



**GAZİ UNIVERSITY  
FACULTY OF MEDICINE**

# **COMMUNICATION SKILLS TRAINING PROGRAM**

Stage 1  
Student Guide



**SUBJECT 1: INTRODUCTION TO COMMUNICATION SKILLS**  
(2 Lesson time, 2 x 50 min)

**The patient and the doctor are individuals who have different information and have their own rights. The patient is a partner with all rights in the control of his or her illness.**

**THOMAS GORDON, PhD.**

**The doctor-patient relationship can be corrected. However, people at both ends of the stethoscope must heartily ask for it.**

**C.EVERETT KOOP, M.A; KOOP**

**Aim**

To increase the awareness level of physician candidates in self-directed and interpersonal relationships, to raise awareness about the importance of patient physician communication, to gain knowledge, skills and attitudes to improve communication with the patient, to decrease professional burnout by improving the ability to maintain emotional integrity.

Successful communication will improve the patient's sense of trust towards the physician to ensure that the physician receives the correct information from the patient, makes the correct diagnosis, and adheres to the treatment. In this way, it is possible for the physician to achieve professional satisfaction as well as patient satisfaction.

**Programme:**

Communication skills in medical (TIB) education, which was implemented in the 2005-2006 academic year, is a program planned to provide students with basic communication skills starting from Stage I. The skills and attitudes gained during this period are expected to be reflected in the communication with the patient in professional life.

Basic communication concepts in stage I, shifting and conflict resolution; basic communication processes in stage II (with theoretical and practical applications); skills of interviewing with patients starting from stage III and taking history, communication in special cases such as meeting with difficult patients, giving bad news in the following periods.

**If you want to be a symbol of success in life, you must learn to develop positive relationships with people regardless of your goals and profession.**

**JOHN C. MAXWELL**

**Successful People Value Relationships.**

**JIM DORNAN**

**Human is not the Creator of the Environment, but the Environment is the Creator of Man.**

**Man.BENJAMIN ISRAEL**

**Behavior-Emotion-Behavior exercise:**

<b>Negative behavior</b>	<b>Thought</b>	<b>Emotion</b>	<b>Behavior</b>

### LIST of EMOTIONS

POSITIVE	NEUTR	NEGATIVE	DENSITY
Compassion, Love, Happiness, Joy, Desire, Confidence, Appreciation, Admiration, Stability, Admiration, Superiority, Satisfaction, Acceptance, Loyalty, Tranquility, Confidence, Sympathy, Forgiveness, Acceptance, Freedom, Togetherness, Belonging, Victory, Head Doing, Overcoming, Likes, Welfare, Hope, Proximity, Patience, Commitment, Achievement, Likes.	Strangeness, Loneliness, Ambition, Longing, Courage, Indecision, Confusion, Confusion, Excitement, Doubt, Coercion, Absorption, Indifference	Sadness, Nonsense, Uncertainty, Injury, Pity, Displeasure, Uneasiness, Distress, Shame, Restlessness, Despair, Boredom, Dissatisfaction, Loss, Annoyance, Disgust, Fear, Useless, Sadness, Jealousy, Depression, Sadness, Shyness , Anger	LOW  MEDIUM HIGH
			

### UNDERSTANDING EMOTIONS

**INSTRUCTION;** Below are the sentences expressing the feelings of the person. Write in the blanks what these feelings might be.

