IntegraCare M4: Effective communication in care relations

Effective communication in care relations is one of the most important modules in persona centered care programme. Communication plays a valuable role in person centered care. Therefore much attention has been paid to empowerment, inclusion, motivation, conflicts, alternative communication and other tools of communication.

Communication Phases

Disabilities

Conflicts

Alternative communication

Empowerment

Communication Phases

Abstract

Effective communication in care relations is one of the most important modules in persona centered care programme. Communication plays a valuable role in person centered care. Therefore much attention has been paid to empowerment, inclusion, motivation, conflicts, alternative communication and other tools of communication.

Learning objectives

1 Apply an appropriate way (verbal, non-verbal) and level (child, parent, adult) of communication, considering the position, individuality (inc. capabilities) and cultural background of the partner.

2 Notice problems and conflicts; prevent or solve these problems and conflicts based on the needs of disabled person by using appropriate ways of communication.

Table of contents

3. Conflicts

4. Alternative communication

5. Empowerment

ℹ **Duration:** 6 hours

START

Communication phases

Communication in CARE relationships

The passage of information is fundamental to the functionality of the group: through the continuous and mutual exchange of information (knowledge, analysis of the situation, cognitive and emotional processing), individuals shape the whole.

The group...

..members combine their competences/skills into a completely new corpus that becomes a much larger entity than the mere sum of its parts.

Everyone is able to contribute to the whole by communicating with other members and receiving their contributions in turn.

THE KNOWLEDGE OF ONE BECOMES THE KNOWLEDGE OF ALL!!!

The communication process

The fundamental elements of a communication process are:

1   **Sender**: the person who transmits or sends the message

2   **Receiver**: the person to whom a message is sent

3   **Message**: the information transmitted by the source

4   **Code**: the system that I use to communicate

5   **Channel**: the means by which a message is communicated. It could be technical (mobile, phone, email, etc.) or sensorial (voice, gestural, etc.), but also verbal / non-verbal

6   **Encode**: transforming ideas, concepts and mental images into a communicable message through a learned code

7   **Decode**: transforms the message from code into ideas, concepts and mental images

8   **Feedback**: the receiver's response to a message

9   **Context or noise**: any disturbance that interferes with the transmission of a message

Active listening

This is a special form of LISTENING.

Paying attention to all the signals of a person, especially if frail or in need of assistance, whether verbal or not, in order to catch feelings and emotions. Empathically communicate

that you understand.

PARAPHRASING, I.E. STATING IN ONE'S OWN WORDS WHAT ONE THINKS SOMEONE HAS JUST SAID

Listening with awareness...

...by assessing the level of congruence between the tone of voice, the facial expressions of our interlocutor and the content of the communication.

USING FEEDBACK

What behaviours are ideal to optimise effective active listening?

