

The dynamics of communication manager - medical team - patient

Honcea Adina^{1,2}, Stoicescu Ramona Mihaela¹, Bratu Iulian¹, Schroder Verginica¹, Coteș Adriana Florina², Adumitresi Cecilia³, Dumitru Virginia⁴

¹ Ovidius University of Constanta, Faculty of Pharmacy, Constanta, Romania

² Railway Hospital, Quality management system SMC, Constanta, Romania

³ Ovidius University of Constanta, Faculty of Medicine, Constanta, Romania

⁴ Constanța County Center for Resources and Educational Assistance and Clinical, Constanta, Romania

*Corresponding author: adina_honcea@yahoo.com

Abstract. „To communicate” is in general considered as verbal or nonverbal behaviour in a social context. verbal într-un context social. Communication includes all those symbols a person uses in offering or receiving an informational message. Communication is a process of offering and receiving information. Making a study about the dynamic of communication (manager- medical team- patients- caregivers) may help to analyse reliable indicators of interpersonal operation, to discover communication models of the functional or disfunctional (symptomatic) behaviour.

When we communicate we learn to differentiate and let us relate through words and experiences

We need to find out information about other persons or nature of relations. We are receiving this vital information in two basic ways, verbal responses and nonverbal behaviour. People need to communicate unambiguously (the message cannot be interpreted in more ways than one) if they want to be able to give others information in a functional communication. We need to show those involved in communication what’s going on inside of us, what we expect from others, what we think we know, how we interpret what others do, what behavior we dislike or like, what are our own intentions. A person who communicates functionally can firmly support his point of view, at the same time, it clarifies and defines what was said, he is also demanding and receptive to feedback when he gets it. If you want a functional verbal communication without assumptions and without errors both the sender and receiver have a responsibility to make it so.

Keywords. communication, behavior, relationships, nonverbal, verbal

Introduction

Studies show that the clinician's ability to explain, listen, and empathize can have a profound effect on both therapy outcomes and patient satisfaction with the care experience. Moreover, communication between members of the medical team influences the quality of work relationships and has a profound impact on patient safety. How does effective and functional communication help patients? For a message to be effective, it is necessary for it to take into account a number of aspects: to be as clear and concise as possible; to be easily understood by

the recipient; interruptions or distractions should be avoided. If these conditions are met, communication can have a beneficial impact on the patient.

Another extremely important element is communication with the families of hospitalized patients, an aspect that, most of the time, is one of the elements which receives complaints most frequently in the evaluation of the medical care process. Communication with relatives has become an acute problem, especially due to the access restrictions in the medical units where the COVID-19 patients were admitted throughout the pandemic. The relatives complained that they could not find out information in real time about the health status of those hospitalized, and the hospital managers did not find timely solutions that could satisfy everyone because there was a risk of violating regulations whose role was precisely that to provide safety for patients, relatives and medical staff. In Romania, there is no law on communication, which establishes a procedure and appoints responsible people to manage the relationship between the hospital, the patient and the relative. The relationship between the hospitalized patient's family and the hospital was left to the discretion of the managers of the medical units. The introduction of Standard 01.06 – The existing communication system at the hospital level responds to the needs of the organization and the beneficiaries came to support patients and healthcare professionals by defining the three criteria based on communication needs throughout the care process. - External communication – requirements that refer to the accessibility of the services offered by the health facility and the way it communicates with the external environment; - Internal communication - requirements that refer to the way of communication between members of the medical teams, the existence and use of internal regulations and protocols related to communication; - Communication with the patient – requirements that refer to the involvement of patients both in the care process and in the decision-making process. This standard was developed by ANMCS in order to accredit hospitals and ensure effective communication within the medical team. The communication process within the medical team is based on a series of indicators whose fulfillment denotes the functional dynamics of this activity.

We are interested in highlighting the following aspects:

- ▶ What do we mean by communication?
- ▶ Communication as a process of giving and receiving information.
- ▶ Verbal communication difficulties.
- ▶ Errors in communication.
- ▶ Functional communication and dysfunctional communication.
- ▶ Functional communication responsibility
- ▶ Communication patterns.

