

CAREER READINESS SKILL: COMMUNICATION

Health Science

Module Title/Topic: Communication / What did you say?

Overview/Annotation: In this lesson you will learn how to communicate effectively both verbally and non – verbally. You will understand the importance of clear communication in the healthcare field.

Essential Question(s):

How does communication affect patient care in the healthcare environment?

Learning Objective(s): You will:

1. Differentiate between various forms of communication.
2. Observe and evaluate professional and social communication.
3. Demonstrate effective verbal, non-verbal and written communication.

Materials, Equipment, and Technology Resources:

Computer, printer, Internet access, dictionary, worksheets, rubrics, telephone, *Diversified Health Occupations* textbook, camera, ear plugs, blindfold, and handouts

Procedures/Activities: You will

1. Define the following words: communication, communication barrier, verbal, non-verbal, response, listen, cue, expression, gesture, message, and interpreter. Write the word and definition.
2. Read the Communication chapter in the *Diversified Health Occupations* textbook and review the Professional Telephone Techniques page. Watch the following videos:
<http://www.youtube.com/watch?v=VfDWQG47pAQ> , <http://www.youtube.com/watch?v=qDuXR-m67o&feature=related> , <http://www.youtube.com/watch?v=oyqX1B5TpWw> , and <http://www.youtube.com/watch?v=oyqX1B5TpWw>
3. Observe social communication techniques using **Worksheet #1**.
4. Critique professional communication techniques using **Worksheet #2**.
5. Experiment with communication barriers during one complete class period by wearing earplugs or a blindfold for the day, or by omitting all verbal communication.
6. Write a one page paper (12 font, single space, one inch margins) based on what you have learned through observation, critiquing and experimenting. Describe your experiences. In your opinion, is verbal or non-verbal communication more important? Support your opinion with examples and thoroughly explain your conclusion. Research verbal versus non-verbal communication. Is your opinion supported by other researchers? In your opinion, explain why or why not. Include what you learned by doing this project.
7. Practice answering the telephone professionally. Partner with a classmate and have the classmate simulate calling you at a doctor's office. You should simulate being the receptionist and assist them with making an appointment, addressing a question about their bill, an inquiry about lab results, or an emergency health concern. The classmate can select to be polite or angry with their mannerism. The situations may be adjusted as needed. Using **Worksheet #3**, practice answering the telephone until you feel confident that you can handle most situations.

8. Punctuate the sentence on **Worksheet #4** and complete the activity.
9. Develop your own business card using Microsoft Word or Publisher. Assume you are working in your chosen career. Make sure it is colorful, eye catching, contains all pertinent information for contact and that it clearly demonstrates your business/career or services. Print and staple to the grading rubric.
10. Watch the following video and list 5 barriers to communication, 5 non-verbal cues and their meaning, 5 unprofessional communication examples, and 5 positive communication examples.
<http://www.youtube.com/watch?v=jZkdcYlOn5M> or
<http://www.youtube.com/watch?v=xARiFlew8Ao&feature=related>
11. Develop a skit for the class that uses examples of effective and ineffective communication, both verbal and non-verbal. The skit should teach the class about communication techniques. You may use other class members to perform the skit with you, but you should have a significant role. Be prepared to answer questions upon completion. You will also be graded on your communication skills during the question and answer session.

Assessment Strategies:

Use the attached grading tool, **Rubric #1**, to score your presentation and other module components.

Worksheet #1

Communication PBL

Social Communication Observation Worksheet

1. Covertly observe people in their social settings. Observe their non-verbal cues.
2. Take pictures of examples of non-verbal communication – must be appropriate in nature.
3. Insert three pictures per 8 X 10 Microsoft Word document. (9-12 pictures)
4. To the side of each, briefly describe the scenario shown and state your opinion of the meaning of the non-verbal cue in the photo.
5. Answer the following questions based on your own personal experiences during this exercise, give examples justifying each answer:
 - a. Was there a gender difference in the amount of non-verbal cues used?
 - b. Were there times when the non-verbal cues did not match the verbal communication?
 - c. How did you determine what they really meant?
 - d. Were there times when the non-verbal cues were distracting?
 - e. Describe a situation when you first saw someone and decided you liked or disliked them before you met them? Analyze the encounter to determine what made you form your opinion.
 - f. Overall, do you feel you are a good judge of people when first meeting them?
 - g. What do you feel makes you a good or bad character when first meeting people?
 - h. Approximately how much of our communication is non-verbal?