BEHAVIOUR 1	BEHAVIOUR 2	BEHAVIOUR 3	

Listening not only to answer, noting any variation in the timbre of voice

| BEHAVIOUR 1 | BEHAVIOUR 2 | BEHAVIOUR 3 | |

Arriving at conclusions unhurriedly, asking open-ended questions to understand better can be helpful
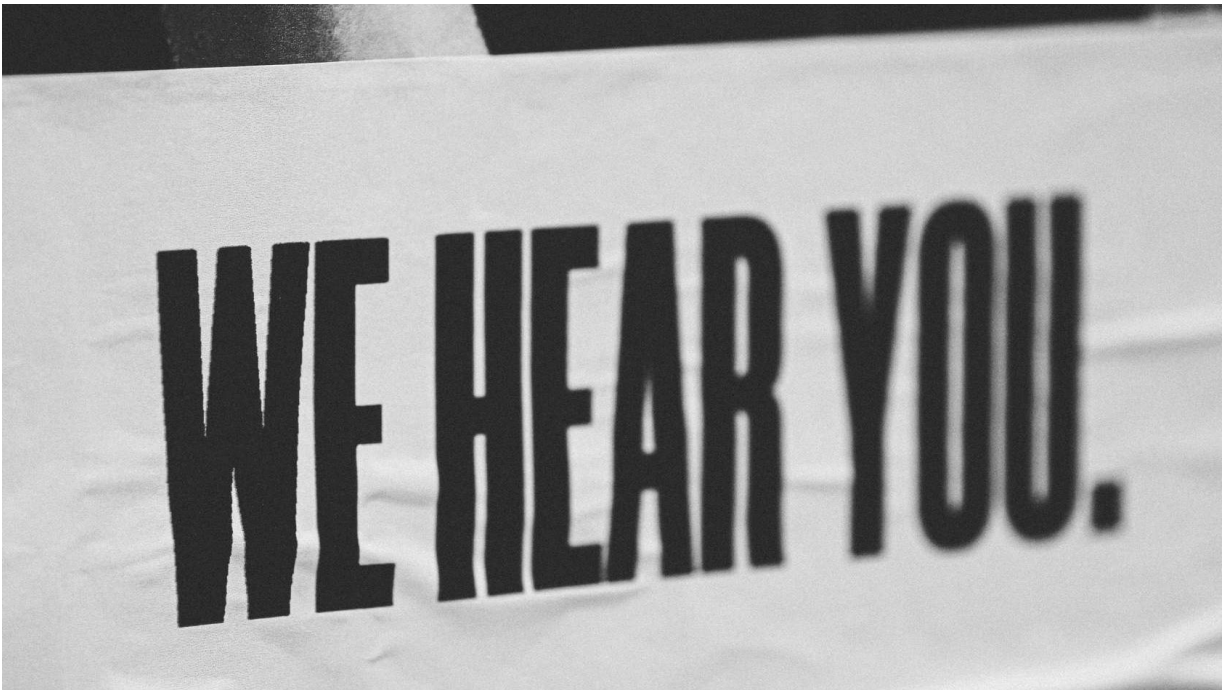
CONCLUSION

BEHAVIOUR 1	BEHAVIOUR 2	BEHAVIOUR 3	

Thinking that the interlocutor may have his reasons

BEHAVIOUR 1	BEHAVIOUR 2	BEHAVIOUR 3

Listening to yourself... it is necessary to become aware of your emotions, of what you are experiencing. Taking the time to listen to ourselves is indispensable to understand our needs,

feelings and thoughts and to have a different perception when dealing with others.

Cultural aspects in communication

It is frequent to interface with subjects or users with a low level of education. These levels affect the use of the computer for example: labelling key buttons with non-verbal signs and symbols as well as vocal instructions to support reading material is very important.

Reading patterns for low-literate users involve word-by-word reading ⇒ Inserting all the information in the text stream that the person being followed is reading.

The flow of concepts may not always be easy to understand.

