

An illustration of two people, a woman in a purple dress and a man in a light blue shirt and brown pants, standing in a room. The man has his arm around the woman's shoulder. In the background, there is a bulletin board with several papers pinned to it. A horizontal line and a vertical line intersect in the center of the image, creating a crosshair effect.

Peer Support for Patients with CLL

Basic communication skills

Communication

- The exchange of messages between two or more people
- **Effective Communication:** when the message received by the receiver is not misinterpreted, but is understood as it was transmitted by the transmitter

Types of Communication

- **Verbal** : spoken and written language
- **Non-verbal** : gaze, posture, gestures, facial expression
- 85% of communication is non-verbal



Communication skills

Active listening

Aim: listen to your peer who talks in order to understand him/her in depth and to communicate this understanding

- **Non-verbal** and **verbal** skills that encourage your peer to express himself/herself
- **Verbal skills** that show acceptance and understanding

Active Listening

Non-verbal skills that encourage your peer who talks to express himself/herself:

- Eye contact.
- Proper distance and orientation in room.
- Body posture and facial expression that show interest and availability.
- Maintaining a neutral stance.

Active Listening

Verbal skills that encourage others to express themselves:

- Open questions
- Simple and short questions
- Simple prompts to talk or elaborate further
- Accepting silence
- Maintaining a neutral stance

Active listening



Verbal skills that show acceptance and understanding:

Repeating

Repeating a word or phrase from the speaker's own words to encourage them to continue... (sparingly)

Active Listening

Verbal skills that show acceptance and understanding:

Reflection of emotion:

Reflection of emotion mirroring the emotion hidden in the words of the peer who talks, e.g. "what I hear is...anger..." or "it seems to upset you ..."

Active listening

Verbal skills that show acceptance and understanding

Paraphrasing

We say in our own words and briefly what we have heard, giving the recipient the opportunity to add or correct - Focus on the main message: "...that is, what you are saying is that..." "...in other words, when..." "...what I understand is that..."

Active listening

Verbal skills that show acceptance and understanding

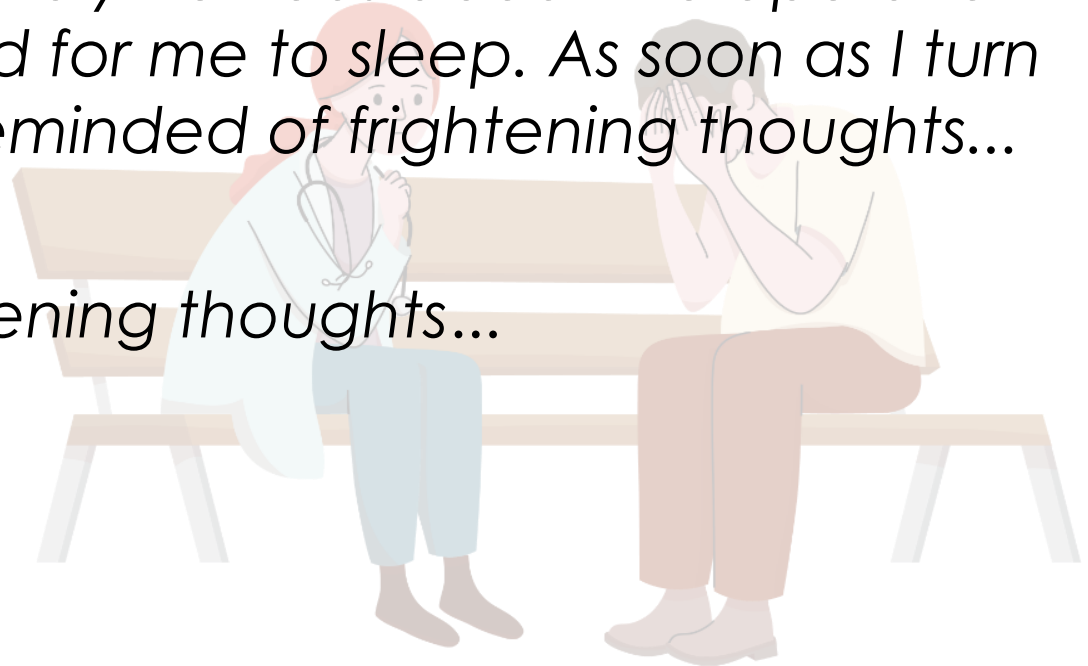
Summary

At the end of the discussion, the supporter briefly states the main issues or feelings that have concerned the support person