1. When I find out that I am a doctor, everyone starts to explain their problems.  
Emotion:

2. Although we work equally, my colleague is in a better position for some reason.  
Emotion:

3. Everyone thinks he is the busiest person.  
Emotion:

4. The holiday is so short that I do not know if I should rest or do my special works that I have to finish.  
Emotion:

5. They come to the doctor and do not follow their suggestions.  
Emotion:

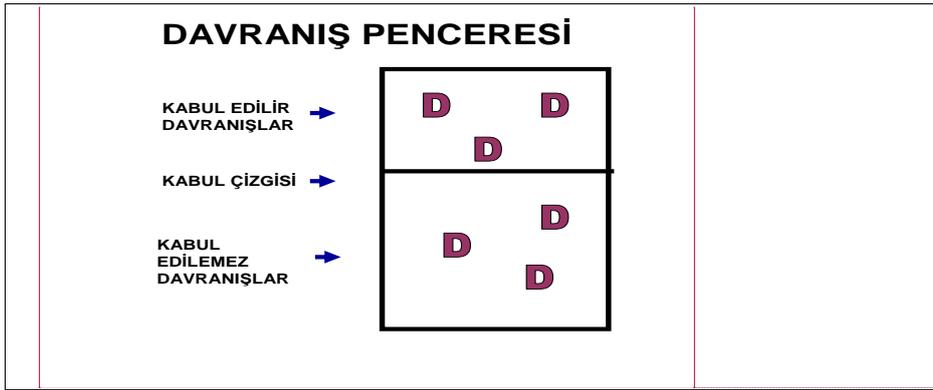
6. My son won the university.  
Emotion:

7. Do I have to be vaccinated ?  
Emotion:

8. The roads were very bad, I wonder if ours have reached ?  
Emotion:

9. I've been assigned a new duty about service, but I don't know if I can.  
Emotion:

### Behavior Window Window of behaviour



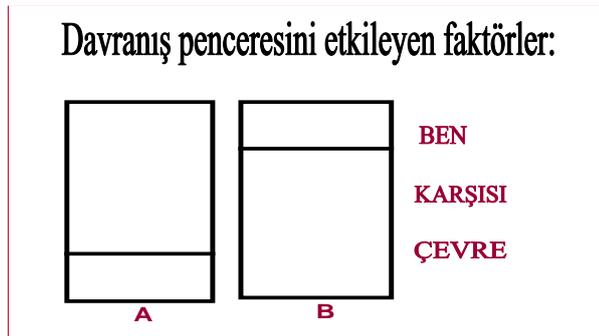
**Açıklamalı [U1]:** Window of behaviour

Acceptable behaviour

Line of acceptance

Unacceptable behaviour

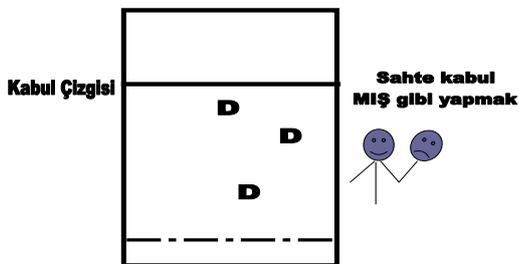
Factors that effect the window of behavior



**Açıklamalı [U2]:** Me Opponent environment

Fake admission / Fake Acceptation

### SAHTE KABUL



**Açıklamalı [U3]:** line of acceptance acceptance

**Açıklamalı [U4]:** acceptance

**ACCEPTIONAL EMOTIONS (Your effect)**

INSTRUCTION: Read examples of behaviors given below and your mental and physical conditions. Write your opinion to the column of your attitudes as acceptable or unacceptable.

BEHAVIOUR	YOUR CONDITION	YOUR ATTITUDE
Your friend is too late for your appointment	<p><b>-You have a busy day. Everyday is coming upon you</b>  <b>- You are very busy at school, and exams are approached.</b>                      - Exams are finished, you are quite comfortable.                      - You have learned the positive results of an exam and you feel successful.</p>	
Your secretary declared that a student would like to talk to you about something important.	<p>- You're late for a visit. The assistants at the service are waiting for you.                      - You couldn't find out the test result of the eof your son who has fever the night before. You cannot reach the lab.                      -----  <b>- You have sufficient time</b>                      - <b>In</b> the previous week you heard that you were very much loved by the students.</p>	

**ACCEPTATIONAL EMOTIONS (Opponents effect)**

INSTRUCTION: Read examples of behaviors given below and your mental and physical conditions. Write your opinion to the column of your attitudes as acceptable or unacceptable.