In this respect, including the auditory function for text/narrative can be extremely useful. Apart from that, colours may represent different things and concepts and be perceived differently in different cultures so it is not always advantageous to use colours to communicate meaning.
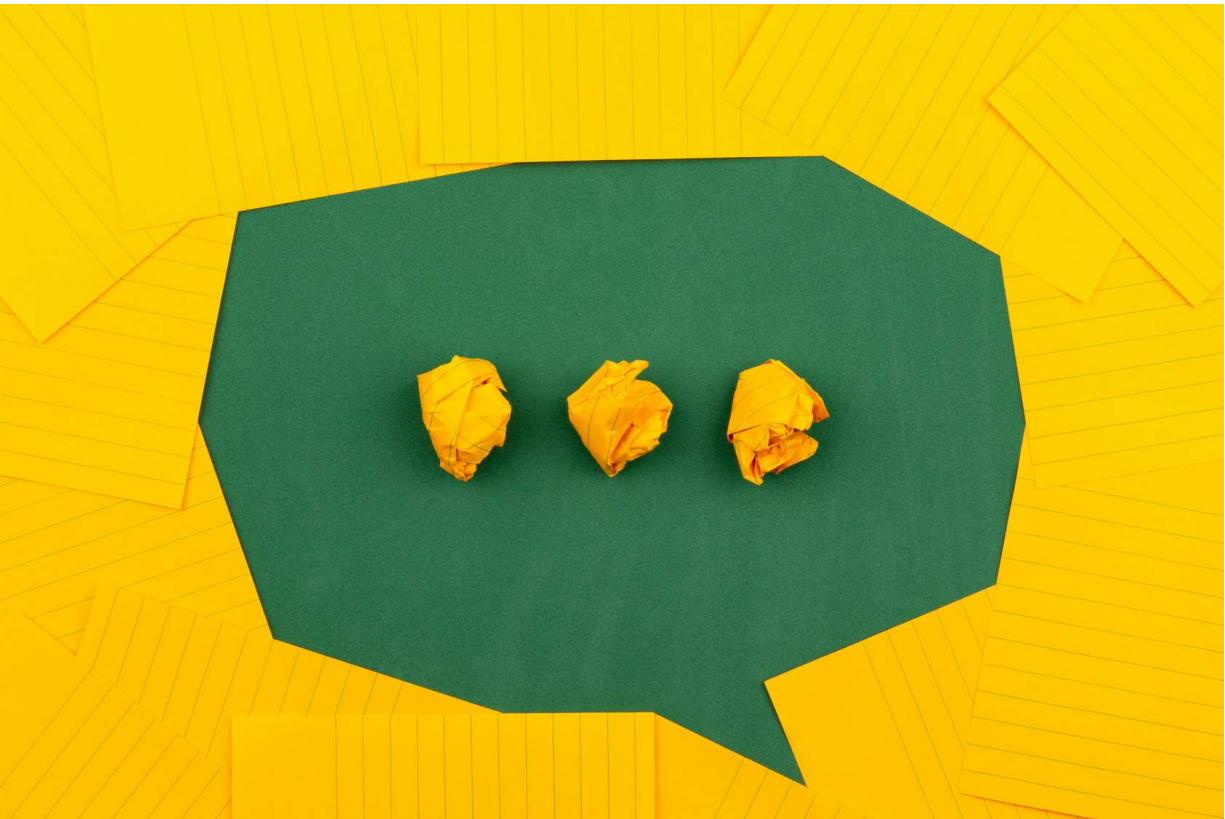
Types of communication

Communication conveyed through words comprises only 5-10% of the total communication between two people.

The word, whether written or spoken, is supported by various elements that enrich the meaning attached to it.

Non-verbal communication

It can be:

Partially codified and often involuntary - postural posture (standing, sitting, walking, nose-to-hip contact). Gestures (hands, large and small gestures, touching various parts of the body or face), mimicry (movement of the head and face.

Subdivision of the face into three parts, frontal (forehead and eyebrows), median (gaze, eye contact), mouth and chin (corners of the mouth/bitter or sweet crease, opening/closing the mouth).

The feedback...

...refers to a set of information that the sender sends to the receiver about his/her behaviour or something he/she has said.

- FEEDBACK CAN BE GIVEN, BUT IT CAN ALSO BE RECEIVED -

Asking and reflecting on the effects of one's own communication or behaviour promotes the creation of a smoother interaction and a positive climate.

Often one is convinced that one has sent a certain kind of message, but sometimes something completely different comes to the receiver.

Questions to ask...

☐ Has the interlocutor distorted the message?

☐ The context was not appropriate?

☐ Was the underlying emotion too strong?

☐ Have we been exhaustive?

Deciding whether to assimilate

Check the understanding of the feedback to see if everything has been understood correctly

WHAT TO DO?

