



Unit 3

Principles of Communication in Adult Care Settings

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Principles of communication

Communication is essential to provide a good quality care in social health practice. It is fundamental in the relationship of the care worker with the elderly person and as well with the family members, it is also fundamental within the team of professionals. The customer profile today has changed; it is a much more demanding profile that requires another type of more individualized attention. Social health professionals and care workers must know how to identify the model of care that fits to the needs of the elderly person and that the care worker disposes of the necessary knowledge, skills and competencies to assure good communication between the parties involved so that care delivered it of good quality and appropriate.

Cultural bias

Care workers come from different countries, where there may be different ways to communicate, especially what belongs to the nonverbal communication. Good communication consists in assuring that the communication was successful, and if necessary, adapting the language to the person's needs in order to avoid misunderstandings. It is also essential to interpret the reactions of the elderly person according to their own cultural criteria.

Module 3.1 Communication in adult care settings and aspects on intercultural communication

Activity name **Communication to discuss. Solution of a case study**

Learning goals and outcomes

Understand why communication is important in adult care settings

Understand how to meet a person's communication and language needs, desires and preferences

Understand how to reduce barriers to communication.

Understand confidentiality and the need for secure management of information in adult care environments.

Suggested duration 4 hours

Number of participants Up to 20

Materials needed Computer with projector, power point, video, case resolution activities, paper and pens



Competences	<ul style="list-style-type: none"> assumes responsibility for communication with the user's attention has not been understood
Knowledge	<ul style="list-style-type: none"> is able to explain why communication is important in adult care environments is able to describe ways to meet an individual's communication and language needs, desires and preferences is able to describe ways to reduce barriers to communication Knows that there is always the risk of a misunderstanding because of different terms and expectations in another cultural setting knows about the potential differences in nonverbal communication in another cultural setting
Skills	<ul style="list-style-type: none"> is able to identify different reasons why people communicate Is able to observe an individual's reactions when communicating is able to choose from a range of communication methods is able to find out an individual's communication and language needs, wishes and preferences is able to verify that communication has been understood is able to understand nonverbal communication in another cultural setting Is able to ask questions and check for misunderstanding with the client
Guidelines for evaluation	<p>In a continuous evaluation students will demonstrate their communication and language understanding skills in the care of the elderly by providing solutions to a case study.</p> <p>Learners can use the Online Training Course <i>Migrants take Care</i> to be trained in technical language vocabulary of the host country and frequent sentences that could be used in the home care setting for the elderly persons.</p>
Keywords	Verbal communication, nonverbal communication, communication barriers, communication needs, effective communication, SAAC
References	<p>Communication and basic language of the host country</p> <p>Communication and language applied to the care of the eldest person</p>



Description of Activity 3.1



Introduction	In the first phase participants will contextualize in writing what means from their point of view the word communication. It will be shared with the other to get a complete picture of ideas about this concept.
Different ways of communication	The second phase will discuss the different types of communication so that they can be applied to the different types of communication needs of an elderly person.

Communication needs	<p>The third phase will be to show different ways of body communication aimed at recognizing nonverbal communication as a detection of the person's needs.</p>
Non-verbal communication in intercultural settings	<p>Participants will be asked to reflect on aspects of their nonverbal communication which are different in the host country. Each participant will show to the rest of the team a gesture, mimic, action of body language and the other participants have to explain what it means. When there are wrong explanations, the participant must correct.</p>
Different methods of communication	<p>The different methods of communication will be explained and then each participant must solve a case study where she/he will demonstrate her/his communication skills with a deaf person.</p>
Cultural misunderstandings	<p>Communication depicts one of the most critical and sensitive ways of interaction where cultural differences can easily lead to misunderstandings and confusion. Cultural imprints determine your way of communication and misunderstandings can occur within the content of communication, but also in the style/channel of communication.</p> <p>One example could be a misunderstanding due to a gesture, which is used completely differently in different cultures. Another one could be a topic (e.g. politics, religion, sexuality) which is culturally inappropriate to be discussed in some parts of the world and in others not. Also elements like the speed of verbal communication may vary and lead to difficulties in hearing and understanding each other properly.</p> <p>In the elderly care sector care receivers have an expected high age, and in this setting cultural specifications based in age need to be considered, too.</p> <p>Here, the trainer should identify major specifications, risks and examples for misunderstandings and communication as well as ways to enable clear and smooth interaction. Practice with role plays might be a good alternative to recognize possible cultural misunderstandings and develop sensitivity and tools. With different nationalities in the training course, a base for experience with intercultural communication is already given.</p> <p>Helping the migrant care workers to understand the clients' language and cultural background should be the focus of the trainer. Inviting a migrant care worker who is already working in the setting for some time to share his/her experiences and provide some helpful tips might be a good option here.</p> <p>Additionally, migrants may have difficulties in comprehending the host country's own language, creating misunderstandings and communication problems. To avoid this type of situation, a guest speaker with a migrant background will be invited to animate a debate about cultural misunderstandings. Participants are invited to contribute their personal experience of the most frequent cultural</p>

