



TRANSVERSAL SKILLS 1
Communicate orally in the professional world



TRANSVERSAL SKILLS 7
Use social codes related to the professional context



TRANSVERSAL SKILLS 8
Work in a group and as a part of a team



TRANSVERSAL SKILLS 9
Learn and train yourself throughout life



TRANSVERSAL SKILLS 10
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Skill 1 :

« Communicate orally in the professional world »

Methodological suggestion



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The proposed system has been **designed for the classroom** and is therefore particularly attentive to **using the group as a resource for learning** (socioconstructivism perspective).

For example, at the level of training techniques: give priority to role-playing, approaches that integrate debates and arguments from different points of view, comparisons of strategies, individual working times and then subgroups, etc...

For example, at the level of structuring the approach. :

- **Take stock of what we already know**: teaser and/or emergence of pre-representations;
- **Open the debate / broaden the vision** : compare points of view within the group, enrich the group's representations based on external contributions (testimonies, videos, documents),
- **Structuring learning outcomes** : synthesise, go to the essential,
- **Take ownership of what has been achieved** : reformulate, reinvest in another activity...

The approach is given as an example. Other techniques or approaches are possible;

everyone remains free to choose their own pedagogical proposal.



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This competency will be worked on by following the structure of the 4 levels of the AEFA guide. This proposal is therefore part of a logic of progressive complexity from level 1 to level 4. In addition, in view of the importance of the relational dimension in the homecare professions, a reflexive time on communication is proposed before work on the levels is carried out.

For each pedagogical proposal, an **estimate of time** is given. This remains indicative, it will be adjusted by the trainer according to the group size and its dynamics. The pedagogical proposals here concern a group of 8 to 12 people maximum in order to guarantee interaction and respect for everyone's expression.

First, you will find in this tutorial a **presentation of the objectives** by level.

For each of these levels, **suggestions for methodologies** to develop and strengthen oral communication with the group are provided. Finally, it will conclude with **indications in order to think about evaluation methods** to verify learners' achievements.

Objectives of the proposal for this skill



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Objective of the introductory sequence: Be able to identify the challenges of oral communication in the professional practice of Home Support.

Objective of Level 1: Overall objective: to be able to communicate simply in a face-to-face situation.

Objective of Level 2: Overall objective: To be able to receive and deliver information.

Objective of Level 3: Be able to interact in an appropriate way in professional relationships.

Objective of Level 4: Adopt an appropriate posture in professional communication.

Introductory sequence



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Suggested situations : This introductory session is divided into three stages punctuated by time when the learner is in an active situation and by time when the learner is a receiver of information.

1/ What is communicating? (according to the learner / definition of communication)

2/ What is oral communication ? (according to the learner / definitions: verbal / non-verbal / paraverbal communication)

3/ The importance of oral communication in the homecare profession? (according to the learner / in the light of the realities of the profession :
With the beneficiaries: face-to-face on a daily basis, relationship profession, social cohesion objective, specificities of the audiences being supported,...
With the professionals (colleagues or other home workers): oral transmissions,...
With the relatives of the beneficiary: oral transmissions, moral support,...

Introductory sequence



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Supports: Any technique that allows individual representations to emerge and facilitates the group's production on communication, oral communication and the use of oral communication in the practice of Home Support.

- Brainstorming ;
- Metaplan ;
- World Café ;
- ...

Estimated duration: 2 hours

Level 1



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Be able to transmit information relating to his/her identity or professional activity.



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Suggested situations:

1/ During a **first intervention at the beneficiary's home**, the home helper is required to come for reasons of use but also to put the person in confidence. In this way, he or she may have to reveal his or her identity, specify the terms of his or her intervention or even give some information about his or her professional background (seniority, for example).



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2/ In the context of its activities, the Home Help may be required to describe the tasks he/she carries out at home (to a new colleague, to the beneficiary himself/herself, his/her entourage,...) Ex: chronology of tasks over the intervention period, over the week, details of the task performed....



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Type of activity: The possible activities must allow the learner to **express himself or herself orally**, it will therefore be relevant to propose pedagogical situations allowing the learner to put himself or herself in a position to speak either in a **dual relationship** or in **front of a group**.

Support:

- Cross-presentations ;
- Role-playing games ;
- Simulations ;
- ...



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Estimated duration: 2 hours

Level 1



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Ability to understand instructions and share misunderstandings.



Suggested situations:

1/ As part of fall prevention, maintaining physical activity is essential. A physiotherapist - for example - can associate the home helper in the accompaniment of the beneficiary's walk. He will then give instructions to the home helper to make walking safer, adapt the activity to the person's potential, etc.

2/ In a team meeting, the head of department can give new information about the organisation of the work of the home helper. In this context, the Home helpers may need to ask for clarification on the readjustments to ensure that they are understood and may relay this information to other colleagues.