1. What do we mean by communication?

- ▶ "To communicate" is generally understood as referring to both non-verbal and verbal behavior in a social context, and in our case between the manager, the medical team and the patient (family members).
- ▶ "Communication" includes all those symbols and clues used by people in giving and receiving a meaning (informational message).
- ▶ "Communication" is a process of giving and receiving information.

2. Communication as a process of giving and receiving information

A study of communication dynamics (manager-medical team-patient) can help to:

- ▶ analyze reliable indicators of interpersonal functioning.

► discover communication patterns, functional behavior and dysfunctional (symptomatic) behavior.

When we communicate, whether we are a manager, a member of the medical team, a patient:

- We learn to differentiate and relate through words and experience.
- We need to learn information about other people and the nature of relationships.
- We receive this vital information in two basic ways:
 1. We ask for verbal answers.
 2. We observe nonverbal behavior.
- People must communicate unambiguously (the message cannot be interpreted in more than one way) if they want to be able to provide information to others in a functional communication (manager-medical team-patient).
- We need to show the others people involved in communication ((manager-medical team-patient) what is happening inside us:
 - what we expect from others,
 - what we think we know,
 - how we interpret what others do,
 - which behavior we dislike and which behavior we like,
 - what our own intentions are.

3. Difficulties in verbal communication

Simple verbal communication poses different difficulties. Examining these difficulties in the dynamics of verbal communication we observe:

- the same word can have different connotations (mother – pregnant woman and/or raising a child, warm nurturing woman).
- words are abstractions, and are placed at various levels of abstraction (we have words about relationships between objects, words about inner states).
- there are many aspects of the experience that cannot be described in words.
- the meaning of words is very important because people very often confuse each other just because A. used a word in one way and B. received the word as if it meant something entirely different.
- words are tools that people use to give and receive information.
- avoiding overgeneralization in order not to fall into the error of making the following assumptions (in the dynamics of manager-medical team-patient communication:

4. Errors in communication:

a. The error of assuming that one case (of a manager-member of the medical team-patient) is an example for all cases:

- e.g. using concepts:
1. who - "everyone is like that" „nobody likes me"
 2. what - "nothing goes well" "everything is confused"
 3. where - "everywhere I go this happens" "nowhere is it any different"
 4. when - "the same thing always happens to me"

b. The error of assuming that other people share our emotions, thoughts, perceptions:

eg: "of course he wouldn't want that!" (whether it is a manager, a member of the medical team, a patient).

c. The error of assuming that our perceptions and judgments are complete:

eg: "yes, I already know about this".

d. The error of assuming that what we perceive or judge will not change:

e.g.: "that's how she is" "that's how I've always been"

e. The error of assuming that only two alternatives are possible when evaluating perceptions and judgments"

e.g.: "either you're with me or you're against me"

f. The error of assuming that certain characteristics we attribute to things and people are part of those things or people:

e.g.: "she is hostile" "that photo is ugly".

g. The fallacy of assuming we can enter someone else's mind. We operate as if we have a "crystal ball" and act as a spokesperson for others:

eg: "I know what you're thinking"

"I know what he really means."

h. The error of assuming that the other can enter our mind. We assume that the other also has a "crystal ball" and thus we allow the other to speak for us:

e.g.: "she knows what I'm thinking" "he can tell you what I went through".

If the receiver of these messages is a communicator as dysfunctional (ineffective) as the transmitter, he will respond either by agreeing or disagreeing.

If the receiver in this communication exchange (which can be a manager, a member of the medical team, a patient), is a functional (effective) communicator, he will not stop at the simple fact of agreeing or disagreeing. He will first of all ask the transmitter to clarify and define:

"What exactly does she do that makes you find her selfish?"

"How can you tell what I'm thinking? You are not me."

"What do you mean by everyone is like that?"

"Do you mean your boss, your husband, or who?"

"What do you mean by doing something the right way?"

"Do you mean by that your way or what?"

5. Effective functional communication and dysfunctional communication:

► How does a person communicate in a functionally effective way?

A person who communicates in a functional way:

- a. Can strongly support their point of view.
- b. At the same time clarify and define what they said.
- c. Also ask for feedback.
- d. And is receptive to feedback when they receive it.

