



Facilitating Student Communication

Tracey Radford-Flinders University

Gisela van Kessel-UniSA

The
Communicator
role:
Third
Physiotherapy
Practice
Threshold

3.1 use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others

3.2 record and effectively communicate physiotherapy assessment findings, outcomes and decisions

3.3 deal effectively with actual and potential conflict in a proactive and constructive manner

APP Assessment: Communication Domain

5. Communicates effectively and appropriately - Verbal/non-verbal

greet others appropriately

ask questions effectively to gain appropriate information

listen carefully and is sensitive to patient/client and carer views

respect cultural and personal differences of others

give appropriate, positive reinforcement

provide clear instructions use suitable language & avoid jargon

demonstrate an appropriate range of communication styles (eg patients/clients, carers, administrative and support staff, health professionals, care team)

recognise barriers to optimal communication

use a range of communication strategies to optimize patient/client rapport and understanding (eg hearing impairment, non-English speaking, cognitive impairment, consideration of non-verbal communication)

appropriately use accredited interpreters

maintain effective communication with clinical educators

actively explain to patients/clients and carers their role in care, decision-making and preventing adverse events

actively encourage patients/clients to provide complete information without embarrassment or hesitation

communication with patient/client is conducted in a manner and environment that demonstrates consideration of confidentiality/privacy and patient's/client's sensitivities

negotiate appropriately with other health professionals



What are
we teaching
the student
to do?

Trust – a feeling of safety

Ask your students what are the behaviours that engender trust in the patient? e.g.

Humble

Honest

Predictable

Reliable

Confidential

Ask the students how they demonstrated these behaviours in their last patient interaction?

Ask the students what they will do in their next patient interaction?

Rapport- a positive connection

Ask your students what are the behaviours that engender rapport in the patient? e.g.

Trust-including confidentiality

Respect

Empathy

Making a connection

Ask the students how they demonstrated these behaviours in their last patient interaction?

Ask the students what they will do in their next patient interaction?

Professional/therapeutic relationship

Ask your students what are the behaviours that support a therapeutic relationship with the patient?
e.g.

Trust

Rapport

Cooperation/collaboration

Empowerment (of the patient!)

Ask the students how they demonstrated these behaviours in their last patient interaction?

Ask the students what they will do in their next patient interaction?

What are the skills?



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I've got a patient who needs to chat to someone...Have you got anyone who's completed the 'verbal communication with patients in a personal, supportive but not disempowering' course?

Introducing oneself to develop trust and rapport-making a connection

Asking questions to gather data

Active listening

Transmitting information (feedback, instructions, advice, handover)

Providing comforting, encouraging and empowering responses to negative emotions

Confronting unhelpful beliefs with respect

Reflecting on own unconscious and conscious responses

Helping students develop interpersonal skills

Explicit use on non verbal strategies

Explicit choice of language

Managing emotional responses

Being flexible and adaptable to the patient communication

Being persuasive but not coercive or manipulative

Conflict resolution

Collaborative problem solving

View a Youtube on any of these topics and ask students to discuss and critique the video (example:

<https://www.youtube.com/watch?v=Ib09GqWP5rY>)

Use a case study and ask the student to write a script and then practice this in a role play

Encourage to practice in every day situations (e.g. As a sales assistant)

Helping students develop culturally congruent communication



Self awareness of personal biases

Personal commitment to cultural safety

Interest in learning about other cultures

Investing time

Use of an interpreter

Using culturally sensitive questioning approaches.

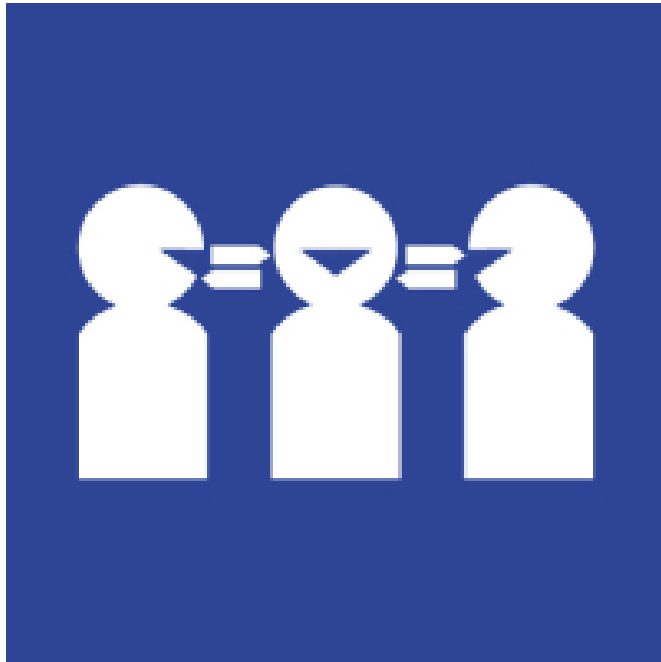
Use a case study to run a group session to brainstorm the concepts above

Use a case study to practice role plays

Use a case study to model good and bad examples

Critique Youtube examples

Support students to develop cultural communication learning goals and actions



Culturally congruent communication further thoughts

Why use an interpreter?

Teaching students that even with moderate English, nuances of conversation and medical language may be lost.

Why not use family members? relatives often have emotional involvement, have untested language ability and don't know medical terminology. Even staff members may not have adequate language skills and there can be legal ramifications for incorrect information.

Further
thoughts
Culturally
sensitive
Interviewing
tools

Kleinman:

What do you think caused your problem?

Why do you think it started when it did?

What do you think your sickness does to you?

How severe is your sickness? Do you think it will last a long time, or will it be better soon in your opinion?

What are the chief problems your sickness has caused for you?

What do you fear most about your sickness?

What kind of treatment do you think you should receive?

What are the most important results you hope to get from treatment?

Culturally sensitive Interviewing tools

- E Explanation (How do you explain your illness?)
- T Treatment (What treatment have you tried?)
- H Healers (Have you sought any advice from folk/traditional/complementary medicine healers?)
- N Negotiate (mutually acceptable options)
- I (Agree on) Intervention
- C Collaboration (with patient, family, and healers)

Activity

Pair up with someone on your table

One of you will be a patient with a bacterial pneumonia (in hospital)

Think about how you might incorporate your normal subjective examination with the ETHNIC model of questioning.

The patient can be creative in their responses (you may like to write a couple of notes first)

See if you can come up with a collaborative plan.

We'll reflect together on the process afterwards.

Summary

Soft skills like Communication can be learned and practiced

Facilitate students to reflect on what enables good communication with clients and other professionals and how to build trust and rapport

Encourage practice in low risk environments

Self reflection on student communication episodes

Using culturally congruent or responsive questioning models

<https://www.resultsmap.com/the-intersection-between-internal-communications-and-anthropology/>

