

Transnational Partnership Meeting  
2<sup>st</sup> Steering Committee and  
Mutual Learning Session

**Athens, Greece**  
**11-12.9.2018**

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10.00-10.15	<b>Welcoming words- Presentation- Agenda review</b> (Iasis)
10.15- 10.45	<b>Update on first results IO1</b> (FDO)
10.45-11.15	<b>Plenary discussion and comments. Strengths and weaknesses</b> (All partners)
<b>11.15-11.30</b>	Coffee Break
11.30-12.00	<b>Communication activities and project artefact</b> (FC, social, video, etc.) (Capodarco, People, BFI)
12.00-12.30	<b>Dissemination activities in partners country</b> (All)
12.30-13.00	<b>Quality and Evaluation Plan</b>
<b>13.00-14.00</b>	Lunch Break
14.00-14.30	<b>Discussion about project's implementation tasks</b> (All)
14.30-15.30	<b>Upcoming Interim report</b> (Capodarco)
<b>15.30-17.00</b>	<b>Plenary discussion about Interim Report issue</b> (All)
<b>19.30</b>	Social Dinner ( <i>To Be Confirmed</i> )

## 12.9.2018 Mutual Learning Session

10.00-10.15	Welcoming words
10.15-11.30	<b>Team working and training experience on Medical Humanities approach</b> (Capodarco + All)
11.30-11.45	Coffee Break
11.45-13.00	<b>Team working and training experience on MH approach</b> (Capodarco + All)
13.00-14.00	Lunch Break
14.00-14.30	<b>Debriefing, co-evaluation and feedback</b> (All partners)
14.30-15.00	<b>Overview of IO n.2 (BFI) - Draft New Questionnaires</b> (People)
15.00-15.30	<b>Plenary discussion and comments</b> (All partners)
15.30-15.45	<b>Next meeting's finalization</b>
15.45-17.00	<b>Discussion on the workplan (tasks and deadlines)</b>

### Meeting venue

IASIS NGO Headquarters  
Acharnon 297, Kato Patisia, 10446  
Athens, Greece



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IO1

SPANISH TEAM

ANALYSIS INTERVIEW

- The training of the health care pro and the communication with the patient is inadequate.
- The pros have no time for their patients.
- They can't determine the needs of their patients.
- Lack of empathy.
- The training to the pros becomes more with technical ways.

MENTIONED SKILLS

- Empathy
- communication
- solving problems
- team working
- listening approach
- trust relationship
- confidence and dealing with criticism

SKILLS THAT THE PATIENTS APPRECIATE MOST:

1. TECHNICAL EDUCATION AND SOCIAL ABILITIES.
2. COMMUNICATION SKILLS AND BONDING WITH THE PATIENT.

## ANALYSIS QUESTIONNAIRE

- The motivation of a professional health care is that he wants to help people.
- There is not satisfaction for the pro's health care training.
- They have to train to communication skills , to empathy and how they create trust relationships.
- Compassion and intercultural competences.

THE TRAINING IS NOT ENOUGH ORGANISED AND THAT'S WHY IS VERY DIFFICULT FOR IT TO IMPROVE AND CHANGE.

SO IO1 INCLUDES THE OPTICAL AND THE NEEDS OF THE PROFESSIONALS HEALTH CARE .

### **TO DO LIST FOR IO1:**

- **UNTIL 15 OF OCTOBER:3 PAGES RECOMMONDATIONS FOR THE CROSS CHEKING ISSUES (plus some vpothesis from the psychologists which have emerged from their answers)**
- **15 OF NOVEMBER:THE FINAL VERSION OF IO1**
- **20 OF NOVEMBER:SCYPE MEETING**

## AUSTRIA TEAM

### IO2

The IO2 includes how the patients face the communication problems with the professionals, and what are their needs.

The questionnaire includes 3 areas:

1. The needs of the patients
2. Prevention of inappropriate behavior
3. Better organization of services in terms of cost-effectiveness.

### **TO DO LIST:**

- **17 OF SEPTEMBER:THE NEW VERSION Q2.**
- **20 OF SEPTEMBER:ALL THE Q2 READY TO SHARE.**
- **24 OF SEPTEMBER:FEEDBACH FOR THE LAST VERSION OF Q2.**
- **25 OF SEPTEMBER:Q2 IN ENGLISH PLUS TRANSLATIONS**
- **30 OF SEPTEMBER:Q2 IS TRANSLATED**
- **30 OF OCTOBER:THE TEMPLATE FOR THE NATIONAL REPORT BY AUSTRIA.**
- **UNTIL 30 OF NOVEMBER:DEADLINE FOR COLLECTING 80 QUESTIONNAIRES**
- **UNTIL 15 OF DECEMBER:NATIONAL REPORT FROM THE COLLECTING OF Q2.**
- **FEBRUARY 2019:COMPARATIVE IO2/BFO/ALL.**

## **FEEL GOOD ATHENE MEETING**

### **Introduction to the activities**

Medical Humanities are new training methods in order of reflective training, calling for the awareness of the humanistic and relational dimension of the medical science and the acquiring of transversal skills and relations for the health profession.

