

Verbal Communication

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OBJECTIVES / RATIONALE

Expertise in communication skills is necessary for workers in health care. To deliver quality health care, the health care provider must be an effective communicator. The student will develop communication skills which are responsive rather than reactive and adapt communication to the needs of the individual.

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

TAKS ELA 1, 3, 4, 6
Social Studies 3, 5

KEY POINTS

- I. Languages
 - A. There are hundreds of languages and dialects spoken in the U.S. today (*including sign language*)
 - B. Because of the symbolic nature of language, spoken words are not actual objects but often reflect ideas or feelings.
- II. Roles of language
 - A. Verbal communication is important in society
 - B. Verbal language constitutes a significant portion of the communication process
 - C. Ideas and feeling are expressed among people through the use of verbal communications
 - D. Language allows people to create, change, relate, and cooperate with each other
 - E. Communication is a process composed of messages sent and received
- II. Inclusion and Equality
 - A. Everyone is included in the interaction
 - 1. Recognize all parties in the communication process as being equal.
 - B. Seek opinions on the issue
 - 1. communication is a two-way process. People need to listen as others speak and be allowed to contribute to the conversation.
- III. Lying is not being truthful
 - A. "excuses" for lying:
 - 1. basic needs - to retain something that fills a basic need
 - 2. affiliations - to increase or decrease social interactions
 - 3. self-esteem - to increase a perceived social desirability
 - 4. self-gratification - such as humor or for a desired effect
 - B. communication obstacles caused by lying
 - 1. decisions are based on the information received
 - 2. by lying, inaccurate information is given which contributes to incorrect decisions
 - 3. deliberately making a false statement with the intent to deceive or convey

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a false impression contributes to incorrect decisions making

4. when a lie is discovered credibility is diminished

V. Problems of Gossip and the Value of Confidentiality

- A. gossip is a frequent form of communication today
- B. gossip creates rumors about personal affairs of others
- C. gossip creates feelings of betrayal and destroys trust
- D. gossip is unethical when it breaches confidentiality
- E. confidentiality provides a good guideline for dealing with gossip

VI. Gender Bias

- A. words used often reflect a gender role bias (all nurses are female)
- B. gender roles have changed in the past ten years
- C. to eliminate bias, avoid referring to doctors as male and nurses as female (address the person by name or title).

ACTIVITIES

- I. Complete Lego Communication Activity.
- II. Research health care practices of various cultures. Compare cultural differences related to health care and identify misunderstandings which may occur. Address the following questions:
 - How may cultural differences contribute to misunderstandings?
 - How would these differences affect health care delivery?
 - How can communication skills be adapted to accommodate the needs of an individual?
- III. Create and present a multimedia technology presentation to the class which identifies research findings.

MATERIALS NEEDED

Lego's or blocks
Lego object pictures
Access to internet
Computer with presentation software and projection technology

EVALUATION

Presentation Rubric

ACCOMMODATIONS

For reinforcement, students will identify terms and phrases used by family members which may be misunderstood by a health care provider.

For enrichment, students will interview someone from a different culture to determine complications encountered in a health care setting as a result of poor communication

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skills.

REFLECTIONS

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Lego Communication Activity

Obtain several Lego's (or blocks) of the same size. Have the students sit back-to-back. One student will have a picture of the Lego object and the other student will have the Lego's. Allow 2-3 minutes for the student with the picture to give instructions to the other student to build the object.

- Neither student can look at the other student's picture nor Lego's until time has been called.
- It is even more effective if every student in the room has a partner and they are all trying at the same time.

At the end of the allotted time let students compare. Discuss what was hard and what was easy to communicate. Have the students switch places and compare and discuss.

Exercise can be varied by using a geometric picture and rulers to describe length and have one student with the picture and the other trying to draw it.

Discuss how this relates to communicating to patients, families, and co-workers.