and/or language misunderstandings that they have experienced since they have arrived in the host country. Together, participants will brainstorm about the best ways to avoid this kind of misunderstanding and the questions that should be asked to check misunderstandings.

Your own
notes:

Module 3.2 Confidentiality and the need for secure handling of information in adult care settings

Activity name Debate and conclusions on confidentiality and data processing

Learning goals and outcomes The main objective of this module is to prepare students to take responsibility for the processing of confidential information and to know when such information should be shared with nurses, doctors or other professionals for the well-being of the elderly person her/himself.

Suggested duration 4 hours

Number of participants No more than 20

Materials needed Computer with projector, power point of the syllabus, paper and pen for notes

Competences

- assumes responsibility when information that is normally considered confidential may need to be shared with other

Knowledge

- is able to describe the term trust

Skills

- is able to identify the people to which it must communicate confidential information
- is able to maintain confidentiality in daily communication

Guidelines for evaluation In this module, learners will be provided with knowledge of the laws governing the right for privacy and the protection of personal data in the host country by providing the necessary knowledge to:

- Be the elderly person's confidant



- Safeguarding the information provided to you
- Communicate such information to your health professionals objectively and with prior notice to the elderly person.

Keywords Privacy, confidentiality, data protection, trust

References The right to privacy has the range of fundamental law in the Spanish Constitution and is protected by Organic Law 1/1982, of May 5, on Civil Protection of the Right to Honor, Personal and Family Intimacy and Self-Image.

[Organic Law 15/1999, of 13 December on protection gives personal data](#)

Talavera P. The intimacy of care and care of the intimate. 2nd Nursing Meeting; 2005. October. Madrid. Fundamental and Clinical Bioethics Association.

Decalogue of Attitudes to know how to keep confidentiality and protect the personal data of the client.



Description of Activity 3.2



Introduction The basis of good practices in the care of the elderly person is good communication. Good communication has to focus on: to empathize and to respect the rights, privacy and dignity of the elderly person.

Confidence In the first phase, participants will watch a video about trust, and then each participant will make a list of the information and aspects in this example video that they consider confidential and that they would only tell to a reliable person. The list of each participant will then be shared with the entire group so that each learner is aware of the subjects that may be confidential, and which they would share or not share.

Secure information In the second phase, learners will need to reflect on the consequences that lack of secure information and confidentiality cause. In order to know the different points of view of the learner group, the consequences of the lack of secure information and confidentiality in a case study of a home care worker will be contextualized.

Cultural bias In such sensitive issues as confidentiality and secure information as well as data protection, different cultures can give different values to these key concepts. The laws that refer in the host country to the confidentiality and security on the information, as well as the consequences that the violation of these rights may entail, may be differently according to each country and should be discussed.



Again it will be helpful if the trainer provides examples of confidential information and their cultural context. Also a migrant care worker with experience could provide some examples.

The trainer could also design a quiz with some examples and see if information is valued confidential in the target culture of the class. The results of the quiz and also different evaluations of this possibility can be an excellent starting point for further discussions and the development of sensitivity.