BEHAVIOR	CONDITION OF OPPONENT	YOUR ATTITUDE
- Your patient is afraid of drugs and needles during treatment.	<p><b>-9 Years old</b>  <b>-Difficulty in swallowing the drugs</b>                      .....  <b>-25 years old</b>                      - Knows that he has to take the medication.</p>	
- Your friend did not come to the appointment with you	<p><b>- Your friend for 15 years</b>                      .....  <b>- New friend</b></p>	

**ACCEPTATIONAL EMOTIONS (Enviromental effect)**

INSTRUCTION: Read examples of behaviors given below and your mental and physical conditions. Write your opinion to the column of your attitudes as acceptable or unacceptable.

BEHAVIOR	ENVORIMENT	YOUR ATTITUDE
<p><b>- Your roommate leave the common areas scattered</b></p>	<p>- Your friend decided to paint his room because the ceiling of your friends room was leaking.-----                      - Everyone has separate rooms and you share tasks about the organisation of common areas with your friends.</p>	
<p><b>- Your friend is too late for the appointment</b></p>	<p>- You are in front of a park where you can have a pleasant time and the the weather is nice-----                      --                      -It starts to rain. You do not have umbrella and also you are hungry.</p>	

**2. SUBJECT: EMPATHY AND EFFICIENT LISTENING, COMMUNICATION BARRIER  
(2 course hours, 2 x 50 dak)**

**EFFECTIVE LISTENING**

**Effective listening steps**

- Him hm, silence
- Emotional projection: “You are nervous, sad... vs”
- Emotion and content projection: “You are anxious for the operation ” "you are disappointed because you couldn't be discharged"
- Door: opener “ee, than, for example, really...”
- Open-ended questions: “What why, how?”

*Communication is Power*

*Anthony Robbins*

*Life Is Not What You Find, You Create.*

*John C. Maxwell*

*Everyone leads to the man who knows where he is going.*

*Ralph Waldo Emerson*

### EFFECTIVE LISTENING

**INSTRUCTION;** Mark dialog appropriate for efficient listening given below. Please put that communication barrier, which is used in others.

**A;** I will never share my work with him again

**B;**

- a. Of course; he is in experienced than you
- b. In my opinion keep doing it with him so you can give him a good lesson
- c. I decided to share my work with him

**A;** Damn! I cannot do some kind of teamwork with this team.

**B;**

- a. Your team is very inadequate.
- b. It makes you angry not being able to do the teamwork you want.
- c. I think you should report them to the general manager.

**A;** Yeah, I'm paying for it WITH my health deterioration

**B;**

- a. Why don't you get an expert help, ignore yourself so much?
- b. It also upsets you that all this affects your health. What do you intend to do about it?
- c. By the time you become hypochondriac

### EFFECTIVE LISTENING WARNINGS

**INSTRUCTION;** Write down your response according to the dialogs below (Examples of the answers are given below Different responses that reflect emotion and content can also be given)

1- What shall we do! I'm doing so; that's all I can do; I'm not like Metin.

Effective Listening Response; It annoys being compared with Metin,

2- The staff is so irrelevant that no job is followed adequately

Effective Listening Response; You get angry because the staff is so irrelevant that no job is followed adequately

3- The patient's treatment is already difficult. And we're dealing with patients relatives.

Effective Listening Response; The behavior of the relatives of the patient forced you, you are already trying to treat a difficult disease, and you have to deal with them.

4- How can we live with such a salary!

Effective Listening Response; You feel unhappy that you can't afford your salary requirements

5- How can we work in this stuffy environment!

Effective Listening Response; The airlessness of the working environment prevents you from working efficiently.