Type of activity: Like the first operational objective, the activities of this second objective must lead the learner to express himself. However, it is particularly important here to highlight the importance of verbalising misunderstandings. However, saying that we have not understood is not an easy thing to do and getting people to allow themselves to formulate it can be a real challenge for the trainer. Thus, prior to any consideration of putting people in a situation, a preliminary work on the right to make mistakes and on building confidence in their abilities should be considered. Strengthening people in their potential is a prerequisite for educational support, which is increased when they have been made vulnerable by their professional, school/training or life paths.

Level 1



TRANSVERSAL SKILLS 1
Communicate orally in the professional world

Be able to understand instructions and share misunderstandings.



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Support:

Exercises allowing the expression of the learner's tastes and dislikes (I like/dislike), then gradually of what he knows how to do and what he would like to know how to do (I have always dreamed of...). Through this gradual proposal, the aim is to make the learner aware of his or her abilities but also of his or her shortcomings and to "de-dramatize" them.



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"Situation cards": an issuing learner gives indications to a receiving learner from the situation card drawn from a set of cards presenting professional situations encountered by Home Helpers. The receiving learner must verbalise what he has understood of the instructions or even signify what he has not understood in them....



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Beyond the supports used, the trainer must adopt a benevolent posture, be part of a positive reinforcement dynamic in order to support and motivate the learners' self-confidence.



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Estimated duration: 2 hours

Level 2



TRANSVERSAL SKILLS 1
Communicate orally in the professional world

Understand the different forms of communication.



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Support:

- 1/ Transmit information by telephone to a colleague before taking (verbal) leave.
- 2/ Receive instructions from the medical equipment supplier when installing a medical bed and a lift (para-verbal as well as verbal).
- 3/ Be attentive to the expressions of a beneficiary who no longer has the ability to speak during hygiene and comfort care (non-verbal).



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Type of activity:

This sequence echoes the elements mentioned in the introductory sequence. Thus, the proposed activities should make learners aware that oral communication is not only about what is audible (verbal) but also about the gestures and expressions that may or may not accompany speech (non-verbal and para-verbal). As the activities of home helpers are inseparable from the relational dimension, it is important for learners to measure the importance of messages sent to or by people in professional practice.



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Support:

- Exercise using emotional cards to identify the message that is transmitted by facial expression.
- Filmed scenarios to analyse the non-verbal language of the protagonists.



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Estimated duration: 2 hours

Level 2



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Amener son interlocuteur à expliciter ses propos.

Situations:

- 1/ The son of a beneficiary wishes to share with the home help worker his concern about his mother's state of health but has difficulty putting into words what he feels.
- 2 / A beneficiary confesses to the home helper that he had been approached by a windows salesperson, he thinks that the latter wanted to defraud him, the home helper is trying to find out more.
- 3 / A colleague gives geographical indications to explain how to get to the home of a new beneficiary.

Type of activity:

Through the proposed activities, the first step will be to discuss with learners communication techniques that promote people's expression and understanding, such as **reformulation, active listening, questioning, ...**

In a second step, it will be a question of experimenting with its techniques in order to encourage their appropriation by the learners but also so that the latter can measure the impact on the interlocutor.

Support:

- Video supports: analysis of the scenes played by highlighting what communication techniques bring as added value to communication...
- Case scenarios: these can be done under the eyes of other learners but can also be filmed. Thus, the learner in the situation will become aware of his attitude and its effects on the interlocutor in addition to the feedback from the latter, the group and the trainer.

Estimated duration: 2 hours

Level 3



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Adapt your communication according to the person you are talking to.



In the professional context, home help may be required to exchange with a wide variety of interlocutors. The purpose of this sequence is to sensitise the learner to the fact that the content and wording of his messages will have to be adapted according to the receivers and situations and to his ability to adjust his behaviour in the situation.

Situation: In all the tasks carried out at home, the home help will be in contact with older people, home professionals, but also with the family. The professional is also called upon to evolve as a team and thus to interact with his colleagues and his hierarchy. Thus, discussing a person's situation with his or her family will not take the same form as if the situation were discussed in a team meeting. Similarly, explaining a task to a beneficiary will not appear in the same way as if the task is to be described to a colleague.

Level 3



TRANSVERSAL SKILLS 1
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Adapt your communication according to the person you are talking to.



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Type of activity:

The activities proposed for this level must allow the learner to confront communication situations requiring, for example, the adaptation of vocabulary to be understood by all, adaptation to contexts that includes the integration of social codes, the selection of information taking into account professional discretion,... Before these application exercises, it is possible to propose short scenes to identify the elements where situations require adaptation.



TRANSVERSAL SKILLS 8
Work in a group and as a part of a team

Support:

- Videos: filmed sketches analysed with the learners on what they identify as inappropriate in the situations, the reasons and make proposals for adjustment.
- Case scenarios: the same information to be transmitted which will have to be formulated to different interlocutors.
- Card games: associating various messages with corresponding interlocutors.



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Estimated duration: 2 hours



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Level 3



TRANSVERSAL SKILLS 1
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Select the content of the information to be transmitted.