Not being defensive or aggressive

Elaborate

Disabilities

Disabilities

Disability

Definition

Disability is defined as a limitation or loss (resulting from an impairment) of the ability to carry out an activity in the manner or to the extent considered normal for a human being.

Disability is the objectification of an impairment and as such reflects multifunctional disorders at the level of the person.

Disabled person

According to the **WHO - World Health Organization**, a disabled person is a person who is unable to carry out the   basic activities of daily life independently (even with aids). The concept of disability, therefore, is equivalent to that of handicap, as defined by law 104/1992.

A disabled person is one who has a physical, psychic or sensory impairment, stabilised or progressive, which causes learning, relational or work integration difficulties and which leads to a process of social disadvantage or marginalisation.

(Law 104/1992).

What is a handicap?

The state of disability considers the impact of the impairment on the person's social life and the difficulty of integrating into the social context. It expresses a condition of social disadvantage resulting from an impairment or from a disability that limits or prevents a person from fulfilling their normal role in relation to age, gender and socio-cultural factors.

Civil invalidity

Civil invalidity, on the other hand, takes into account congenital and acquired <u>physical,</u> <u>mental and sensory</u> impairments, quantifying them in a measure of percentage that will determine the possible recognition of benefits economic and/or other benefits.

Seriousness is not related to the percentage of disability but to the fact that the disability has reduced personal autonomy to such an extent that comprehensive care intervention is required in the individual sphere or in the sphere of relationships.

Autonomy

The concept of autonomy is always social. The autonomous are those who are taught to do certain operations of daily life by themselves, to take on roles, to build meaningful relationships. The autonomous person, then, is the one who has "undergone„ a process of normalisation. It is an adult who should act as would ideally suit a 'normal' person.

Does being autonomous then mean being 'normal'? And "normal" in relation to what what? What it means is that a person becomes autonomous not when he or she is placed in the conditions to determine its own behaviour, but when it conforms to do what we think it should do.

SENSORY AREA

NEUROPSYCHIC AREA

THERE ARE 3 MACRO AREAS OF DISABILITY

MOTOR AREA
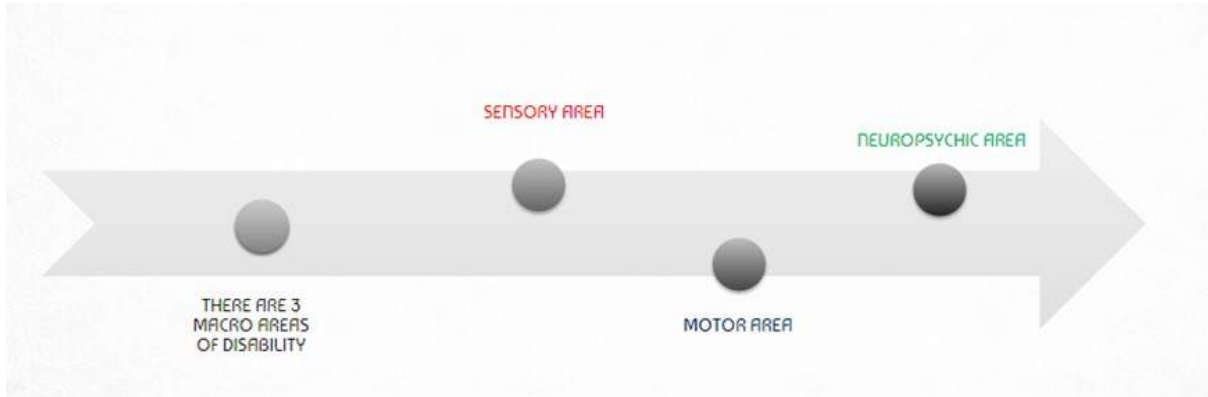
Communication in the helping relationship