**EFFECTIVE LISTENING FEEDBACK FORM**

**INSTRUCTION:** Watch the listener's behavior and words during the role play, complete the following sections.

<b>BEHAVIOR</b>	<b>Very good</b>	<b>Good</b>	<b>Not good</b>
He looked at the speaker while listening	.....	.....	.....
He was physically open to listening and leaned forward.	.....	.....	.....
<b>PASSIVE LISTENING</b>			
Relevant and acceptably listened quietly	.....	.....	.....
Used auxiliary words (voices) to signify acceptance	.....	.....	.....
<b>EFFECTIVE LISTENING</b>			
He sent back the entire message of the conversation:	.....	.....	.....
Content	.....	.....	.....
Feelings	.....	.....	.....
There was sympathy in her tone and facial expression	.....	.....	.....

## WHAT HAVE YOU SAY?

**Açıklamalı [U5]:** yanlış bir ifade olmuş...

### **Your friend says:**

This medical school is not suitable for me at all. I don't know why I got in? My family doesn't let me quit either. What should I do...

Your answer:

### **Your doctor friend says:**

No staff! No material! Look at that emergency! I can't do anything! Nobody can work under these conditions. So give up!

Your answer:

### **Your friend says:**

I'm tired of sharing the same table with my roommate. There is always a fight. The table is always messy. I can't work in this mess.

Your answer:

### **Your patient says:**

"This fracture of my arm has ruined me. Aside from the pain, I can't do any of my work either.

Your answer:

### **Your friend says:**

I came to this age, they still wonder when they got somewhere in the evening. I hate my mother calling me on the phone with my friends.

Your answer:

## COMMUNICATION BARRIERS

### 1. GIVING ORDER, WARNING

"You have to do .....", "You should do ....."

**Patient:** -I don't want to use this medicine, it has a lot of side effects.

**Doctor:** - You have to use this medicine or you will not be able to recover.

- Can create fear or active resistance
- leads to "trying" whether the results in question actually occur;
- It can cause embarrassment, anger and rebellion.

### 2. GIVE MORAL COURSE or TEACHING, BRINGING SOLUTIONS

"You should have done .....", "... it should be like this" "Why not ....."? "In my opinion....."

**Patient:** - How many days will I stay in chemotherapy, enough is enough.

**Doctor:** -You have no right to upset your family by acting like that. Why don't you find something to linger about with your companion during chemotherapy?

- Creates feelings of necessity or guilt;
- implies that the other is unable to solve their own problems;

### 3. JUDGMENT, CRITICISM, BLAME

"You don't think healthy ....", "You are acting wrong ....."

**Patient:** -This disease started to affect my eyes.

**Doctor:** -That's what happens if you don't follow your diet.

- The other person feels inadequate, stupid and misjudged;
- May interrupt communication with fear of being targeted or scolded by a negative judgment
- Judgment and criticism can be perceived as real (I am bad!) Or respond (You are not more perfect!).

### 4. PRAISE, PARTICIPATION IN YOUR VIEW

"You are very very right!", "I think you are doing a great job ..."

**Patient:** - Despite my illness, every job at home takes care of me. My husband has no support.

**Doctor:** -You are very right.... You get out of everything very well. Your husband should also help you.

- In order to perform the desired behavior, it can be perceived as a maneuver devoid of said sincerity.
- If the praise of the other person's self-image (self-perception) is not suitable, it may cause anxiety in the person.

### 5. GIVING NICKNAME, MAKING FUN OF

"Don't be sick", "You deserved!" "If you are so clown"

**Patient:** -Can't remove the probe? I also tolerate this over the surgery.

**Doctor:** - Don't act like a little boy!

- It can make the other person feel worthless;
- It is very negative on the self-image of the other person;

### 6. ANALYSIS, DIAGNOSIS

"Do you know what's wrong with you?"

"Actually, you don't mean that."

**Patient:** -I am convicted to lifelong diet.

**Doctor:** -In fact, you do not behave like this because you have diabetes, but because you cannot eat as you wish.

- Feels unprotected, trapped, may believe that he is not believed; gets nervous. It interrupts communication with the concern of misunderstanding.

## 7. CONSOLATION, CHANGE THE SUBJECT

"Never mind ..... never mind, it will get better .....", "Come on, cheer up a little ....."

