

Foundations of Communication

OBJECTIVE / RATIONALE

Expertise in communication skills is necessary for health care professionals to deliver quality health care. The health care worker must be able to use language appropriate to the situation. The student is expected to identify the components of effective communications and identify barriers to effective communications.

TEKS 121.2 (c) 1D, 3A
121.3 (c) 2A, 2B

TAKS ELA 1, 4, 5, 6

KEY POINTS

I. Components of Communication

A. Definition of communication:

1. com-mu'-ni-ca-tion 1. the act of transmitting. 2. a: information communicated. b: a verbal or written message. 3. a: a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. b: personal rapport. 4. *pl.* a: a system for communicating c: personnel engaged in communicating 5. *pl but sing.* a. technique for expressing ideas effectively b: technology of the transmission of information. (*The Merriam Webster's Collegiate Dictionary*. 10th ed. Philippines: Merriam -Webster, Inc., 1994)
2. communication is considered to be a process because it involves interaction between two or more persons..... it involves a purposeful generation and transmission of message concerning information, thoughts, ideas, or feelings by one person to one or more persons who receive, interpret, and respond according to the intention of the message

B. Purposes of communication

1. to establish and maintain relationships
2. to help / problem-solve – communication is an important aspect of diagnosing and treating clients
3. to persuade and change attitudes or behaviors
4. develop an understanding of other people

II. Elements Of The Communication Process

A. source - creator of message

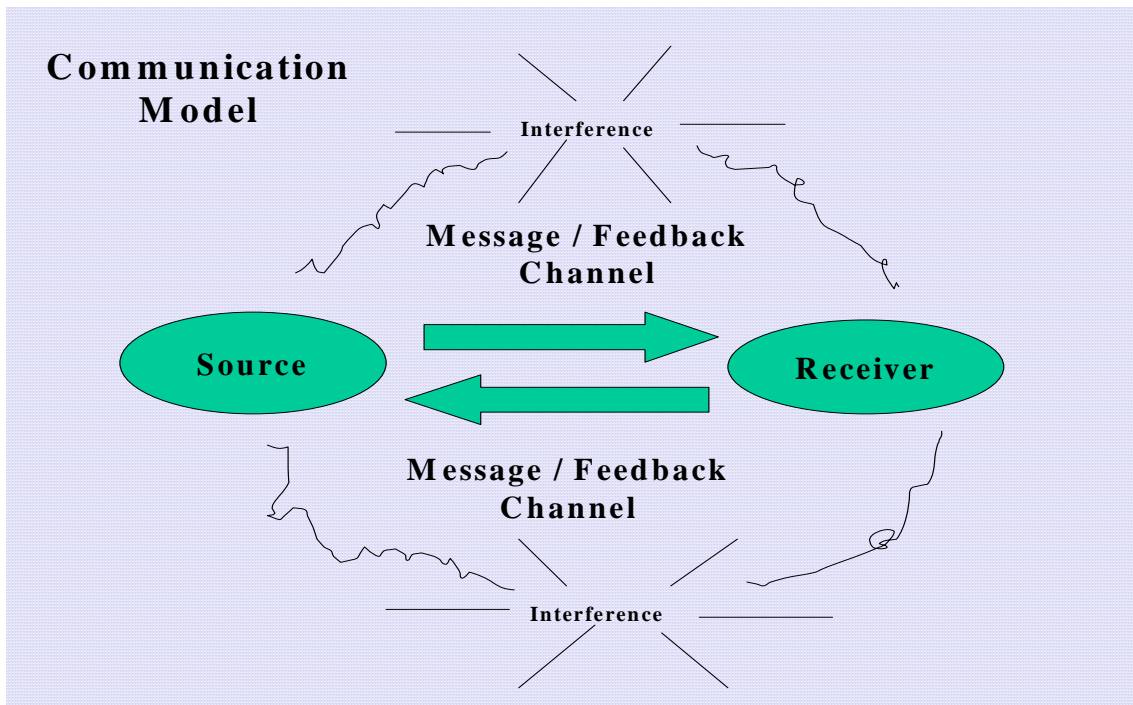
message – verbal or nonverbal stimuli

interference - anything that changes the meaning of an intended message

channel - route by which messages flow between source and receiver

receiver - individual who analyzes and interprets the message

feedback –verbal or nonverbal response the receiver sends to source of message



III. Barriers To Effective Communication In Health Professions

Health team members must communicate with one another, as well as with the patient, to coordinate effective patient care. They must share information about what has been done for the patient, what needs to be done, and the patient's response to the treatment plan. Barriers are any factors that cause either an incorrect meaning or no meaning to be communicated from the sender to the receiver. Therefore, identification of potential barriers to the communication process is vital to the success of the treatment.