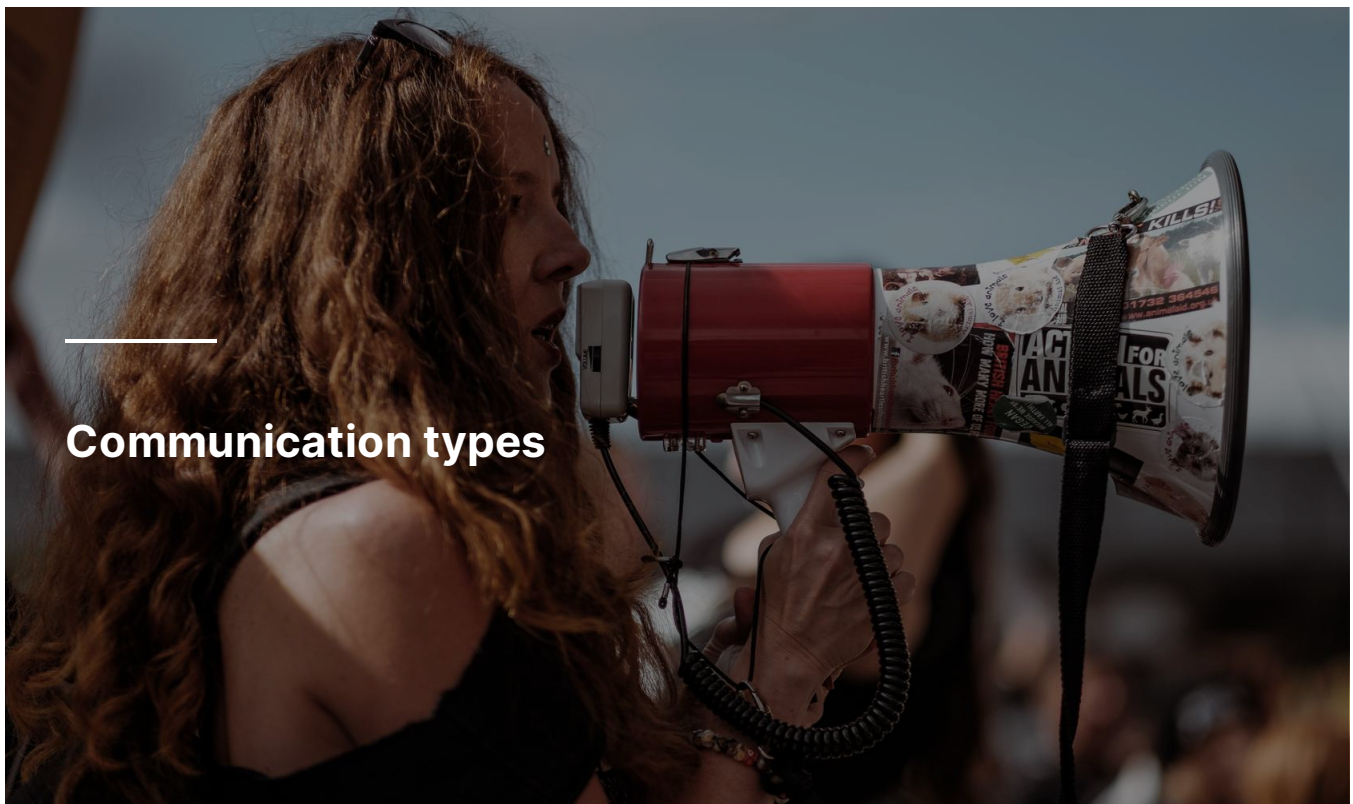| EXPECTATIONS OF THE EDUCATOR	EXPECTATIONS OF THE CLIENT

- Being above the parties
- Being a good ¨missionary¨
- Paying attention to narcissistic aspects

EXPECTATIONS OF THE EDUCATOR	EXPECTATIONS OF THE CLIENT

- Being accepted and taken into consideration

- Being able to share the discomfort

- Freeing yourself from pain

Communication types

After considering the general aspects of communication, the **particular aspects** have to be considered:

Communication has to be **targeted**, communicating differs according to the person

Together with children and the disabled, the elderly are the most vulnerable in the community. These people, more than any other, deserve careful attention in terms of communication aspects, not to mention the fact that they are the most likely to be approached by services.