"You will feel better over time ....."

**Patient: -I still can't be discharged?**

**Doctor: - Forget what you are wearing. We look at you beautifully, and there is a good movie on TV tonight, you can also watch it with your roommates... ..**

- Makes the other person feel "not understood";

- It may mean that the problems are insignificant, absurd and invalid; one usually perceives the message as "it is not right to feel bad".

- Anger evokes feelings ("Easy for you, of course")

### 3. SUBJECT I LANGUAGE-YOU LANGUAGE AND GEAR CHANGE

(2 Class hours, 2 x 50 min)

#### *I language and three elements*

1. **Definition of behavior:** It is the definition of the behavior of the person opposite us that angers or annoys us. Adjectives often carry interpretation, evaluation, and accusation; these features belong to you language. (ex: when you do not drink this medicine.)

2. **The obvious effect:** It will cause you to waste money, time and energy. It prevents you from doing a job you want or have to do. It will physically harm you, hurt, annoy or tire you. (eg: I could not cooperate in my treatment.)

3. **Your emotions:** Explicitly expressing the emotional impact that the behavior has had on you increases the likelihood of a change in the behavior of the other party. (eg: I'm in trouble)

## ANGER

**Anger is a feeling that tells us that something is wrong or that it is against and contradicting us, making us angry.**

#### **Physiological symptoms of anger:**

Hand sweating; forehead wrinkles; armpit sweating; hand and leg tremors; still in the stomach; tension in the neck muscles, lips and chin; voice tremors; heart palpitations; dry mouth; sighing; tightening in breath; migraine pain and fatigue.

Signals telling you that you are angry:

Getting sick-headache, stomach pain, asthma etc. psychosomatic diseases.

Feeling tired, uncomfortable, anxious and unhappy.

Make ridiculous comments.

Withdraw from the relationship.

Burning trouble to third parties.

Underestimating, accusing, criticizing others.

To punish the environment with "silence".

To prevent other people's efforts to meet their needs.

To deal with anger

Recognize and accept your anger.

Allow yourself to feel your anger.

Learn the language of expressing the relationships we care about without undermining them.

Try to descend to the basic emotions under anger.

## WORRY

Anxiety is the fear, restlessness or discomfort we feel when we don't feel safe. Anxiety is a sign that things are not working, that the problem needs to be resolved, and that we have to do things to restore our psychological balance.

In order to be positive about anxiety;

- Recognize and accept anxiety.
- Decide to solve the problem causing anxiety.
- Take action to resolve the issue.

## I MESSAGES AND DEFINITION OF BEHAVIOR

**INSTRUCTION: In the following I messages, please indicate the people who give the "BEHAVIOR IDENTIFICATION" correctly with the "D" sign.**

1. When you break in my speech .....
2. When you speak with me disrespectfully  
.....
3. When not using the materials nicely in workplace  
.....
4. When you gossip on all sides  
.....
5. When you don't give me place when I arrived  
.....
6. When you come to work late  
.....
7. When you keep the phone busy knowingly  
.....

## I MESSAGES AND SIGNIFICANT EFFECT

**INSTRUCTION: Choose the most obvious and tangible effect that expresses I messages.**

1. When you are not done with this work -----
  - a) The chief assistant may be angry with you.
  - b) Since it will be stressed by not being able to finish
  - c) I will have to take time
2. When he does not say what happened and just shouts -----
  - a) You can not shout again.
  - b) I'll break my relationship with you again.
  - c) I couldn't fix our relationship with you
3. When you leave your table messy after working -----

- a) You are disrespectful.
- b) You have not been able to win an order.
- c) Since we cannot create a common order in this working environment

### USING THREE ITEMS OF I MESSAGES

**INSTRUCTION: The following sentences are triple I messages. Find the “definition of behavior (DT)” in these messages and find the “significant effect (BE)” and “emotion (D)” created by this behavior in the spaces.**