► How does a person communicate in a dysfunctional way?

A person who communicates in a dysfunctional way:

- a. Very rarely checks and/or specifies how they or other people use words in communication.
- b. Overgeneralizes.
- c. Their communication techniques serve only to lose the meaning, and it seems that the person has no way to get back on track when they lose it.
- d. Does not complete their own sentences but relies on the receiver to complete them:
- e. "He's not very... you know"
- "As you can see...well, it's clear."

6. Responsibility for functional (effective) communication:

► If verbal (functional) communication is desired without assumptions and without errors, both the sender of a message and the receiver have a responsibility to make it so.

a. Mutual clarification and definition that reduces generalizations:

- allow both sides to be accurate and provide evidence to support their claims.

- they allow a person to check their own "reality" in front of the other person's "reality".
- b. It also helps to separate the perceiver from the perceived:
 - reduce the tendency to project one's own desires, thoughts, perceptions onto others.
 - reduce efforts to speak for another person.

7. Communication patterns

Virginia Satir in *The Art of Making People* observes the interactions between people and profiles four ways in which people behave as a result of the negative results of stress. These four patterns, which I call the appeaser, the accuser, the evaluator, and the confused, appear when the person reacts to stress and at the same time feels that their self-esteem is decreasing.

The pacifier

The words of the reconciler – They agree

The peacemaker's body is quiet (poses in the victim).

The inside of the peacemaker feels a nothingness feels missed.

1. Has a conciliatory attitude so that the other person does not become angry.
2. Blames others so that the other person thinks they are he is a strong person.
3. Evaluates the situation rationally and acts as if the threat does not harm them. Self-esteem also hides behind big words and intellectual concepts.
4. They distract themselves by acting as if the threat does not exist.

You have to think that in playing this role you are worth absolutely nothing. You owe them all gratitude and are responsible for everything that goes wrong. You will obviously agree with all the criticisms that are thrown at you. It would never occur to you to ask for anything. Be the sweetest person, the greatest martyr, the most flattering man in the world. Imagine that you are sitting on one knee, that you are limping, that you are sitting with your hand outstretched like a beggar. When you speak from this position you will have a whiny voice.

accuser

The accuser's words - "I don't agree (you never do it right)".

The body of the accuser accuses (I'm the boss here).

Inside the accuser I am alone and nothing comes out of what I do.

- ▶ The role of the accuser is the person who finds fault, a boss who behaves superior and seems to say: "everything would be perfect if you didn't exist!".
- ▶ The internal sensation is of strain and tension, the voice is shrill and noisy.
- ▶ To be successful in this role when accusing you must speak as loudly as you can.
- ▶ Imagine your finger pointed accusingly and start any sentence with "you never do that!", "why...always", "Why not...never!".
- ▶ Don't beat your head and wait for the answer, it doesn't matter, the accuser is much more interested in hitting left and right than actually finding out anything.

Appraisers

The reviewer's words are extremely rational.

The evaluator's body is in balance (it is calm, relaxed, peaceful).

The inside of the evaluator feels vulnerable.

- ▶ He is very fair, very rational and shows no trace of feelings. The person seems calm, relaxed, peaceful.
- ▶ When in the role of evaluator use the longest words possible, even if you don't know exactly what they mean.
- ▶ At least you'll give the impression that you're smart.

- ▶ To prepare for this role imagine that instead of your spine you have a steel bar.
- ▶ Move your body and mouth as little as possible.
- ▶ When you evaluate things your voice will die little by little.
- ▶ The mind is focused so you don't move, you are busy trying to find the right words. You just have to never be wrong.
- ▶ The sad part about this role is that it seems to represent the ideal for many people. "Say the right words, don't show your feelings, don't react!".

messy

The words of the confused are irrelevant (they have no meaning or refer to another topic, unrelated to what is being discussed).

The body of the confused is tense (actually they are, elsewhere).

Inside the confused no one cares. There is no place for me here.

- ▶ When you play the part of the confused, imagine that you are a crooked tree.
- ▶ That you are spinning around but you don't know where you are going and that when you get somewhere you don't realize that you have to stop.
- ▶ You are too busy moving your mouth, body, arms, legs.
- ▶ Be careful never to talk off topic.
- ▶ Ignore all other people's questions; rather you too are asking a question on a totally different topic.

