



A2.2 – Educative resources for teachers

# Title: Importance of Adapting Communication Techniques

Module: Basic Concepts in Caregiving

Sub-Module: Language & Communication in Caregiving



# Introduction

<b>Module</b>	Basic Concepts in Caregiving
<b>Sub-module</b>	Language & Communication in Caregiving
<b>Lesson nr.</b>	#2
<b>Duration</b> (minutes)	2 hours
<b>Date</b>	To be defined

# Lesson Outcomes

1. Understand the importance of adapting communication techniques to different groups;
2. Apply techniques of conflict management through communication.

# Topics - Communication and interpersonal relationships

2. Communication and interpersonal relationships in different social groups;

2.1. Different groups;

2.2. Group cohesion;

2.3. Advantages and disadvantages of group operation.

3. Conflicts and conflict resolution;

3.1. Minimize stress;

3.2. Communication in difficult situations.

# How to communicate better?



NO TWO PEOPLE EVER COMMUNICATE PERFECTLY. HOWEVER, THE MORE CLEARLY WE COMMUNICATE, THE GREATER IS OUR ABILITY TO TRUST.

<https://www.youtube.com/watch?v=dJUBmgyOU24&t=2s>

# How to communicate better?

## *A Person-Centered Care and Communication Continuum (PC4 Model)*



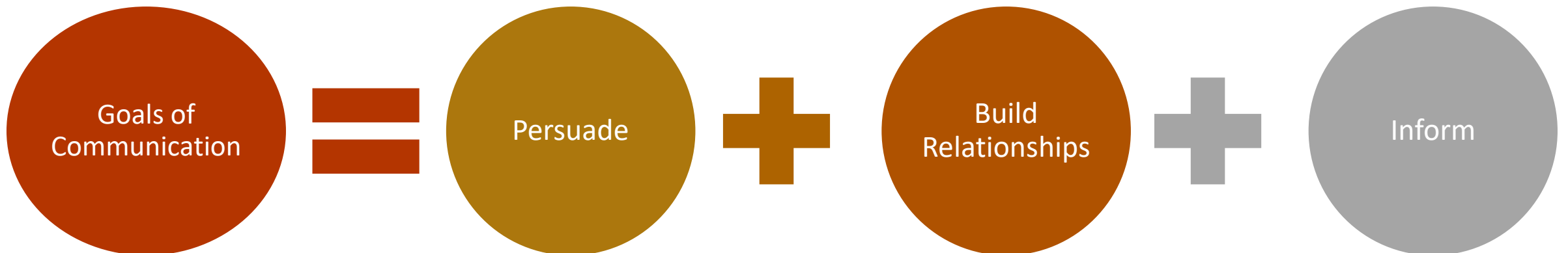
Effective communication is an essential factor in caregiver-patient interactions. **When communication is patient-centered, it becomes therapeutic.** It allows for trust and mutual respect in the care process, thereby promoting care practices that address patients' and caregivers' needs, concerns, and preferences.

(Kwame & Petrucka, 2021)

# Interpersonal relationships

An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. Interpersonal relationships are formed in the context of social, cultural and other influences. Human beings are innately social and are shaped by their experiences with others.

Types: Friendships; parents; romantic relationships; workplace relationships; care relationships; etc.



# Group cohesion

Its the unity or solidarity of a group, including the integration of the group for both social and task-related purposes.

Group cohesion is indicated by the strength of the bonds that link members to the group as a whole, the sense of belongingness and community within the group, the feelings of attraction for specific group members and the group itself as experienced by individuals, and the degree to which members coordinate their efforts to achieve goals, although these factors are neither necessary nor sufficient conditions for cohesion.



# Advantages and disadvantages of group operation

<b>Advantages of Working in a Group</b>	<b>Disadvantages of Working in a Group</b>
More Productive	Unequal Participation
More Resources	Intrinsic Conflict
More Reliable	No Individual thinking
Learn Things	Decision making takes time
New Method	Easy to avoid work
Information Exchange	Loss of Creativity
Team Commitment	Time Consuming

# Communicating with older patients

Addressing older patients can be slightly different to talking to other adult-aged patients. It is common for many older adults to have a fear of creating a fuss (Daniel 2014) – and along with a higher chance of memory and cognitive disturbances – this can create an enormous potential for missed care.

One of the most important considerations when communication with older adults is allowing them time. Showing any signs of stress or impatience could cause them to shut down and close off from you.

Another challenge you may encounter when communicating with some older people is that they may not feel comfortable speaking openly with professionals. If you are their caregiver, and available for their concerns, they may be more willing to talk to you than to the doctor, who may only spend five minutes in the room.