1. I regress (.) when you are reluctant (.) to participate in this study because I have difficulty alone (.).
2. When you take a bath late in the night () I can not sleep (.) and get angry () because my sleep has escaped.
3. When you talk while I’m talking on the phone () I have to answer both you and the phone () and have difficulty ()

### I LANGUAGE APPLICATIONS INSTEAD YOU LANGUAGE

**INSTRUCTION; Translate the sentences given by using "YOU LANGUAGE" to "I LANGUAGE".**

YOU-LANGUAGE: You speak loudly next to the patients.  
BEN-LANGUAGE:

YOU-LANGUAGE: The whole workload is on me, you better help a little.  
BEN-LANGUAGE

YOU-LANGUAGE: The attitudes you take while talking to me are not nice.  
BEN-LANGUAGE:

### EVENT and I LANGUAGE

**INSTRUCTION; Answer your attitude to the events given below using the I-LANGUAGE.**

1-When your manager gives you all the authority, you immediately get stressed even in any hitch.  
I LANGUAGE:

2- Your patient is over friendly and unconscious/unbuttoned.  
I LANGUAGE:

3- Your patient does not respect your rest time. When you're eating, he says, "If you take a look at our problem."  
I LANGUAGE:

4- There is a distrust and accusatory approach of the relatives of the patients.  
I-LANGUAGE:

## GEAR SHIFT

### HOW TO CHANGE A GEAR?

Shifting practice is an interview method in which I language and effective listening steps are performed one after the other with an accurate timing.

When you have a problem, you should express yourself to the other person with “I LANGUAGE”. This situation causes emotional tension to rise suddenly in the other person. At this point, you should stop expressing yourself and switch to “EFFECTIVE LISTENING”. If you do not listen effectively and continue to express yourself with the language of me again and again, you will push the other side to defend and stubborn more. Because the other party's sentence from you is "It doesn't matter how you feel, I want it (I think)". For this reason, active listening will both increase the possibility of the other party to hear your message and also indicate that you have listened and understood his sadness. So, as soon as you hear or see the emotional tension rises and the resistance of the other party, you should shift gears (stop expressing yourself in I language) and listen effectively. In this case, your conversations are on the opposite side and understood as: "My opinion, this is my value, but I am ready to listen to you, because I value you and I respect your feelings." After the emotional tension drops a little bit, you continue to express yourself with “I language” again. Again, when you encounter resistance, you should switch to active listening and make the emotional tension drop a little more. At the end of this method, the goal is to reach the point where the emotional tension is completely reduced or the solution is reached.

Effective listening during shifting is an indication of the care and sensitivity to the feelings of the other side, and it is a very important feature that distinguishes “active behavior” from “aggressive behavior”



Açıklamalı [U6]:

Açıklamalı [U7R6]:

Açıklamalı [U8]: Problem window ... method

Acceptable behaviour

Line of acceptance

Unacceptable behaviour

Diagnosis

Problem / negative feeling in opponent

No problem/negative feeling

Problem/negative feeling at me

Management

I am listening

Effective listening

Education

Support

Encouragement

Suggestion

I am speaking

~~You language~~

I language



**4. SUBJECT: BEHAVIOR TYPES INTRODUCTION TO CONFLICT, POWER AND CONFLICT SOLUTIONS**  
**(2 Class hours, 2 x 50 min)**

**PASSIVE HUMAN**

- “I’M NOT IMPORTANT, OTHERS ARE IMPORTANT”,
- Allows others to choose on his behalf,
- Does not protect his/her own feelings and thoughts, avoids expressing them,
- Afraid to hurt others, to be rejected and to be alone,
- He/she acts as "Oh, no conflict."
- When a conflict occurs, he/she gives up his/her own needs very easily and follows the opposite decisions,
- He/she blames himself, "Why did not I say this, I did not act like this?"
- Angry, regretful, disappointed,
- He/she cannot reach his/her goals,
- Self value is low,
- He/she does not know his rights,
- He/she sees himself as a victim in life.