Like children, the elderly are part of the population considered to be most at risk, although some clichés need to be

in front of you and according to the needs they bring.

overcome as they are always framed as fragile, sick, confused, inactive people.

Communicating with an elderly person is not like communicating with a child or a disabled person.

CONTINUE

Health status of the user

Initially, the general state of health should be considered (hearing, attention, sense of smell, memory, any medication in place, etc.).

Subsequently, other aspects have to be considered:

- Decrease in adaptive capacity
- Less expertise in defending against external threats
- Slower recovery
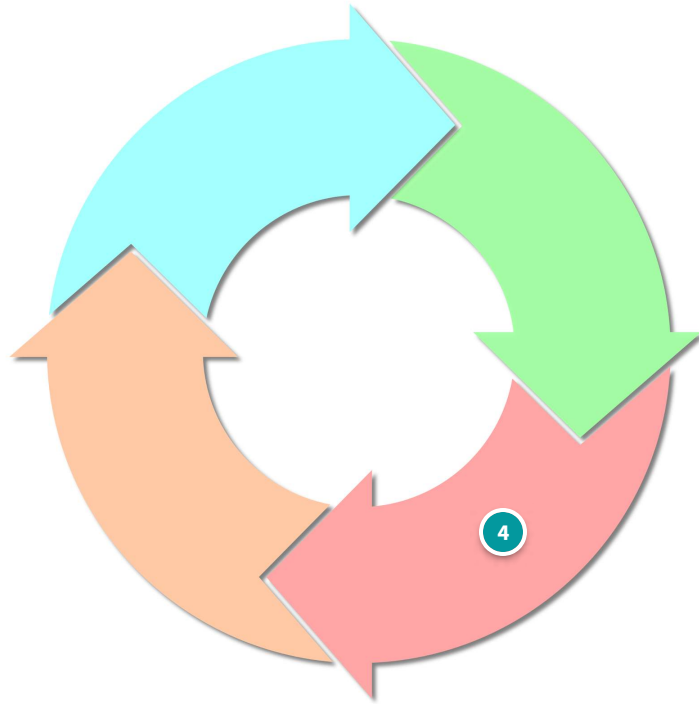- Lower levels of anxiety and shorter duration

