Coordinator Resources

Communication: Supporting Individuals

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A learning game – this game will be an opportunity to have a bit of fun to have with the participants! It can be used as an ice breaker or to continue to engage participants after having watched the video.
- A case scenario is a fictional story of a person that allows learners to extrapolate and apply what they have learned to a practical scenario. You can present the case scenario to a group of staff for discussion or use it as a self-directed exercise. You could ask staff to relate the case scenario to the related policy and procedures at your organisation.
- Essential Assessment Answers are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- Essential Assessment – this assessment demonstrates that the learner has understood the information contained in the video.
- Extension Assessment – this assessment asks the learner to reflect on the subject discussed in the video. This requires short answers which are marked by the Coordinator.
- Evidence Assessment – overall there may be a variety of these assessments offered depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or service in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- Quick Reference Guide – this contains the key points of the information in the course. It can be used for a quick face to face up date (toolbox talk), placed in a folder, noticeboard or in a staff area.
- Course Information Sheet – this is an informational sheet that directs learners to further resources, information, definitions and who the Subject Matter Expert is. This is useful to have prior to viewing the course.
- Certificate – a certificate is issued for each course to be completed by the Coordinator. Hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- Poster – a poster is available for each course.
- Infographic – This document supports the concept of microlearning and is supplied to aid any staff who learn in different ways and may need help to retain information. It represents the key information from the course. Use it as a poster or email it to staff to refresh a key message. It could be used as a screen saver or you could attach it to pay slips.

Training Game — Effective Communication Role Play

How to Play

1. Ask the staff to break into pairs.
2. Provide each pair with a communication scenario (see list below).
3. Give each pair adequate time to allocate each role and work on their response. Encourage staff to consider how each person would respond in the situation presented.
4. Invite each pair to act out their scenario in front of the group.
5. Lead a discussion with the group about what was learned from each scenario demonstrated.

Communication Scenarios

Scenario 1	
Person 1: Care worker	Person 2: Nancy, who has a hearing impairment
Nancy requires assistance with her meal. How should the care worker approach Nancy and how should the care worker communicate with her?	
Scenario 2	
Person 1: Registered Nurse	Person 2: Ron, who is vision impaired
Ron requires regular blood pressure monitoring. What strategies can the RN utilise to support effective communication throughout this procedure?	
Scenario 3	
Person 1: Registered Nurse	Person 2: Winnie, who has a mild cognitive impairment
Winnie is chair bound and has a pressure injury on her back. The RN needs to assess Winnie's injury. How should the RN approach Winnie and explain the procedure to her?	
Scenario 4	
Person 1: Staff member	Person 2: Bob, who has a vision impairment
The staff member is going to assist Bob to go for a walk outside. How should the staff member approach Bob and explain what they are going to do?	
Scenario 5	
Person 1: Registered Nurse	Person 2: Don, who has a hearing impairment
The RN would like to discuss some aspects of Don's ongoing care. There is construction machinery operating outside the window. What strategies can the RN use to ensure that Don can optimally communicate in this conversation?	
Scenario 6	
Person 1: Care worker	Person 2: Lottie, whose first language is Italian and only speaks minimal English
Lottie is visibly upset when the care worker approaches her. How should the care worker communicate with Lottie to gain an understanding of why Lottie is upset?	

Scenario 7	
Person 1: Staff member	Person 2: Frederik, who has a cognitive impairment
Frederik approaches the staff member, gesturing to his stomach and showing signs of distress. How should the staff member respond to Frederik?	
Scenario 8	
Person 1: Registered Nurse	Person 2: Barbara, who speaks fluent German, with English as her second language
The RN would like to discuss Barbara's goals of care tomorrow. How should the RN prepare for and conduct this discussion, to ensure Barbara is able to understand and communicate effectively?	
Scenario 9	
Person 1: Staff member	Person 2: Paul, who is legally blind
Paul wants to send an email to his grandson. As he is legally blind, he cannot see to type. How can the staff member support Paul to effectively communicate with his grandson?	
Scenario 10	
Person 1: Staff member	Person 2: Rosa, who has a vision impairment.
Rosa would like to do a video call with her daughter, but the screen on her iPad is very dark and the size of the font on screen makes it difficult for Rosa to see how to make the call. How can the staff member support Rosa to communicate effectively with her family?	