**OFFENSIVE HUMAN**

- He says "I AM IMPORTANT, OTHERS AREN’T IMPORTANT",
- Chooses on behalf of others
- While expressing their own feelings and thoughts, they blame the opposite, judgments, labels, do not hear the opposite,
- He/she does not avoid conflict, he/she only chooses the conflict solution he/she solves his/her own needs,
- Others are always responsible for their own problems,
- Although he/she hurts others, he/she achieves his/her goals,
- Cooperation is impossible if it does not suit their interests,
- Violates the rights of others because they think everything is their own right,
- Angry
- He/she is insensitive to the feelings of others.  
He/she always says "I", Selfish.

**EFFECTIVE HUMAN**

- “I AM IMPORTANT, OTHERS ARE ALSO IMPORTANT”,
- Selects direct communication,
- Respects his/her own needs and requests while respecting others,
- He/she embraces his/her own feelings and thoughts, does not refrain from expressing it, and gives the opportunity for the other side to express itself,
- Cares about the feelings of both himself and others,
- Aware of his emotions and needs,
- Can ask for help when needed, or cooperate to meet the needs of others,
- He/she knows his own rights, he is respectful of others,
- Chooses the conflict solution that both the own and the other party's needs are met in the conflict,
- Neither does he blame himself like a passive person nor blame the opponent like an aggressive person.  
He/she is a problem solver.

**What's CONFLICT?**

There are always conflicts in life. As a society, we are raised with the idea of “no conflict ve and we think that the non-conflict relationship is healthy. However, the conflict-free relationship is a dead and tangential relationship and is not healthy. One of the parties is losing or suppressing their wishes. A healthy relationship is a relationship in which conflicts can be resolved effectively. There are two types of conflict:

1. Conflict of necessity: There is an effect and emotion created by the behavior of the other party. Ex: My colleague did not come to work even though he did not have an important excuse that day, it caused me anger (emotion) and increased work load (significant effect).

2. Conflict of values: There is no obvious effect of the behavior of the other party, but there is emotion. For example: If I don't like my son's hair being long (emotion), it will conflict with my values if it contradicts my values. The methods used to resolve both conflicts will be different.

**EFFECTS OF USING POWER**

**POWER AND BEHAVIOR**

- Power,.....
- When I feel strong, .....
- Strong woman,.....
- Strong men,.....
- Powerful person actually, .....
- When I feel powerless, .....
- Along with the strong people of myself, .....
- Beside those who are weak from me, .....

## TYPES OF POWER

**1. Power of authority:** The person using power exerts pressure and violence. It causes resistance on the opposite side. Therefore, development and change cannot be achieved. The spirit of being a family or being a team cannot be created.

**2. Power of knowledge:** Power based on knowledge, talent and experiences. The person using power does not exert pressure and violence. Does not cause resistance on the other side. Therefore, development and change is provided. The spirit of being a family or being a team is created.

### Methods used to resolve conflict of requirements

(Assume that person A is the opposite of person B, mentioned below)

**Method 1: Authoritarian method.** Person A makes person B accept their solutions. This acceptance can be speaking, persuading, threatening, forcing, etc. But B's needs are ignored and repressed. This leads to anger, insecurity, and dependence on A. This method is widely used in workplaces and schools. It may be appropriate to use only in 3 cases:

- When there is a rush job,
- If the needs of the network are really more important than B,
- B is not facing any danger and is not aware of it at the time,

In these 3 cases, the reason for having to be used is explained with neden I language ve and if karşı effective listening ” is learned, if the other party's feelings are learned, the damaging effect of the method can be reduced.

**Method 2: Compromising method:** Person B insists on its own solutions. A also accepts a solution so that “no problems“ or sometimes for approval, even though he is not absorbed. Person B gradually develops a selfish personality, does not hear the needs of the other party, cannot adapt to the school or work environment and opposes the rules. It cannot create an atmosphere of friendship and sharing. He always seems to win, but then he is unhappy and fails.

Both in Method 1 and Method 2, both seem to be winning methods; but both are loss of long-term.