# Communicating with children

Communicating effectively with children and younger patients is one of the most difficult aspects of healthcare. Not only are you trying to explain a difficult concept to a young person in terms they can understand, you also need to include their parents as well.

Compared with adults, children have fewer coping mechanisms and it is natural for a child to be scared, and even resistant to some medical treatment. Explaining the procedure to a child can help to reduce anxiety and build their confidence (Burke 2016).

As with older adults, avoid using complicated medical terminology, or 'jargon'. Your language should be developmentally appropriate. Make a mental note of the patient's age and their level of understanding, and tailor your speech to meet their needs.

# Communicating with dying patients

Among the most difficult scenarios that can arise for caregivers when communicating with patients is talking with a patient who is dying. It is uncomfortable and emotionally challenging to face a person who has just received a prognosis without hope, and who you know will be facing their biggest struggle - not only physically, but mentally and spiritually.

Don't pretend that everything is fine. The patient deserves the respect of you acknowledging their situation, and not doing so can make them feel as if you are infantilizing them. However, do not allow yourself to be overcome with emotions either.

Continue to give the same honest, loving care you have been providing the patient. Tend to their needs and answer their questions as best you can

# Stay alert!

Use observing and listening skills to identify, at an early stage, situations that may escalate. Warning signs of irritated or agitated behaviour could include:

- Raised voices;
- Uncharacteristic silence;
- Sarcastic remarks;
- Negative body language: staring, invading personal space; posture such as clenched fists, a jutting chin or puffed out chest; threatening gestures such as finger pointing or foot stamping; pacing back and forth;
- Aggressive behaviour: kicking furniture or hitting themselves

# Approaching difficult conversations

If you have something important to talk to them about, and the time does not seem right, fire a ‘warning shot’ by saying, *“There’s something I want to talk to you about. I know you are busy but could we catch up properly in 15 minutes time?”*

Listen and ask questions. Listening without interrupting is powerful. It conveys interest and respect for another’s point of view. Maintain eye contact and offer encouraging remarks such as, *“I see what you are saying...”* and *“go on...”*

Open-ended questions provide the most potent way of understanding another person. Use questions beginning with ‘why’, ‘what’, ‘when’, ‘where’ and ‘how’.

# Dealing with open discussions

Try to use the valuable time you have now to open discussion slowly.

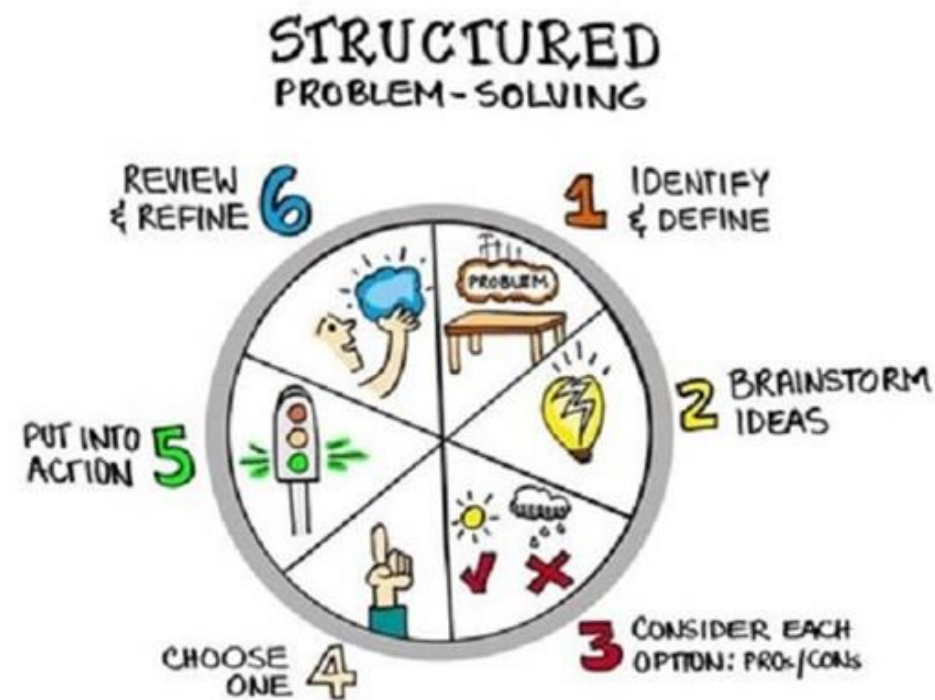
Don't be afraid to assert yourself when you need to by using 'I' statements. Being assertive involves expressing your own thoughts and feelings without dismissing or abusing the rights of others (which is aggression).