Possible Solutions

Scenario 1 The care worker should introduce themselves, make sure Nancy can see them, speak clearly and use a visual card if Nancy cannot understand what they are saying.
Scenario 2 The RN should introduce themselves, ensure Ron is wearing his glasses, use touch to ensure he knows where they are in the room, explain the procedure first, speaking clearly and slowly and then check that he understands, by asking questions.
Scenario 3 The RN should introduce themselves, explain the procedure first, speaking clearly and slowly, use simple language and avoid using clinical jargon, use appropriate body language and give Winnie time to ask any questions she might have.
Scenario 4 The staff member should introduce themselves, ensure Bob is wearing his glasses, explain what is happening, speaking clearly and slowly, offer appropriate touch and check that Bob understands, by asking questions.
Scenario 5 The RN should introduce themselves, making sure Don can see them, speak clearly and use a visual card if Don cannot understand what they are saying, suggest moving to a quieter space to conduct the conversation.
Scenario 6 The care worker should approach Lottie using her preferred name, maintain appropriate eye

contact, open body language and a warm tone of voice, giving Lottie time to articulate what she wants to say and checking for understanding. Visual cards may be used to assist with communication.

Scenario 7
The staff member should engage with Frederik using his preferred name, maintain appropriate eye contact, open body language and a warm tone of voice, giving Frederik time to articulate what he wants to communicate and checking for understanding. Visual cards may be used to assist with communication.

Scenario 8
The RN should organise an interpreter to join the discussion with Barbara and ensure the room is private, quiet and free from distraction. The RN should maintain appropriate eye contact, open body language and a warm tone of voice, giving Barbara time to articulate what she wants to say and checking for understanding.

Scenario 9
The staff member should utilise an assistive communication device that converts speech to text or offer to type the email for Paul, if he prefers.

Scenario 10
The staff member should show Rosa how to change the lighting on her iPad screen and increase the size of the font. The staff member may also offer to assist Rosa to make the call. ensuring that the room is private, quiet, free from distraction and has adequate lighting.

Case Scenario – Communication

You are asked to assist an individual who has a hearing impairment, mild cognitive impairment and speaks English as a second language.

What strategies do you need to implement to support effective communication?

Possible answers include:

- Introduce yourself and call the individual by their preferred name.
- Use a warm, respectful tone and speak slowly.
- Focus on the individual, using eye contact and appropriate body language.
- Check for understanding by repeating key information and asking questions.
- Use picture cards or signs as needed.
- Ensure the individual is wearing clean and functioning hearing or visual aids, as required.
- Give time for the individual to articulate what they want to say.
- Use an interpreter, if required.

Essential Assessment Answers

Part A

Select tick if the statement is TRUE or FALSE.

1. Effective communication ensures that the older person is at the centre of safe, quality care.

    True ☒   False ☐

2. Everyone's communication needs are the same.

    True ☐   False ☒

3. You should never leave a room without telling a visually impaired person where you are going.

    True ☒   False ☐

4. Verbal communication is just about the spoken word.

    True ☐   False ☒

5. It's considered disrespectful to use a pet name unless the person has specifically asked you to do so.

    True ☒   False ☐

Select the MOST CORRECT answer from the options below each question.

1. Written communication is only effective if:

    A. The person is able to read it ☐
    B. The person can understand the text ☐
    C. The message is clear ☐
    D. All of the other answers ☒

2. The tone of a person's voice and the speed of their speech are examples of:

    A. Verbal communication ☒
    B. Non-verbal communication ☐
    C. Written communication ☐
    D. Assisted communication ☐

3. Facial expressions, eye contact and touch are examples of:

    A. Verbal communication ☐
    B. Non-verbal communication ☒
    C. Written communication ☐
    D. Assisted communication ☐

4. Using mobile phones, tablets or speech synthesizers are examples of:

    A. Verbal communication ☐
    B. Non-verbal communication ☐
    C. Written communication ☐
    D. Assisted communication ☒

5. When communicating with someone who has a sensory impairment:

    A. Always identify yourself first ☐
    B. Find a quiet place to speak with the person ☐
    C. Consider using a variety of communication methods ☐
    D. All of the other answers ☒

Part C

Select the MOST CORRECT word or phrase to complete the sentence.

1. According to the video, there are ……………… main forms of communication.

   A. three ☐
   B. four ☒
   C. two ☐

2. In order to communicate effectively, you should stand ……………… the person.

   A. facing ☒
   B. beside ☐
   C. behind ☐

3. Ineffective communication can result in the individual feeling ………………

   A. safe and respected ☐
   B. understood and listened to ☐
   C. frustrated and confused ☒

4. For someone with a cognitive impairment, you should speak …………………

   A. loudly ☐
   B. slowly ☒
   C. quickly ☐

5. Assisted communication uses …………………… to replace written or spoken forms of communication.

   A. technology ☒
   B. sign language ☐
   C. interpreter services ☐