A. Defensive mechanisms

1. compensation - substitution of one goal for another goal to achieve success
2. denial - refusal to believe
3. displacement of anger - feelings about one person are transferred to another
4. projection - blame for one's behavior is placed on someone else or on circumstances
5. rationalization - use of a reasonable excuse for one's behavior

B. Barriers

1. heavily medicated clients may not hear the message
2. patients with hearing or visual impairments may have difficulty
3. slang and words with double meanings
4. patients with limited English ability may not receive the correct message
5. terminology used by the health care professional may not be understood

- 6. Patient is difficult to understand due to language barriers and or speech impairment
 - C. Message must be clear, complete, concise, courteous, and cohesive
 - D. Nonverbal communication (body language) may change the message
- IV. Effective Listening
- A. involves both hearing and interpreting messages.
 - B. requires focusing on body language and the message being sent
 - C. may be passive or active
 - 1. active listening is very important in the medical profession to gather information (for example, when you interview a patient for their medical history)
- V. Conveying A Positive Attitude
- A. Health care professionals must be aware of their own bias and attitudes when sending and receiving both verbal and nonverbal messages to avoid interfering with quality treatment of the patient
 - 1. receiver must have trust and belief in the sender before they accept and understand a message
 - 2. if a patient feels a health care professional does not know what they are talking about, they may not accept the information or treatment
 - 3. be willing to say "I don't know, but I will try to find that information for you" when you are asked a question for which you do not have knowledge

ACTIVITIES

- I. Complete Peanut Butter and Jelly Sandwich Activity.
- II. Interview a health care professional utilizing the interview questionnaire.
- III. Discuss similarities and differences in communication skills discovered through the interviews of various health care professionals by dividing the class into groups.
- IV. Participate in class discussion about the importance of communication in careers in health care.
- V. Develop alternative methods of communication to overcome barriers found in the various health care professions.
- VI. Create a pamphlet describing the components of good communication vital to successful treatment of health care clients.(Include the potential barriers to the communication process and ways to overcome those barriers.)
- VII. Complete the Following Written Instructions Activity.

MATERIALS/RESOURCES

interview questionnaire

ASSESSMENT

Peanut Butter and Jelly Sandwich Rubric
Creation of pamphlet

ACCOMMODATIONS

For reinforcement, the student will outline barriers to effective communication.

For enrichment, student will create a scenario depicting communication barriers in health care professions utilizing multimedia technology.

REFLECTIONS

Peanut Butter & Jelly Sandwich

Students should be instructed to write step by step instructions for making a PB&J sandwich. This works best if they do this as a homework assignment.

On day two have all the equipment needed for students to make Peanut Butter and Jelly sandwiches. Such as: Peanut Butter, Jelly, Bread, knives, napkins...you can buy small disposable containers that hold approximately one tablespoon and pre-pack the PB & J the previous day.

Student should bring written instructions and exchange with another student. Instruct the students to follow instructions exactly as written. Was the student able to make a PB&J sandwich? Have students discuss the outcome and how communication affected the outcome.

Initiate a class discussion. Point out how skipping a step might prevent success. Relate how taking for granted that a patient would know to do something could cause problems in their treatment.

Peanut Butter Sandwich Communication Rubric

<p>1 Unsuccessful wrong purpose weak structure inadequate development of ideas poor language control</p>	<p>Little or no sense of task/no consistency Poorly organized, rambles or contains gaps Lack of support of task Confused order and thoughts</p>
<p>2 Minimally successful correct purpose adequate structure adequate development of ideas some language control</p>	<p>Minimal awareness of task/some consistency Gaps and repetitions occur Minimally sufficient elaboration of reasons in support of task. Word choice limited, maybe awkward or simplistic Errors in usage</p>
<p>3 Moderately successful correct purpose moderately effective structure moderate development of ideas language control evident</p>	<p>Clear sense of task Consistent and organized Moderate elaboration of reasons in support of task Clarity of expression, effective work choice, transitions between task</p>
<p>4 Highly successful Correct purpose Effective structure Full development of ideas Clear sense of order and completeness Overall fluency</p>	<p>Clear sense of task Absence of gaps, inconsistencies, digressions, and needless repetitions Thorough and supportive reasons for task Effective use of introduction, transitional, and conclusion of task Sophisticated structure, varied word choice and rich details</p>

Interview Questionnaire

Suggested questions to include in interview:

1. How important are effective communication skills in this field?
2. What specific communication skills are required for someone desiring to enter this field?
3. What communication barriers are most likely found in this career?
4. What advice would you give someone entering this field about the importance of being an effective communicator?

Read all the instructions before doing any of the activities.

Instructions for activities:

Ready!

Begin!

1. clap your hands once
2. cross your left leg over your right
3. blink your left eye
4. say “cow”
5. smile
6. look at your fingernails
7. cough
8. say “she sells sea shells”
9. snap your fingers
10. ignore steps 1 to 9 and sit quietly

Follow these directions in order.

1. First, read each item carefully before starting.
2. Write your name in the top left hand corner of this page.
3. Write your date of birth in the lower right hand corner.
4. Count the number of people in the room.
5. Write the number of people in the room on the back of this sheet.
6. Stand by your desk and face the instructor.
7. Count to ten and sit down.
8. Write the numbers eight and nine three times here. _____
9. Write the number of children in your family on the back of this sheet.
10. Write the name of the person on your right here. _____
11. Write the names of your family on the back of this sheet.
12. Write the numbers 2, 4, 8, 10 in the upper right corner of this sheet.
13. Draw four lines on the back of this page on the bottom.
14. Draw a sketch of your instructor.
15. Now that you have read all the items, do only number one.