Your own
notes:



Module 3.3 Aspects of intercultural communication in adult care settings

Activity name Differences and similarities in communication



Learning goals and outcomes

The objective of this module is to improve communication with the elderly person taking into account the culture of the person him/herself and the one of the care worker in order to avoid misunderstandings and misinterpretations in the day to day care work. To do this, learners must:

- Analyze the form of communication of the host country
- Analyze one's own form of communication
- Understanding the particularities of communication in the older age



Suggested duration 3 hours

Number of participants No more than 20



Materials needed Computer with projector, power point, cardboard, paintings, magazines. pens and paper

Competences

- is able to recognize possible sources of misunderstandings that occur due to different expectations and



- Knowledge**

 - is able to adapt to the cultural standards of customer communication
 - knows that there is always the risk of a misunderstanding due to different terms and expectations
 - Learns the most important guidelines for communication in adult care settings
- Skills**

 - Is able to ask questions and check for customer misunderstandings
 - is able to adapt to the most important guidelines in terms of communication in adult care environments

In a continuous evaluation students will get:

- Guidelines for evaluation**

 - Improved communication skills with the adult
 - Better understanding of the person's life story to understand how he/she communicates
 - Understanding that misunderstandings may be due to cultural differences
 - Understanding that the cultural differences between the host culture and one's own

Keywords Intercultural communication, cultural biases, cultural transmission, cultural barriers to communication, feedback

References [Nonverbal communication. Flora Davis](#)



Description of Activity 3.3



Introduction In the care context there is a risk of misunderstandings and of little tolerance for such misunderstandings from the care receiving person due to age and mental situation. This risk can be minimized if the migrant care worker simulates possible scenarios and receives some feedback on real life situations from more experienced migrant care workers or the trainer. A first approach to sensitize migrant care workers for possible cultural misunderstandings can be made in the training course via examples of the trainer, discussions, role plays, and expert visits.

The first phase will be awareness, learners should be aware of the cultural differences in communication and of the misunderstandings that these cultural differences can cause in the day-to-day communication with the elderly person. To do this, a video will be shown in which cultural biases can be seen in the communication.

Cultural biases A group analysis will then be made on the cultural biases detected in the video and the misunderstandings that these may cause in the daily work.





Cultural barriers Each participant will transmit to the rest of the group the cultural barriers they have encountered since residing in the country of origin, and what problems and learnings have provided them.

Misunderstandings A role play could be implemented with the participants: One group plays the role of the care receiving person and picks one sentence, behaviour aspect or gesture which will be misunderstood on purpose; the second group will be in the role of the care worker and will try to recognize and clarify the misunderstanding. The third group will be in the role of the observer and give some feedback to both groups afterwards.

Health, Religion, gastronomy, friendships, free time and family in the older age Participants will create a mural with the most controversial topics: religion, politics, values, traditions, games, sex, gastronomy, etc. Creating a visual guide to how these aspects should be communicated with the elderly person, indicating what to do and what not to do.

Your own notes:

Key messages to carry



What I do
<input type="checkbox"/> I talk slowly while looking at the elderly person
<input type="checkbox"/> I ask permission before I act
<input type="checkbox"/> I listen actively
<input type="checkbox"/> I exchange views with the elderly person
<input type="checkbox"/> I talk about the traditions and customs of my country
<input type="checkbox"/> I demonstrate activate confidentiality at all times
<input type="checkbox"/> I smile when I meet and say goodbye to the elderly person

What I don't do
<input type="checkbox"/> I don't scream to be heard better
<input type="checkbox"/> I don't look away when we speak or talk to each other
<input type="checkbox"/> I don't pretend listening without really doing it
<input type="checkbox"/> I don't impose my culture (religion, values, gastronomy, politics...)
<input type="checkbox"/> I don't reveal the secrets of the elderly person to my friends
<input type="checkbox"/> I don't take into account my tastes or preferences when performing any type of activity
<input type="checkbox"/> I don't speak in my language so that the elderly person doesn't understand me
<input type="checkbox"/> I don't criticize the elderly person, his/her values, religion or personal tastes
<input type="checkbox"/> I don't put on the TV without checking what the elderly person wants to watch or change the chain without asking before.
<input type="checkbox"/> I don't discriminate the elderly person because of age, gender, race, religion, sexuality, marital status, disability and number of dependents.
<input type="checkbox"/> I don't dismiss the views and options of the individual.
<input type="checkbox"/> I don't apply personal bias while caring for the individual.