

4.00 credits

30.0 h + 15.0 h

Q1

Teacher(s)	Eeckhout Coralie ;
Language :	French
Place of the course	Louvain-la-Neuve
Prerequisites	<i>The prerequisite(s) for this Teaching Unit (Unité d'enseignement – UE) for the programmes/courses that offer this Teaching Unit are specified at the end of this sheet.</i>
Main themes	<ul style="list-style-type: none"> <li>• Therapeutic relationships (how to develop a good therapeutic alliance)</li> <li>• Patient-centred approach at different stages of treatment (history-taking - clinical examination - treatment - discharge)</li> <li>• Principles of therapeutic communication: setting the scene, active listening (open questions, reflections/ reformulation, summarising, managing silences), verbal and non-verbal attitudes (empathy, convergence, unconditional positive attention, valuing, awareness of bias), patient environment (entourage, interdisciplinary), etc.</li> <li>• Communication in specific situations (end of life, aggression, enterprising patients, patients with specific pathologies, etc.)</li> <li>• Motivational communication with ambivalent patients: basic principles (asking questions, making reflections, valuing, summarising, developing the discourse of change and the discourse of confidence)</li> <li>• Communication and therapeutic education (asking for the patient's authorisation - assessing the patient's knowledge/beliefs, providing information, etc.)</li> <li>• Communication and informed consent</li> </ul>
Learning outcomes	<p><b>At the end of this learning unit, the student is able to :</b></p> <p>Knowledge and technical skills</p> <ul style="list-style-type: none"> <li>• Explain what informed consent is and how best to communicate with patients to enable them to make an informed choice (9.1)</li> <li>• Explain the elements that will encourage the development of a therapeutic alliance (3.3, 4.1, 9.1, 9.4)</li> <li>• Explain the patient-centred approach at different stages of care (3.3, 4.1, 4.2)</li> <li>• Explain the principles of therapeutic communication (3.1, 4.1)</li> <li>• Explain the specific aspects of applying the principles of therapeutic communication to particular situations (end of life, aggression, cognitive disorders, psychological disorders, etc.) (3.1, 4.1, 9.4)</li> <li>• Describe the signs of ambivalence that may be encountered in a patient (3.3)</li> <li>• Describe communication strategies and techniques for resolving ambivalence in a patient (3.3, 4.1)</li> <li>• Explain the principles of communication associated with therapeutic education (3.1, 4.1)</li> </ul> <p>In a simulated patient management situation, and for the different phases of management (history - clinical examination - treatment - discharge), for "routine" and "specific" situations "and "specific" situations (end of life, aggressiveness, enterprising patients, patients with specific pathologies) the student is capable of :</p> <ul style="list-style-type: none"> <li>• Use communication techniques and approaches that enable a patient-centred approach and promote appropriate and independent behaviour (empowering the patient at different stages of care (3.1, 3.3, 4.1, 5.4)</li> <li>• Practise active listening to the patient in order to gather information about their knowledge, beliefs, needs and requests (4.1)</li> <li>• Identify, where appropriate, signs of ambivalence in the patient (3.3, 4.1)</li> <li>• Communicate optimal information to help the patient make informed choices (9.1)</li> </ul>
Other infos	This course is strictly reserved for FSM students. It is not open to other UCLouvain students.
Faculty or entity in charge	FSM

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Bachelor in Physiotherapy and Rehabilitation	KINE1BA	4	LKNR1210 AND LKNR1202 AND LKNR1203	