



ENhANCE – Teacher Training

M4 - Design of a collaborative activity enhanced with self-regulated learning and game mechanics

Group	<i>Aryn</i>	
Title of the activity	Know and apply communication, counselling and negotiation strategies and techniques with different actors	
Learning Outcomes	<i>Know and apply communication, counselling and negotiation strategies and techniques with different actors</i>	
Evaluation criteria and methods	<ul style="list-style-type: none"> <i>evaluation of work based learning</i> <i>demonstration of simulation/ability</i> 	
Context	A blend course within a context of a postgraduate master course	
Population	<i>Graduate nurses attending a master course</i>	
Contents	Acquisition of communicative and relational strategies aimed at increasing adaptability and integration skills in the individual and in the community	
Collaborative technique	<i>Role playing. The specific LO can be effectively assessed through Role Playing, which enables the objective assessment of the communication level and effectiveness, because it takes into account various skills at the same time.</i>	
Phase 1	Task	Introduction to the activity, asses previous knowledge regarding the topic, initial material and supporting documents on effective communication. Videos and examples of good and problematic communication during healthcare activities.
	Time	One to two days
	Team	Group of students
	Technology	F2F, forum, veideos
Phase 2	Task	<p>We ask students, divided into small groups, to produce “typical scenarios”of interaction between patient and nurse, where the patient brings a complex menagment problemfrom the point of view of assistance (for exampleearly discharge in a patient operated for a femur fractureand poor knowledge of territorial resources).</p> <p>Evaluation of the emotional state of the actors involved in the interaction trough their verbal reports so that emotional experience related to the complexity of care emerge (complex emotions are</p>



		expected such as fear, anxiety, the sense of isolation and abandonment)
	Time	4 days
	Team	Little groups of students
	Technology	F2F and forum
Phase n.	Task	Evaluation of communication techniques through the video micro-intervention procedure guided by interpretative grids in order to enhance functional and dysfunctional interactions, paying attention also to non-verbal language and to the circularity of the process. Consolidation of learning through student narrative
	Time	1 day
	Team	Group of students
	Technology	F2F
Self-regulated learning	<p><i>Self regulated learning is covered within the activity by assessment of previous knowledge and by letting student to decide role and create scenarios</i></p> <p><i>4ts are covered</i></p> <p><i>Consume by videos and materials provided</i></p> <p><i>Contributes Create, connect and by the scenarios provided as it will be a product of collaboration, forum and class communication and reviewed</i></p>	
Gamification	<p><i>Its scenario will be assessed and credit for</i></p> <p><i>The realistic of the situation described</i></p> <p><i>The majority of the roles that are covered</i></p> <p><i>The emotions that are being addressed</i></p> <p><i>The effectiveness of communication technics that are used</i></p>	