The emotional trauma acts deeper, the emotionality is less visible, the elderly person tends to suffer quietly, often refraining from asking for help.
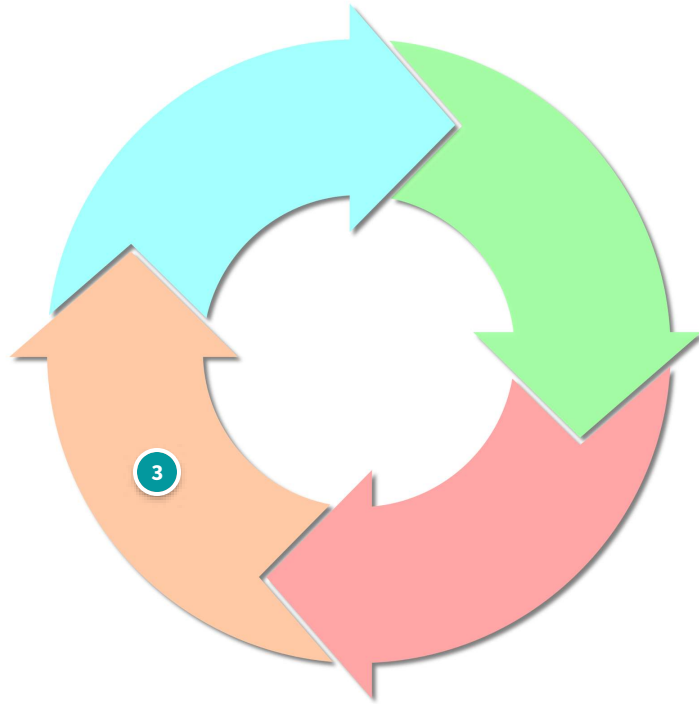
Tendency towards autonomy and self-sufficiency.
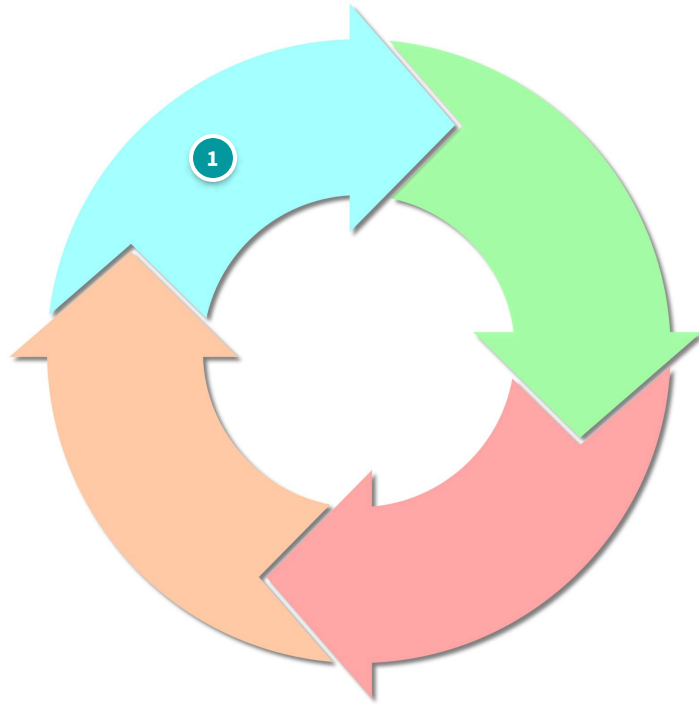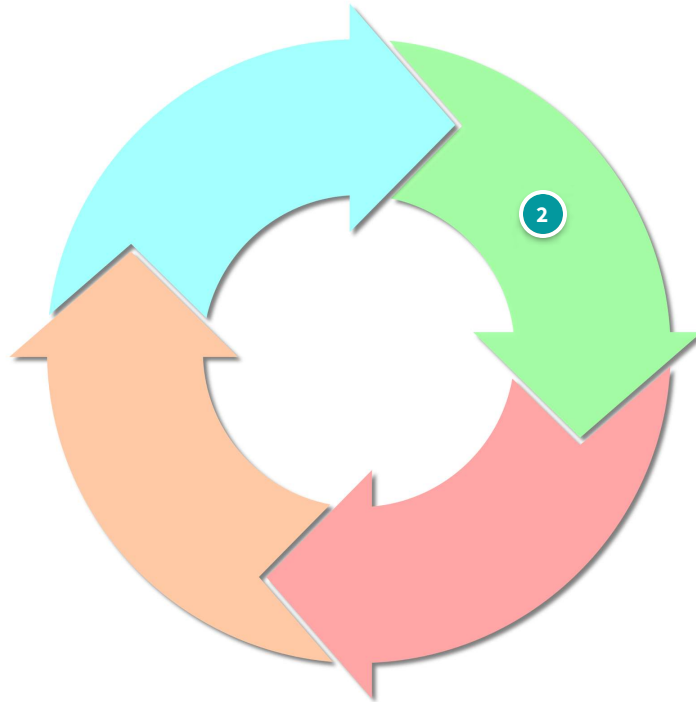
Communication and behavioural strategies
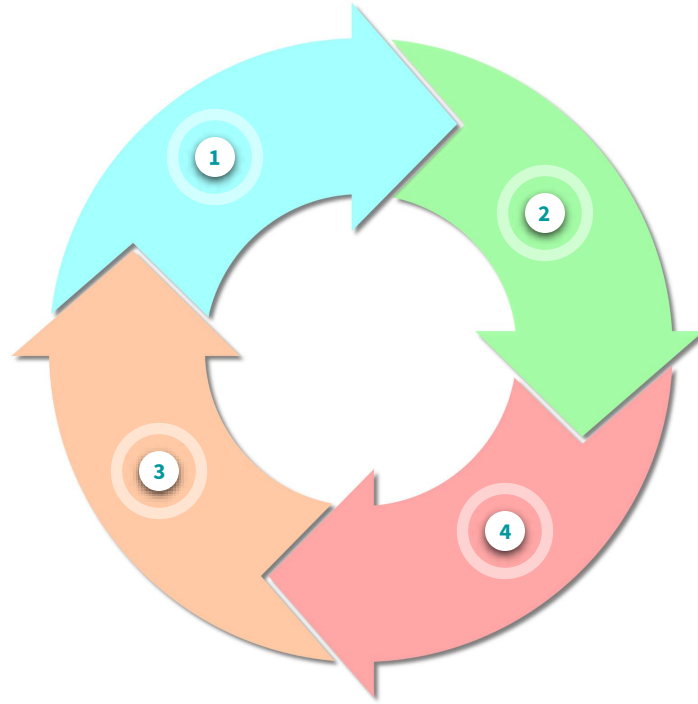
Helping to maintain independence in life activities

