

Self-Management Support Training Module: Listening

Learning objectives for this session

By the end of this session participants will be able to:

- explain why listening skills are so important to support patients to self-manage
- identify what a good listener does
- identify why listening can be difficult
- describe the difference between listening to reply and listening to understand
- describe the stages of listening to understand.

Trainer's Notes

1. Please read this document and the Handout at least a couple of days before the training session.
2. This session should be delivered after the Asking Questions Module (the two modules are complementary).
3. Please prepare the Handout depending on the number of people in the session.
4. You will need to have a laptop or laptops with internet access to show these videos during the session. Make sure each participant can see the videos clearly.
 - Video 1 www.youtube.com/watch?v=yWcEhtg7W3s
 - Video 2 www.healthystartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#dina
5. It would be useful to have a whiteboard or flipchart to record the group's ideas.

Purpose and time	Activity
	<p>Welcome everyone to the session.</p> <p>Explain that this session is about the importance of listening in self-management support (SMS) situations.</p>
<p>Importance of listening (10 mins)</p>	<p>Brainstorm – Why is listening so important in SMS?</p> <p>Quickly brainstorm with the group why they think listening is so important in SMS.</p> <p>Record responses on a whiteboard or flipchart.</p> <p>At the end, if not covered by the group, add in:</p> <ul style="list-style-type: none"> • SMS relies on us knowing what is going on for our people with LTCs. • We can't support goal setting, solving problems, generating action plans and sharing decision-making without listening to people. • Listening helps us to understand people's interests and concerns. • Listening informs us of people's priorities for their health. • Listening informs the agenda for each discussion with people. • Patient-centred care relies on us listening to people. • Listening to people improves our relationships with them. People will feel more like telling us what is going on. • Listening builds trust. • We ask patients a lot of questions and so we really need to listen to their answers.
<p>Activating prior knowledge (15 mins)</p>	<p>Activity 1 – Good listeners</p> <p>Ask if anyone in the group can describe someone who is a good listener – what do they do, how do they make people feel?</p> <p>Give everyone a copy of the Handout. Refer them to the first page about what good listeners do. Get them to tick the statements they think relate to good listeners.</p> <p>Once everyone is finished, go through and say, "These are the statements that relate to good listeners – 2, 3, 6, 7, 11 and 12".</p> <p>Say "We are going to spend time going over these questions again at the end of the session".</p>
<p>Activating prior knowledge (5 mins)</p>	<p>Activity 2 – Why is listening so difficult?</p> <p>Refer everyone to page 2 of the Handout about why listening is so difficult. Explain this is for their information. The reason a lot of people are poor at listening is that listening is difficult, especially in situations where people are under pressure to complete a lot of tasks.</p>

Purpose and time	Activity
Build new knowledge (15 minutes)	<p>Activity 3 – Two types of listening</p> <p>Refer everyone to page 3 of Handout about the two types of listening.</p> <p>Ask everyone to think about the most recent time they listened to a person with a long-term condition – what type of listening did the participant use?</p> <p>Show everyone the video ‘It’s not about the Nail’: www.youtube.com/wzatch?v=yWcEhtq7W3s</p> <p>At the end, go around and ask people if they can identify the two types of listening in the video – when was there listening to reply, when did it change to listening to understand, how did the man’s responses change and how did the woman feel as a result of it?</p> <p>(Answer: Initially it was listening to reply – he was telling her what was wrong and what she needed to do to get better. It changed when she said to him “You never listen”. When he was listening to understand, he acknowledged her feelings and she was happy that he had listened to her and then right at the end, when she banged the nail, it went back to listening to reply – he told her what to do.)</p>
Building new knowledge (20 mins)	<p>Activity 4 - Stages of listening to understand</p> <p>Refer everyone to the stages of listening to understand on pages 4 and 5 of the Handout. Get them to read it.</p> <p>Go through the five stages:</p> <ol style="list-style-type: none"> 1. Getting ready to pay attention. 2. Showing the person you are listening. 3. Paraphrasing – checking you have understood what the patient said to you. 4. Letting the person finish speaking. This is really important as we often interrupt without realising the person has more to say – they are just thinking about what to say. This is very normal and not a sign the person is slow or unintelligent. 5. Asking questions to clarify our understanding and get more information. <p>Video: Dina video of two conversations</p> <p>Go to: www.healthystartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#dina</p> <p>Explain there are two conversations. Play video of conversation 1 (ends at 2:02), then fast forward to 2:18 and play conversation 2.</p> <p>Ask people:</p> <ul style="list-style-type: none"> • What sort of listening was the health professional/health coach using in conversation 1 and conversation 2? • How could you tell? • How did Dina respond to the different types of listening? <p>If people want to re-watch the videos, refer them to pages 5 and 6 of the Handout which contain the scripts from the videos.</p>

Purpose and time	Activity
Improvement activity (5 mins)	<p>One thing I will do now when listening</p> <p>Ask each participant to go back to the first page of the Handout about good listeners. Ask them to identify one statement that they are going to work on – share that with the group.</p> <p>Write down what people say for your own records.</p> <p>Thank everyone for participating.</p>

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