TRANSVERSAL SKILLS 7
Use social codes related to the professional context

Situations:

1/ Situation time of transmission where the events of the day must be reported to the family in a limited time.

2/ A phone call with the person in charge to make an incident report, the home helper reports an emergency situation that he/she had to deal with.

3 / The home helper has information on the beneficiary's state of health from the latter's children, but the beneficiary is not informed.



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Type of activity:

This sequence should enable learners to understand that not all information is available and that a selection must be made. Thus, exercises can be proposed to make learners aware that the multiplication of details can lead to the loss of the original message and that the screening carried out makes it possible to gain clarity and facilitate understanding. It may then be necessary to work on defining the criteria for selecting information (relevance, veracity and type of interlocutor for example) and then, based on concrete cases (texts, audio tapes), to ask learners to

This sequence will also provide an opportunity to address issues related to professional discretion and information sharing between professionals.



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Level 3



TRANSVERSAL SKILLS 1
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Select the content of the information to be transmitted.



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Support:

- Word of mouth game: the exercise highlights the transformation or loss of information. Indeed, individuals, through their levels of understanding, their worldviews,... are filters that distort the initial information. By adding more detail to the initial situation read or heard by the first learner, it also makes it possible to demonstrate that unnecessary information interferes with the message to be transmitted.

- Metaplan: individually, learners question the criteria for selecting information and then share all their ideas. A prioritisation work is then carried out based on the group's ideas.

- A "useful" / "not useful" / "not useful" / "priority" / "not priority" sorting game with regard to the information provided on a situation: this exercise can be envisaged by creating a table, asking learners to position themselves with coloured cards, or even by creating an online survey where learners would interact live.

Estimated duration: 2 hours



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Level 4



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Adopt a neutral stance in exchanges.



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Situations: The home helper is a daily actor whose presence is as close as possible to the people and their privacy.

1/ The person's health situation reflects a personal situation that the home helper has experienced with a member of his or her own family.

2/ The couple in whom the home helper works is in conflict, the latter is taken to task in the disagreement.

3/ The daughter of a beneficiary complains to you about the quality of the services provided by another home helper of the service.

Type of activity:

The activities should allow learners to question themselves about what makes them uncomfortable, embarrassed or uncomfortable (generally or in a real-life situation) in order to identify what might lead them not to be neutral in the relationship. It will then be a matter of reflecting on what justifies this unease in order to work on the distance from one's own experiences, habits and personal life. The experimentation of situations in the context of training will also make it possible to work on the posture and on the possible answers to be given in the situations that arise.

Support:

- Exercises of personal knowledge: "what I am passionate about" / "what revolts me"
- Analysis of professional practices upon return from learners' internships.
- Simulated situations where learners confront events that could lead to judgment.

Estimated duration: 4 hours



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Level 4



TRANSVERSAL SKILLS 1
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Assert and argue your opinion within a group.



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Situations:

The situations in which the home helper is called upon to express himself and present his point of view within a group in his professional practice during a meeting:

- 1/ Transmission meeting at the beneficiary's home in the presence of other people in the home (nurses, physiotherapists,...), family, colleagues, the person himself...
- 2/ Team meeting where people's situations can be discussed as well as organisational and administrative aspects,... (planning, holidays,...)



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Type of activity:

The training context itself is a way of developing the learners' ability to position themselves within a group. The "class" or "promotion" is indeed an experience of the collective in its own right. The trainer's posture must thus allow the learner to feel safe, recognised within the group so that he/she feels confident to speak out, express himself/herself on topics, interact with his/her peers. In addition, active and participatory pedagogical situations are also interesting supports to develop this competence. The materials presented below are non-exhaustive proposals of methods to strengthen this competence in learners, free for the trainer to choose topics that he/she will find relevant to the group's progress.



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Level 4



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Assert and argue your opinion within a group.



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Support:

- Role-playing games: propose to play a team or transmission meeting with the learners, the latter sharing different roles (head of department, beneficiary, home help,...) and must solve a difficulty or organise themselves together.



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- Debates: choose a topic and suggest that learners form groups that will deal with the topic from different angles. Each group will have to develop an argument defending its way of dealing with the subject and then confront the other group.



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- Régnier's abacus: technique allowing the learner to position himself on an affirmation (agree/disagree) and to explain the reasons for his choice.

Estimated duration: 3 hours



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Suggestions for the evaluation of achievements





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At the end of the first level:

Ask each learner to make his or her own presentation, giving indications about his or her identity, background, etc., both orally and in front of the group.



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At the end of the second level: :

Role-play evaluations to evaluate the learner's ability to apply communication techniques and to take into account all forms of communication in the aid relationship, team relationships,....



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At the end of the third level: :

The evaluation of this level may well be suitable for a "on the table" evaluation mode where the learner can select irrelevant information from a transmission, associate words with their recipients,...



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At the end of the fourth level: :

Situation study: From a written or filmed situation, ask the learner to take a critical look at the posture of the home helper: what needs to be valorised/adjusted.



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