### Method 3: Win-win method:

This method has bidirectional communication and bidirectional gain. There is a common solution that is drawn into both sides, so that there is no anger or anger. 6 steps should be used when applying this method:

1. Description of the problem: made by using ‘Ilanguage’, effective listening and shifting skills.
2. Producing solutions: The first solution is tried to be downloaded. Then both parties are expected to produce solutions.
3. Evaluation of suggested solutions.
4. A few of the solution proposals that can be accepted by both sides are decided.
5. Allow some time for the application and observe whether the solution is working.
6. Assessment: It is checked whether external influences affect decisions, whether things are going well or if new solutions are needed.

In this method, the needs of both parties are met and independent, responsible, reduced behavioral problems and individuals who can produce solutions are formed.

### What is discipline - what is not:

Discipline is a set of rules to ensure that the environment in which we live together is orderly and healthier. There are two kinds of discipline.

1. Externally controlled discipline: It is the case where the rules are followed by external stimuli. Penalties or rewards are used to ensure compliance with the rules. Ex: pass at red light when the police are absent, etc.

2. Internally controlled discipline: It is the situation where people obey the rules with their own free will. Ex: No smoking in indoor environments

## REVIEW VALUES

The following is a list of eighteen values. Review the list carefully. Put values in order of importance as principles guiding your life. You must write next to the value that is most important to you (1) ..... next to the least important (18). You should work slowly and carefully. If you change your mind, you can also change your ranking. The latest ranking will reveal what you feel towards your values.

- A comfortable life (A life in prosperity)
- Equality (Fraternity, equal opportunity for all)
- An exciting life (A moving life)
- Family safety (for people to care for their loved ones)
- Freedom (Independence, free choice)
- Happiness (Satisfaction)
- Peace with oneself (avoiding internal conflicts)
- Mature love (Sexual and spiritual intimacy)
- National security (to be protected from attack)
- Pleasure (an effortless lifestyle that people like)
- Salvation (Salvation and eternal life)
- Self-esteem
- Sense of success (to make a permanent contribution)
- Social dignity (Respect and admiration)
- True friendship (Very close friendship)
- Wisdom (See the facts of life)
- A world in peace (to be free from war and conflict)
- A beautiful world (beauty of nature and arts)

## DETERMINING OUR VALUES

Values are our compasses that make us who we are. They give us the power to act. We need to be aware of our own values in order to be able to announce our needs to others. Under our values, we have perceptions, desires, thoughts, beliefs and requirements. We take our basic values from the family, and then our values and rankings can change with the effects of the people we care about and model. People can have different order of values. On the other hand, our values may also change over time. For example, money, which is one of the financial values for the person whose house was destroyed and survived in an earthquake, may become insignificant and health, happiness and love, which are spiritual values, may be in the foreground. Therefore, changing values should not mean inconsistency. Consistency is that what we say is the same as what we do.

### Methods used to resolve value conflicts

Values cannot be argued and forcibly transferred. There are 4 methods to resolve value conflicts:

- 1- Being an example and a model: We take the people we have a good relationship with as a model. Therefore, if we establish a good relationship with him to pass on our values, we can expect him to adopt our values over time.
- 2- To be a consultant. We accept people with whom our relationship is good and quality as a consultant. The good and quality relationship that we will establish can enable us to choose us as a consultant and to convey our values.
- 3- Changing oneself: The relationship with these values does not work, and if it does, we can change our value that causes conflict or give up insistence.
- 4- Stopping being insistent: Instead of waiting for the change of the person we live in to change and accepting our values, we can stop insisting, accept the person as they are and continue the relationship in this way.

**FINAL ASSESSMENT (Break the next page and submit it to the faculty member.)**

\*THIS GROUP WORK MADE ME .....  
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\*TO MAKE THIS GROUP MORE EFFICIENT  
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\*I THINK THIS GROUP  
WORK.....  
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\*WHAT I OBTAINED FROM THIS GROUP WORK .....  
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