Among the vulnerable skills emerged from the first step of our research there are the communication skills, of active listening and emotional management, included the trouble under construction of a empathic path in the help relation.

Our propose aim imagine a specific work on these skills and dimension of the help relationship, experimenting certain own tools of Medical Humanities like the graphic art, the literature and the cinema.

### **After reading... Before questions**

The reading raises in you some reflection and feelings that remind you at illness, intervenue, and medical context state. We are asking you to show them with some questions.

### **Introduction at diary page**

After the reflection on the entanglement between the objective and the subjective dimension in the observation and reading of the care context, through the reflective reading of the passage, we ask you to trying to stories us an experience and that regard the illness or the health system dimension, lived directly or as you know well for other reasons, in the form of a diary page, highlighting the emotional lived and of subjective perception of what happened in that specific day, mentioned in diary.

### **Pictures exercise**

Once that you've chosen the picture, you'll became able to piece together the reasons of your choice: what did you impressed, what did you observe in the picture, from the viewpoint not only of the objective description, but, also, the personal perspectives, emotional and own interpretation, raised you by the picture same, and what brings you to the choice, moreover in this particular context.

### **Questions**

Which are the story's caracters that did impress you?

Which aspect of the story's are interesting according to you?

What was your reaction to this episode? How did you feel yourselves? About what did you think?

What could this stories tell to you about the condition of illness and the dynamic of care relationship?

What could this stories tell to you about the role of the doctor/nursery and to health context in general?

## **FEEL GOOD ATHENE MEETING**

### **Introduzione dell'attività**

Le Medical Humanities sono metodologie formative effettuate nell'ambito dell'aggiornamento personale, tese a sollecitare la sensibilizzazione della dimensione umanistica e relazionale della scienza medica e l'acquisizione di competenze trasversali e relazioni per le professioni sanitarie.

Tra le competenze deboli emerse dal primo segmento della nostra ricerca, vi sono quelle comunicative, di ascolto attivo e di gestione delle emozioni, compresa la difficoltà a costruire un percorso empatico nella relazione d'aiuto.

La proposta di attivazione che vi facciamo ha lo scopo di immaginare proprio un lavoro su queste competenze e dimensioni della relazione d'aiuto, sperimentando alcuni strumenti propri delle Medical Humanities come l'arte grafica, la letteratura e il cinema.

### **Dopo la lettura del brano... Prima delle domande**

Il brano letto suscita probabilmente in voi alcune riflessioni e sensazioni che rimandano alla condizione della malattia, dell'intervento e del contesto medico. Vi chiederemo di socializzarle con alcune domande.

### **Introduzione alla pagina di Diario**

Dopo aver riflettuto sull'intreccio tra dimensione oggettiva e soggettiva nell'osservazione e nella lettura dei contesti della cura, attraverso la lettura e la riflessione del brano, vi chiediamo di provare a raccontare un'esperienza che riguarda la dimensione della malattia o della sanità che avete vissuto direttamente o che conoscete bene per altri motivi nella forma della pagina di diario, quindi mettendo in evidenza la dimensione del vissuto emotivo e della percezione soggettiva di quanto accadde in quella specifica giornata che il diario racconta.

### **Esercizio foto**

Una volta scelta la fotografia sarete probabilmente in grado di ricostruire le ragioni della vostra scelta: cosa vi ha colpito, cosa avete osservato nella foto dal punto di vista della descrizione oggettiva, ma anche quali sono le sollecitazioni personali, le emozioni e le interpretazioni soggettive che la foto vi ha suscitato e cosa vi ha spinto a sceglierla. E a farlo in questo particolare contesto.

### **Domande**

Quali sono i personaggi della storia che vi hanno colpito?

Quali aspetti della storia avete trovato interessanti?

Quale è stata la vostra reazione a questa storia/episodio? Come vi siete sentiti? A cosa avete pensato?

Cosa vi dice questa storia rispetto alla condizione della malattia e alla dinamica della relazione di cura?

Che cosa vi dice questa storia sul ruolo del medico/infermiere e sui contesti sanitari in genere?