Worksheet #2

Communication PBL

Professional Communication Critiques

1. Collect 5 business cards.
2. Critique the business cards and document in table.

| | Company/Person | Company/Person | Company/Person | Company/Person | Company/Person |
|---------------------------------|----------------|----------------|----------------|----------------|----------------|
| Understood the services offered | | | | | |
| Name/title | | | | | |
| Phone number | | | | | |
| Cell number | | | | | |
| Fax number | | | | | |
| Email | | | | | |
| Eye catching/easy to read | | | | | |

3. Email three businesses or colleges and request information. Many email addresses can be gathered from websites or business cards. Document in table form. Print your complete correspondence with each site and staple to this worksheet. Write a critique of each communication on your print outs.

| College or Business Name | Person Contacted | Date Email Sent | Date of Response | Answered Question? Yes or No | Professional? Yes or No |
|--------------------------|------------------|-----------------|------------------|---------------------------------|----------------------------|
| | | | | | |
| | | | | | |
| | | | | | |

4. Call 3 businesses and pay close attention to their telephone techniques. For each business, answer the following questions:
 - a. Did the person introduce themselves?
 - b. Did they tell you the name of the business you called?
 - c. Did they offer to help?
 - d. Did you get the impression you were important to them?
 - e. Did you feel they were happy you called?
 - f. Did they ask if they could place you on hold AND wait for an answer?
 - g. What would your overall impression of this business be if you had to judge them by the person that answered the phone? Justify your answer.

Worksheet #3

Communication PBL

Telephone Techniques Check Off

Name _____

Date _____

| Procedure Telephone Techniques | Possible | Allocated |
|---|-----------------|------------------|
| Schedule an Appointment (Time: 5 minutes) | | |
| 1. Answered the phone promptly (by the third ring) in a polite and pleasant manner. | 2 | |
| 2. Identified office and self by name, and "how may I help you?" | 3 | |
| 3. Voice was clear and distinct – spoke at a moderate rate, expressing consideration for the needs of the caller. | 3 | |
| 4. Listened to and recorded, on a notepad, the complete name and phone number of the caller, the reason for the call, and the date and time of the call. | 3 | |
| 5. Determined if new or regular patient. | 1 | |
| 6. Determined day, a.m. or p.m. for appointment based on patient's symptoms, preference, type of appointment and availability. | 4 | |
| 7. Referred to appointment book and gave caller two choices of available opening on selected day. | 2 | |
| 8. Used black ink to record appointment correctly, recorded patient's full name and phone number and briefly noted (using abbreviations) the nature of the visit. | 4 | |
| 9. Repeated appointment date and time to caller. | 1 | |
| 10. Used correct grammar and appropriate courtesy. | 4 | |
| 11. Held phone correctly 2-3" in front of mouth. | 1 | |
| 12. Closed call appropriately and allowed the caller to be the first to hang up. | 2 | |
| TOTAL POINTS – PROCEDURE | 30 | |

Worksheet #4

Communication PBL

Written Communication / Punctuation

Look at the following sentence and place punctuation marks as needed.

You may use as many punctuation marks as you need.

Sentence:

Woman without her man is nothing

Describe the meaning of the sentence now that it is punctuated.

Could there be another meaning to the sentence, or is this clearly it's only meaning?

Explain.

Rubric #1

Grading Tool for Communication PBL

Name _____

Date _____

| Procedure number | Procedure | Points Possible | Points Subtracted | Grade |
|------------------|--|-----------------|-------------------|-------|
| 1. | Definitions | 5 | | |
| 2. | Worksheet 1 | 7 | | |
| 3. | Worksheet 2 | 7 | | |
| 4. | Essay <ul style="list-style-type: none">• Organization (beginning, body, and conclusion that demonstrate a clear strategy and progresses in order)• Description of experiences• Opinion (clearly stated)• Justification (thoroughly explains how you developed your opinion)• Style - enjoyable and interesting• Points will be subtracted for grammar, spelling and format errors | 20 | | |
| 5. | Worksheet 3 | 10 | | |
| 6. | Worksheet 4 | 6 | | |
| 7. | Business Card | 10 | | |
| 8. | Video Critique | 5 | | |
| 9. | Skit <ul style="list-style-type: none">• Depicts verbal and non-verbal and effective and ineffective examples• Teaches accurate communication techniques• Clear understanding of concepts exhibited during question/answer session• Prominent role• Sufficient length to be an effective teaching tool | 30 | | |
| TOTAL | | 100 | | |

Teacher Resource Page

Communication PBL

Worksheet 1

90% of our communication is non-verbal.

Non-verbal cues are the main item used to form a first impression.

Teacher led activity to prove the strength of non-verbal communication.

1. Have all students stand facing you where they can easily see you.
2. Instruct them to do exactly what you tell them to do.
(It is important to demonstrate each step as you describe it to them)
3. Tell them to hold their right arm straight out with their hand up as if they are signaling someone to stop
4. Tell them to put their index finger to their thumb and make an okay sign.
5. Tell them to place the okay sign directly on their chin (IMPORTANT: you place YOUR okay sign on your cheek)
6. Now ask them how many thought their chin was on their cheek.

Most of your students will place the sign on their cheek just as they observed you do it. Some will slide it down to their chin, and a select few will do it right the first time.

This is a great, quick and simple exercise to make them understand that non-verbal cues are powerful.

Worksheet 4

Woman with her man is nothing

Most will use: Woman, without her man, is nothing.

Be prepared to show them an alternate solution that completely changes the meaning of the sentence using punctuation alone.

Woman! Without her, man is nothing.

This is a great way to demonstrate the importance of appropriate punctuation.