Summary (example)

Supported: *I'm terribly nervous about the operation tomorrow. It's hard for me to sleep. As soon as I turn off the light, I'm reminded of frightening thoughts...*

Supporter: *..frightening thoughts...*



How is the emotion reflection done

- **Focus** on the emotional content
- **Reference** to emotions that arise indirectly from the verbal or non-verbal content of the peer narrative

Emotion reflection (example)

Supported: *next time when I call pick up faster... there may be something serious happening to me.*

Supporter: *You seem to be feeling fear and anxiety.*

Paraphrase (example)

Supported: *now that I'm sick, I don't know what to do. I want to share what's happening to me but I don't want to be pitied....really, I don't know what to do...*

Supporter: *You seem indecisive, on the one hand, you would like to receive support from the environment but on the other hand you are afraid that it will start to see you differently*

Exercise

Use communication skills to answer the following statement:

Now I've lost everything! I've lost my job, my friends. Everything seems to me to be in vain. I can't feel joy, I can't find anything positive.

Emotion Reflection:

Paraphrase:

Exercise

Use communication skills to answer the following statement:

*Every time I wait so many hours in the hospital!
Nothing works right!*

Emotion reflection:

Paraphrasing:

Repetition:

Communication Barriers

We put them either consciously or unconsciously, creating a problem in communication and relationship.

They make the other person feel that we are not available to listen to them, that we are distant, indifferent, we underestimate them, or that we do not respect them.

Examples of barriers

- **Repeated questions** (*Interrogate - navigate in one direction*)
- **Preaching - moralizing** (*...You shouldn't feel this way, your doctors are trying their best...*)
- **Criticism - characterization** (*...You seem incapable of adapting*)
- **Advice - attempt to manipulate** (*If I were you, I wouldn't... The problem is simple*)
- **False consolation** (*Don't cry, everything will be fixed... You will soon go home*)
- **Threat - Warning** (*I warn you, if you keep smoking, you will destroy your health*)

Examples of barriers

- **Avoidance - Distraction** (*Come on, don't think about it... let's say something more pleasant...*)
- **Mockery - Sarcasm** (*No big deal about the CT scan... big man!*)
- **Protection - Guidance** (*If you want to be helped you will do what I told you!*)
- **Interpretation - Psychological diagnosis** (*You are an introvert, that's why you behave like this*)
- **Rationalization** (*See things rationally. If you had been late to the doctor a little more, things would have been much worse*)

Exercise

Recognize the barrier!



Preaching - morality

Supported: *My mother cannot understand my situation. She keeps getting involved and won't let me try to get out of bed on my own. I can't take it anymore!*

Supporter: *Oh, you shouldn't say that! Your mother only wants to help you.*

Sarcasm- avoidance

Supported: *Tomorrow I'm having an MRI... I've heard they put you in a machine and it's kind of scary. I don't know if I'm gonna make it...*

Supporter: *Are you a big man and scared? But let's skip the MRI, tell me about your kids!*

Guidance

Supported: *The doctor suggested that I should wait a while and then get some tests. But I'm not sure. I'm thinking of going to another doctor. What do you think?*

Supporter: *If you're worried, you'd better do the tests now.*

Rationalization - Misrecognition of emotion

Supported: *I'm very scared because if I stay in hospital a little longer I might lose my job. The boss is very strict.*

Supporter: *Nah! Look at things logically... there's no way your boss would treat you so badly.*

Role-playing exercise

The goal is not to "solve" the problem of the «peer».

The aim is to listen to them, to help them express themselves and to make them feel that we understand them.

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