



State-Approved Curriculum NURSE AIDE I TRAINING PROGRAM

July 2013 Module D



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Registry Section
Center for Aide Regulation and Education
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Module D – Communication Teaching Guide

Objectives

- Describe successful and unsuccessful techniques of communication with residents.
- Explain the importance of culture when communicating with those from other cultures
- List skills that a nurse aide uses to communicate effectively with a variety of people, from a variety of cultures.

Handouts – Duplicate one copy for each student.

- **#1D Forms of Communication**
- **#2D Communication Techniques**

Instructional Resources/Guest Speakers

- **#6D Guest Speakers:** People in the community representing different cultures to serve on a panel; topic: explain about cultural norms and answer students' "what if" questions about how nurse aides can best honor each person's culture.

Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments to Notes Section
- Set up computer/projector

Advance Preparation – Teaching Tips

- **#1D Role-play Activities:** Think about/jot down ideas for role-play activities to further explain non-verbal communication:
 - Role-play examples that demonstrate body language differing from the verbal message being sent
 - Role-play examples that demonstrate non-verbal communication that could be a barrier to effective communication
 - Role-play examples that demonstrate how sensory impairment may lead to breakdowns in communication and non-verbal cues to look for
- **#3D Pleasant Message:** Think about/jot down a simple, pleasant message for students to analyze.
- **#4D Non-pleasant Message:** Think about/jot down a simple, non-pleasant message for students to analyze.
- **#5D Local Cultures:** Identify different cultures found in the area, research defining characteristics of each culture.

**Module D – Communication
Definition List**

Communication – successfully getting and receiving messages

Culture – is a view of the world as well as a set of values, beliefs, and traditions that are handed down from generation to generation

Non-verbal Communication (also called body language) – body positions and actions that send an unspoken message along with the spoken message; the conscious or unconscious signals that a person's body sends

Therapeutic Communication – a type of communication that health care providers consciously use when talking with residents in order to influence residents or help residents to a better understanding

Verbal Communication – the act of sending/receiving the spoken message

Module D – Communication	
(S-1) Title Slide (S-2) Objectives <ol style="list-style-type: none"> 1. Describe successful and unsuccessful techniques of communication with residents. 2. Explain the importance of culture when communicating with those from other cultures 3. List skills that a nurse aide uses to communicate effectively with a variety of people, from a variety of cultures. 	
Content	Notes
(S-3) Communication <ul style="list-style-type: none"> • Successfully getting and receiving messages • Parts include: <ul style="list-style-type: none"> ○ Message to be delivered ○ Sender of the message ○ Receiver of the message ○ Feedback about the message • Example - "I am very hungry. Let's go out to lunch." 	
(S-4) Verbal Communication <ul style="list-style-type: none"> • The act of sending/receiving the spoken message • Examples of successfully delivered messages – "Stop, don't go there!" 	
(S-5) Non-verbal Communication <ul style="list-style-type: none"> • Also called body language • Body positions and actions that send an unspoken message along with the spoken message • The conscious or unconscious signals that a person's body sends • Examples – gestures, no eye contact, crossed arms, turning away, slouching, smiling, wringing hands 	
TEACHING TIP #1D: Role-play Activities Several role-play activities may be used to further explain non-verbal communication: <ul style="list-style-type: none"> • Role-play examples of body language that differ from the verbal message being sent • Act out examples of non-verbal communication that could be a barrier to effective communication • Role-play examples of how sensory impairment may lead to breakdowns in communication and non-verbal cues to look for 	
(S-6) HANDOUT #1D: Forms of Communication Distribute to students and review forms of communication.	

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<p>(S-7) Communication –Importance</p> <ul style="list-style-type: none"> • Nurse aide must communicate successfully with resident, family, and staff in order to meet resident needs • Successful communication can encourage expression of feelings by resident and family members • Nurse aide must avoid using non-successful techniques of communication 	
<p>HANDOUT #2D: Communication Techniques</p> <p>Distribute to students and review examples of each technique.</p> <p>TEACHING TIP #2D Non-successful Statements</p> <p>Ask students:</p> <ul style="list-style-type: none"> • Do you ever use any of the non-successful statements listed in the handout during your conversations? • Do you see how some of the non-successful statements would discourage interactions? 	
<p>(S-8) Barriers to Successful Communication</p> <ul style="list-style-type: none"> • A noisy room • Lack of privacy • Talking too fast • Sender or receiver is mentally confused 	
<p>(S-9) Barriers to Successful Communication</p> <ul style="list-style-type: none"> • Blindness • Speech difficulty by sender • Prejudices • Frustrations by sender or receiver 	
<p>(S-10) Communication – Barriers to Successful Communication</p> <ul style="list-style-type: none"> • Attitudes • Different life experiences • Cultural differences between sender and receiver 	
<p>(S-11) Communication – Nurse Aide’s Role</p> <ul style="list-style-type: none"> • Develop skills that will enhance successful verbal communication <ul style="list-style-type: none"> ○ Show interest ○ Hear what is being said ○ Avoid interrupting ○ Ask questions for clarification ○ Learn patience and allow expression of feelings 	

