedback in a counseling scenario
14.4   Demonstrate the use of questioning techniques to solicit student responses in a mock classroom environment
14.5   Model body language that is recognized as open, interested and positive

Affective Goals

At the completion of this module the student-instructor should be able to:

14.1   Support the need for positive communication in the learning environment
14.2   Encourage open communication in one's classroom
14.3   Value the need for honesty in academic communications

Declarative

I.   Why this module is important
   A. The ability to communicate well is a key skill for the EMS instructor to possess
      1. It is also a key skill for an EMS provider
   B. Good communication ability is an aspect of professionalism
   C. Many problems within the classroom will be caused by, or contain an element of, miscommunication

II.   Communication in the classroom
   A. The instructor should create a positive environment for communication
   B. We communicate with people when the subject is both positive and negative, during brainstorming and problem solving

C. Praise in public and punish in private
   1. Catch people doing things right, and praise them for good behavior
D. Feedback
   1. Provide feedback as immediately as possible after the action
   2. Provide feedback about both positive and negative behaviors and performance
   3. Try to begin with positive statements, cover the negative information (via constructive criticism) and then end on a positive note
E. Employ active listening
   1. Listen to what another is saying
   2. Listening is a difficult skill to develop, especially when you are engaged in the conversation and are thinking of a response
   3. Paraphrase and repeat back what was said to verify your own understanding of the message that you received
F. Check for understanding in the message you send
   1. Ask the receiver to rephrase what you said
   2. Provide more information as needed for clarification
G. Use open body language
   1. Hands and arms relaxed
   2. Comfortable personal space
   3. Give your full attention to speaker
   4. Neutral or positive facial expression

III. Questioning techniques to use in the classroom
   A. The "pause"
      1. Ask a question and then wait several seconds for a reply
      2. Used to add emphasis, allow time to process information, or to formulate a response
      3. Helpful when students are not focused on you as they will notice the silence and redirect attention
      4. Allow students an equal amount of time to think (think time) before you begin to answer the question or ask another student to answer
         a. Studies have shown that instructors will allow longer think times for students they believe can actually answer the question
   B. Calling on students in class
      1. Checks an individual's level of recall or understanding
      2. Do not always call on the first one with a response
      3. Do not let the fastest replying student dominate the class
      4. Do not single out an individual student
         a. Go around the room in a pattern
         b. Use a prop to pass around with each answer
         c. Work alphabetically through your roster
         d. Draw names or numbers from a hat
      5. Watch the students to determine how comfortable they are with this technique as this may intimidate shy students

        a. If you establish up front when they can expect to be called upon by using one of the techniques listed above they may be less anxious

C. Open ended questions
1. Invites dialogue and discussion
2. May be used to evaluate critical thinking

D. Move students into small groups for an initial discussion then ask them to report consensus points to entire group
1. Make sure you circulate around the room and ensure students stay on task

E. Facilitation and coaching
1. This can be accomplished through individual or small group work
2. This is a very intensive method of evaluating students

IV.   Counseling students

A. Involve appropriate members of the education team while also assuring confidentiality for the student
1. Medical director
2. Your supervisor or employer
3. Your mentor or an experienced instructor
4. The student's supervisor or employer

B. Begin with a friendly greeting

C. State the facts of the behavior or performance issue, as they are known to you

D. Allow the student an opportunity explain the situation from their perspective, what he or she was thinking, and reasons for their action

E. Confirm they understand the problem, check that you have all the facts, ask for clarification if needed

F. State and explain rules, regulations, laws, and standards which govern the behavior and any consequences

G. Work together to create a plan of action or intervention
1. May result in a learning or behavior contract

H. Review what has been covered, discussed and decided

I. Close with a positive and supportive message

J. Document the session in writing
1. Provide copies to the student and all appropriate stakeholders
2. Inform the student of the individuals who received this information
3. Put a copy of the document in the appropriate student or course files per your organization mandates
4. Always document, even if you consider it a minor infraction, so you have these documents as support if problem continues

V.   Use professional ethics in academic communication

A. Always be honest
B. Protect confidentiality
C. Address people directly
D. Treat people how you want to be treated

<u>Bibliographic References</u>

Adler, Rosenfeld and Towne. (1983*). Interplay, The Process Of Interpersonal Communication.* New York: Reinhart and Winston.

Resurreccion, R. (1995). Coaching and Counseling Skills. *Education and Training for Work.*

Stritter, F. & Flair, M. (1980). *Effective Clinical Teaching*. Bethesda: US Department of Health, Education and Welfare.

Weider-Hatfield. (1981). A unit in conflict management skills. *Communication Education, 30*, 265-273.