For example, saying: *"I feel disappointed that you're talking like that to me,"* is a less accusatory way of expressing your feelings than, *"You make me so cross when you're so rude."*

# Problem solving - exercise

Share a situation that occurred recently to work on using problem solving.

→ Defining the problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution

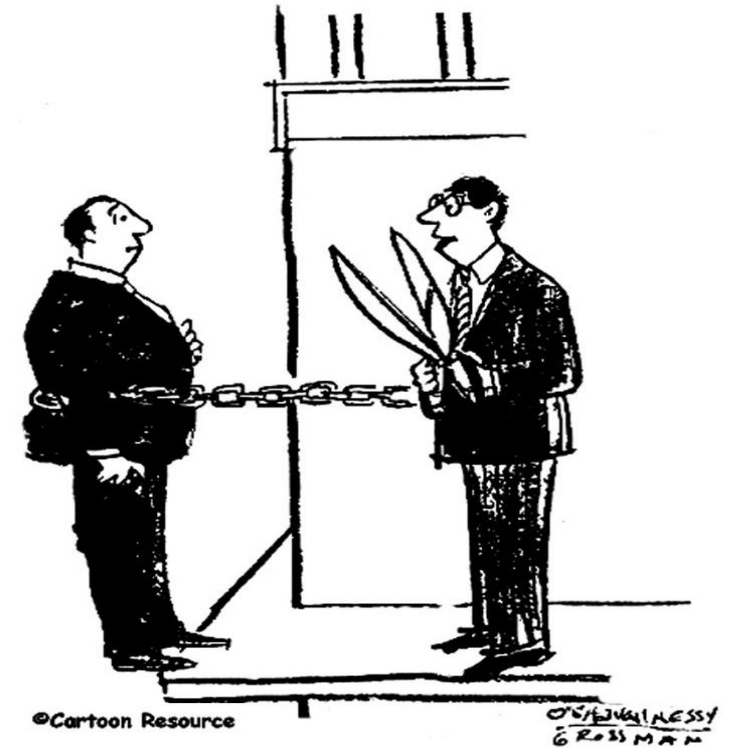




# Conflict resolution - exercise

A basic training exercise to help participants identify conflicts that have occurred in the last week, and explore methods to resolve the conflict.

- Conflict resolution skill 1: Quickly relieve stress
- Conflict resolution skill 2: Recognize and manage your emotions
- Conflict resolution skill 3: Improve your non-verbal communication skills
- Conflict resolution skill 4: Use humor and play to deal with challenges



**"This is the best solution I know  
to resolving our personality conflicts."**

# Minimize stress

## Communicating To Reduce Stress

Working on communication skills can help us reduce stressful situations and costly mistakes. Effective communication can also reduce unnecessary resentments and tension in our relationships.



# Tips to remember

1. Don't give up. When building rapport with a patient, you do not have only one chance. Not every interaction has to be perfect. Communication evolves; be realistic with your expectations and be patient, yet motivated, to create small changes.
2. Communication is not always with words. If you're finding a particular patient especially difficult to speak with, simply being there, smiling, sharing meaningful eye contact and some human touch (with consent) can make all the difference.

# Communication techniques

How can you help your patient to learn something?

## Teach back

It is a method of communication confirmation used by healthcare professionals to confirm that a patient has understood what has been explained. If they understand they will be able to “teach back” using your own words.

## Show me

Allows you to confirm whether users are able to follow specific instructions (eg how to perform a therapeutic exercise at home). Some authors consider a variation of the “teach back”, but we will address it separately to focus here on the psychomotor domain of learning.

## Ask me 3

It is a method that encourages patients to ask three questions at the end of each consultation/session to the healthcare professional:

1. What is my main problem; 2. What do I need to do?; 3. Why is it important for me to do this?

# Role-Play: case study

*Mrs. Ana is a 60-year-old patient who has just been admitted to the coronary intensive care unit with precordial pain. She has a history of arthritis and diabetes (which she doesn't care about). She has been very demanding, especially on days when her husband cannot come visit. Today Mrs. Ana is in her care. She rang the doorbell repeatedly and asked for a glass of water and a straw. However, on the way to respond to her request, she was intercepted by a patient's son who, crying, asks her for information about the surgery that his father is going to undergo today at the end of the afternoon. After giving her the intended explanations, she returns to the room with the glass of water and the user verbally attacks her:- "I could have died until she brought me the glass of water! What were you doing, melting the ice? What the hell! Give me the straw and I'll open it, you're slower than a snail".*



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Empowering Caregivers

Thank you!

Teachers's name

Teachers e-mail

Date of the session