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<ul style="list-style-type: none"> ○ Eliminate environmental distractions ○ Understand that silence is an effective communication tool 	
<p>TEACHING TIP #3D: Pleasant Message</p> <p>Pair students and give each pair a simple, pleasant message. Ask students:</p> <ul style="list-style-type: none"> • Identify the parts of the verbal communication as it is delivered • Evaluate the body language observed <p>TEACHING TIP #4D: Non-pleasant Message</p> <p>Give each pair a non-pleasant message to deliver. Ask students:</p> <ul style="list-style-type: none"> • Identify the parts of the verbal communication as it is delivered • Evaluate the body language observed 	
<p>(S-12) Culture</p> <ul style="list-style-type: none"> • United States has a diverse population with varying cultures • Have talked about how to communicate with residents effectively – now examine other populations of people in the United States and talk about how best to communicate with residents from other cultures 	
<p>(S-13) Culture</p> <ul style="list-style-type: none"> • Definition – is a view of the world as well as a set of values, beliefs, and traditions that are handed down from generation to generation • Often foundation for language, communication style, customs, religion, health beliefs, and health characteristics • Tend to share biological and physiological characteristics (some cultures at greater risk of developing certain health conditions/diseases) 	
<p>(S-14) Culture and Communication – Nurse Aide Role</p> <ul style="list-style-type: none"> • Cultural sensitivity [being aware of, recognizing, acknowledging, and valuing that behavior patterns differ between and within different cultures] • Accept each resident as an individual • Follow nursing care plan that incorporates resident’s health belief system • Demonstrate respect • Greet the resident respectfully <ul style="list-style-type: none"> ○ Use title (Mr., Mrs., Miss) and person’s last name ○ Attempt to pronounce name correctly, stating name slowly • Follow appropriate cultural preferences (eye contact, distance) 	

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<ul style="list-style-type: none"> Communicate in non-threatening manner 	
(S-15) Adopt Special Approaches <ul style="list-style-type: none"> When a resident speaks a different language <ul style="list-style-type: none"> Use a caring tone of voice and facial expression Speak slowly and distinctly, but not loudly Repeat message in different ways as needed Focus on a single idea or experience Allow silence Note words that resident seems to understand and use frequently 	
(S-16) Adopt Special Approaches <ul style="list-style-type: none"> Keep messages simple and repeat often Avoid medical terms and abbreviations Pay attention to nonverbal behavior Use a language dictionary, if available 	
(S-17) Health Care System <ul style="list-style-type: none"> Has its own culture Beliefs - standardized definitions of health and illness, believes in the power of technology Practices - encourages maintenance of health (annual physical examination/routine diagnostic procedures) and prevention of illness Rituals - limiting visitors and specific visiting hours Expectations – punctuality such as arriving for appointments on time 	
(S-18) THE END	
TEACHING TIP #5D: Local Cultures Describe different cultures found in the area and defining characteristics of each and role-play various situations based on characteristics. TEACHING TIP #6D: Guest Speakers Panel of community members representing various cultures	

Handout #1D: Forms of Conversation

Type of Conversation	Goal
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Social Conversation	To create a comfortable, relaxed atmosphere. Talk about pleasant things that the resident may be interested in. Do not discuss your problems or complaints with residents. Avoid discussing facility business or gossiping about other residents or employees.
Interviewing	To obtain information that will help you meet the resident's needs. For example, ask if the resident prefers to take a shower in the morning or evening. Interviewing helps you plan your routine and shows the resident that you are genuinely interested in his or her well-being.
Teaching	To show and tell the resident something that he or she will learn, understand and use. All health care workers are teachers.
Reporting	To communicate accurate information. Reporting is done to the nurse. Accurate reporting involves communicating factual information.
Problem Solving	To help meet the resident's needs. It is different from interviewing. In this situation, you know what the resident wants. Your objective is to find a way to do it.
Therapeutic Communication	To encourage the resident to talk about feelings. This type of communication is particularly sensitive because you must be careful not to pass judgment on what the resident thinks or feels. Monitor your body language carefully.

Acello, et al (2006). North Carolina Nurse Aide I & II. Mason, Ohio: Thomson Delmar Learning. Communication and Interpersonal Skills (pp. 34).

Handout #2D: Communication Techniques

Successful Techniques

- Accepting – “Yes, I’m with you.”
- Offering Self – “I’ll sit with you a while.”
- Giving Broad Openings – “Where would you like to begin?”
- Giving General Leads – “Tell me about it.”
- Making Observations – “I notice you are clasping your hands.”
- Encouraging – “What does the voice seem to be saying?”
- Reflecting – “So, this causes you to feel angry?”
- Exploring – “Tell me more about that.”
- Presenting Reality – “I see no one else in the room.”
- Summarizing – “So, let’s see, do I have this straight?”

Non-successful Techniques

- Rejecting – “Oh, you don’t want to talk about that.”
- Disapproving – “You shouldn’t speak in that manner.”
- Challenging – “But how can you be the doctor?”
- Requesting an Explanation – “Why do you think that way?”
- Belittling – “Everybody gets down in the dumps.”
- Stereotyped Comments – “Everything is going to be alright.”
- Interrupting – “What you really mean is. . .”
- Changing the Subject – “I would rather talk about the weather.”