▶ Pick an imaginary lint from someone's coat, untie people's laces, and so on.

▶ Imagine how the body takes it in several directions simultaneously.

Exaggerate your knees into an X as hard as you can, as if you have crooked legs.

equalizer

The words of the equalizer match the expression of the face with the position of the body with the tone of the voice and everything that comes from within.

- ▶ Equalizer relationships are free, simple, honest, and people feel few threats to their self-esteem.
- ▶ The Equalizer eliminates the need to accuse, conciliate, retreat, or be in constant motion.
- ▶ When you equalize you are apologizing if you did something on purpose, you are apologizing for an action and not for existing.
- ▶ The equalizer can criticize and evaluate an action without accusing a person.
- ▶ The Equalizer shows his feelings and will move freely being able to say whatever they want without jumping from one idea to another.
- ▶ The effect of equalization in communication is congruence, when we say "I like you" his voice is warm and his gaze is directed towards the one he is addressing.

Applications for learners if the presentation is made in the form of a workshop or workshop.

1. Exercise - Photography

Tasks for the "photo" exercise: start the **dyad** exercise by sitting comfortably on the chair and look at the person in front of you. Maybe you never did, maybe it's unpleasant to stare at people and still try to see what's going on. Give yourself the luxury of taking a long, deep look at it.

- Do not talk while doing this.
- Observe every moving part of the face.
- Imagine you have a camera and you are taking pictures of each other.
- Observe what the eyes, eyelids, eyebrows, nostrils, face and neck muscles do.
- Notice how the skin can change color.

- Observe the body, its size and shape, the clothes it is wearing.
- Look at how the body moves, what the legs are doing, what the arms are doing, what is the position of the back.
- Do this exercise for 3 minutes, then close your eyes. Try to see how accurately you can recall the face and body of the person you were looking at.
- If you missed something, open your eyes and notice the details you missed.
- Have you looked carefully at your partner, does he remind you of someone? Almost everyone reminds us of someone: an ex-girlfriend, a parent, a character in a story. If you spot a similarity, give it a try to be aware of how you feel about the other person. Chances are, if the resemblance is strong, you will confuse the two people and react to the other person rather than the present one. In this case, the partner will not understand anything and will feel stupid.
- After about 3 minutes, open your eyes and tell your partner what you found out.
- If you identified another person while sitting with your eyes closed, tell your partner who they were, how they resemble them, and how you feel about that resemblance.
- Obviously the partner will do the same thing afterwards.

2. Exercise - Skit

Practicing communication patterns in a team (the conciliator, the accuser, the evaluator, the confuser and the equaliser). The students, divided into teams, will have the task of constructing a skit from a real or imaginary case in which the main role is a communication pattern indicated by the trainer (role of conciliator, accuser, evaluator), etc. Tasks will follow communication/discommunication rules. Staging will take 15 minutes as a team. Team representation 15 minutes. In each team, a person will be designated by the team members as an equalizer, who will have the task of observing during the construction of the team skit, how the dysfunctional communication situation presented by his team can be improved.

Conclusions:

- ▶ It is important that when we speak (manager, member of the medical team, patient) we speak with the whole body. Whenever we pronounce words, the face, the voice, the body, the breathing, the muscles also speak about us.
- ▶ As we penetrate the meaning of these patterns of communication, we see that the sense of self-worth is easily destroyed, if the person concerned had not previously developed a solid and appreciative self-esteem. When one has doubts about one's own worth, then it is easy for one to define oneself by the actions and reactions of others.
- ▶ Stressful situations in our lives can be painful or upsetting, but we must not confuse this with doubts about our own worth.
- ▶ Discrepancies between verbal communication and non-verbal communication produce double messages meaning our words say one thing and the rest of the body says something else.
- ▶ It is recommended that we treat everything from the outside as experiences to be dealt with and not as ways to define ourselves.
- ▶ The communication process within the medical team is based on a series of efficiency indicators whose fulfillment denotes the functional dynamics of this activity.

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