

CURRICULUM DEVELOPMENT USING VR TECHNOLOGY TO ENHANCE EMPATHETIC COMMUNICATION SKILLS IN FUTURE HEALTH CARE PROFESSIONALS



INTELLECTUAL OUTPUT [1]: QUALIFICATION FRAMEWORK (VET)

ACTIVITY IO1A6: DEVELOPMENT OF THE QUALIFICATION FRAMEWORK



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PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Cooperation for innovation and the exchange of good practices
Project title:	Curriculum Development using VR technology to enhance empathetic communication skills in future health care professionals
Project Acronym:	EmpathyInHealth
Project Agreement Number:	2019-1-CY01-KA203-058432
Start Date:	01/09/2019
End Date:	31/08/2022

PROJECT PARTNERS





Work Area Id	1	
Work Area	General Overview of Empathy	
Unit	1.1 Understanding empathy and competencies necessary for empathy	
Learning outcomes correspond to EQF	Level 5	
Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
<ol style="list-style-type: none"> List three different types of empathy (emotional, cognitive, prosocial) Describe the different perspectives when talking about empathy Outline relevant research findings in relation to empathy in different care settings 	<ol style="list-style-type: none"> Self-reflect and self-assess your level or lack of empathy in daily life Use techniques as listed below to develop empathy during contact with the persons you are supporting: Demonstrate genuine interest and respect for the other party Demonstrate active listening Use verbal and non-verbal cues in a way that facilitates/reinforces empathy Use appropriate questioning/clarifying techniques Demonstrate sign-posting Use summarizing techniques Give voice to the person you are caring for/support Recognise, Acknowledge and validate (RAV) the person's concerns, feelings Provide support while demonstrating empathy by expressing concern, understanding, 	<ol style="list-style-type: none"> Evaluate the feedback from colleagues and simulated persons with care needs on your level of empathy and ways of improving Adapt your empathetic behaviour to the person in need of care



Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
	willingness to help; acknowledging coping efforts and appropriate self-care 14. Deal sensitively with delicate issues	



Work Area ID	2	
Work Area	<i>Empathy in relationships and information exchanges in different caregiving contexts/environments</i>	
Unit	2.1 Understanding empathy in relationships and information exchanges in different caregiving contexts/environments	
Learning outcomes correspond to EQF	Level 5	
Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
<p>17. Define patient-centred/empathetic relationships</p> <p>18. Describe the characteristics of a relationship that fosters and nurtures empathy and trust</p> <p>19. Outline relevant research evidence on the importance of empathetic/patient-centred relationships on patient outcomes in the different health care contexts/environments (in this part partners could focus on contexts relevant to the scenarios they developed)</p> <p>20. Describe the skills necessary during initial and continuous communication with the recipient of care</p>	<p>21. Self-reflect and self-assess his/her level or lack of empathy in relationships and information exchanges in daily life.</p> <p><i>Use evidence-based techniques as listed below to develop empathy during information exchanges with recipients of care (e.g. when caring for persons with dementia and mental health issues, etc)</i></p> <p>22. Share his/her thinking with other party</p> <p>23. Assess recipient's of care condition</p> <p>24. Use the responses of the recipient of care as a guide on how to proceed</p> <p>25. Use appropriate language without jargon</p> <p>26. Check other party's understanding</p> <p>27. Elicit other party's ICE</p> <p>28. Discuss the kind of care needed</p> <p>29. Negotiate mutually to decide on a mutually acceptable plan/routine</p> <p>30. Provide forward planning: explain to the recipient of care the next steps (e.g. I will help you get out of bed in the morning. I will help you take your</p>	<p>31. Evaluate the feedback from recipients of care on his/her level of empathy in relationships and information exchanges and ways of improving.</p>



Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
	medicines. I will collect your prescriptions etc.)	





Work Area ID	3	
Work Area	<i>Showing empathy in diverse environments and overcoming barriers/challenges to empathy</i>	
Unit	3.1 Showing empathy in diverse environments	
Learning outcomes correspond to EQF	Level 5	
Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
<p>32. Define cultural competence in multicultural and sociocultural environments and its effects on the care recipient's health outcomes</p> <p>33. Outline the different theoretical approaches to cultural competence</p> <p>34. Outline research evidence on the importance of cultural competence in healthcare/caregiving and working with persons from various cultural and social backgrounds</p>	<p>35. Self-reflect and self-assess his/her level or lack of empathy in daily life in diverse environments.</p> <p><i>Use evidence-based techniques as listed below to develop empathy during information exchanges with care recipients and other health care professionals from various cultural and social backgrounds:</i></p> <p>36. Show genuine interest and curiosity for the cultural beliefs of the care recipient/colleague</p> <p>37. Demonstrate avoidance of making assumptions</p> <p>38. Demonstrate avoidance of stereotyping</p> <p>39. Deal sensitively with issues of sexuality, unease of some physical examinations/caregiving, use and abuse of alcohol and other substances, etc.</p>	<p>40. Evaluate the feedback from colleagues and care recipients on his/her level of empathy and ways of improving in culturally diverse environments and with culturally diverse people</p> <p>41. Adapt his/her empathetic behaviour to the care recipient and other health carers' needs from culturally diverse environments</p>



Work Area ID	3	
Work Area	<i>Showing empathy in diverse environments and overcoming barriers/challenges to empathy</i>	
Unit	3.2 Challenges to empathy in caregiving and how to overcome these	
Learning outcomes correspond to EQF	Level 5	
Learning outcomes		
Knowledge	Skills	Competencies
<i>He/she is able to</i>	<i>He/she is able to</i>	<i>He/she is able to</i>
42. Identify and label challenges to empathy in care 43. Define burnout and describe the relationship between empathy and burnout 44. Identify and label evidence-based instruments for assessing burnout and stress-related conditions in care Professionals 45. Identify and label methods for preventing and/or treating burn out	46. Use self-reflection to recognise symptoms that you might be burnt out 47. Use appropriate resources for testing your symptoms of burn-out 48. Practice techniques to reduce stress and burn-out 49. Know what to do in case of burnout	50. Advocate and model self-caring attitudes 51. Increase self-confidence in self-caring under stressful situations 52. Model a positive, calm and mindful approach when dealing with stressful situations