

Course

Principles of Health Science

Unit VI

Personal Qualities of a Health Care Worker

Essential Question

How does the communication process affect health care delivery?

TEKS

*130.202(c)
2A, 2B*

Prior Student Learning

An introduction to Health Care workers and the qualities of a health care worker.

Estimated time

3 hours

Rationale

Expertise in communication skills is necessary for health care professionals to deliver quality health care. The health care worker must relate to patients, their families and to other professionals.

Objectives

Upon completion of this lesson, the student will be able to:

- Identify the components of effective communications
- Organize information needed to complete a task
- Compare communication skills needed in different health care professions

Engage

Have students line up in a straight line. Tell them that they must arrange themselves in order according to their birth date however they are not allowed to talk. Give students 5 minutes to arrange themselves. Ask students what problems they encountered. What methods did they use to figure out the birthdates? What would have made the exercise easier?

Key Points**I. Components of Communication****A. Definition of communication:**

1. Communication: The sharing of a thought, an idea or a feeling.
 - a. involves a purposeful generation and transmission of a message by one person to one or more persons who receive, interpret, and respond according to the intention of the message
 - b. Reading, writing, listening, touching and seeing are all forms of communication

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

C. Elements Of The Communication Process

1. sender(encoder) - creator of the message to convey information or an idea
2. message- the information, idea or thoughts
3. channel - route by which the message is sent (verbal or nonverbal)
4. receiver(decoder) - individual who receives and interprets the

message

5. feedback - response the receiver gives to the sender of the message

6. interference-anything that changes the meaning of an intended message

D. Levels of Communication

1. Intrapersonal Communication

- a. Occurs within an individual
- b. Also known as self-talk, inner thought
- c. Try to replace negative thinking with positive thinking

2. Interpersonal Communication

- a. One to one communication between you and another person
- b. Used most often in a health care situation

3. Small Group Communication

- a. Interaction when a small number of people meet together
- b. Communication is goal directed and requires an understanding of group dynamics

4. Public Communication

- a. Interaction with an audience
- b. Requires special adaptation in eye contact, gestures, voice inflection and use of presentation material

II. Types of Communication

A. Verbal Communication

1. Can be spoken or written
2. Depends on language: a prescribed way of using words so that people share information effectively
3. Reveals person's intellectual development, educational level, and geographic and ethnic origin
4. Helps health care worker assess what the patient knows and feels

B. Non-Verbal Communication

1. What is not said
2. Often termed body language
3. Helps to understand subtle meanings in what is said verbally
4. Non verbal messages express more of the true meaning than verbal messages

II. Communication in Health Care

A. Health Care Workers

1. Communicate with one another
 - a. to coordinate effective patient care
 - b. share information about what has been done for the patient
 - c. decide what needs to be done
 - d. evaluate the patients response to treatment
2. Communicate with patient
 - a. allows patient's human needs to be met

- b. assists in establishing a trusting, caring relationship
- c. allows health care worker and patient to work together on a common goal

B. Barriers to Communication

- 1. heavily medicated clients may not hear the message
- 2. patients with hearing or visual impairments may have difficulty
- 3. using 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
- 7. cultural differences include different beliefs about the cause of illness and the type of treatment, eye contact and touch

C. Conveying A Positive Attitude

- 1. 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 care
- 2. receiver must have trust and belief in the sender before they accept and understand a message
- 3. if a patient feels a health care professional does not know what they are talking about, they may not accept the information or treatment
- 4. 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

Activity

- I. Complete Peanut Butter and Jelly Sandwich Activity.
- II. Interview a health care professional utilizing the interview questionnaire. Students present their interview findings and discuss the similarities and differences in communication skills discovered through the interviews of various health care professionals.

Assessment

Peanut Butter and Jelly Sandwich Rubric
Interview various health care professionals

Materials

Butter and Jelly Sandwich Activity
Peanut Butter and Jelly Sandwich Rubric

Teacher Note:
Soy butter may be substituted

*for classrooms
with students
with nut
allergies.*

Interview Questionnaire

Peanut Butter

Jelly

Bread

Knives

Napkins

Accommodations for Learning Differences

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.

National and State Education Standards

HLC02.01 Communication

Health Care workers will know the various methods of giving and obtaining information. They will communicate effectively both orally and in writing.

TEKS

130.202 (c)(2)A identify components of effective and non-effective communication; and

130.202 (c)(2)B demonstrate effective communication skills for responding to the needs of individuals in a diverse society.

Texas College and Career Readiness Standards

English Language Arts

Speaking III B Develop effective speaking styles for both group and one on one situations

Listening IV A Apply listening skills as an individual and as a member of a group in a variety of settings

IV B Listen effectively in informal and formal situations

Social Studies Standards

Effective Communication V A Clear and coherent oral and written communication

Peanut Butter Sandwich Activity

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?