Control transfers and movements, remove dangerous objects and ensure proper lighting

Do not communicate using metaphors but simple, clear language with consistent gestures

Keeping a calm, courteous and reassuring attitude

Communication solutions

On the basis of the psycho-pathological characteristics of the user, requirements and techniques are defined in order to facilitate a correct communication flow.

Declining motor abilities - slower movements, poor coordination, difficulties with fine motor actions	Reduce need for fine motor coordination and two handed **interaction**
Declining sensory abilities - loss of visibility and colour perception, increased sensibility to glare	Use of bold, primary colours; make interface elements larger; allow users to enlarge interface increase the size of areas to touch or tap
Declining sensory abilities - sounds tone detection **decrease**	Use low frequency sound

Agnosia can make the platform use difficult; presenting materials in multiple modes can help increasing comprehension	Multiple modes of input, such as including captions to audio and screen readers to enhance text, also use audio prompts to signal any change of state. Reading out highlighted words of sentences by synthetic speech and automatic pop-up of pictures corresponding to words or phrases.
Simplicity of design **needed**	Self-descriptive interfaces, with all the possible actions included
Problems to process language and numbers. Problems in deciphering auditory or written inputs - APHASIA Loss memory	Avoid multiple windows, complex or cluttered displays. Consider multiple modes of input; label key buttons with signs and non-verbal symbols. Use plain language in short, concise sentences. Use clear labels and **sign**

Conflicts

Conflicts

 A conflict is a struggle and a clash of interests, opinions, or even principles.   There are always conflicts in society and the basis of conflict may vary, it

can be personal, racial, class, political and international.

Different definitions of conflicts

- Fight for values and endeavour towards owning special status, power and resources. Within this process opponents try to harm and eliminate each other. (Lewis Alfred Coser)

- Inevitability, because people are different. It means that understandings, values, temperament, communication style, manners, attitudes etc make conflicts unavoidable. (Gary P. Gross, Jean H.Names, Darell Beck)

- Stress situation where two or more parties try to implement action plans that might or might not be different. The only thing is that they know that the other party is against it. (Rüttinger)

- Communication situation that can be illustrated with dependence of parties, hope for different outcomes, worsen relations and wish to solve the tension quickly. (Lulofs ja Cahn)

To sum up: conflict...

- is connected with relations

- is between different parties

- always have one main issue – the reason why people have create conflicts between each other

- Is often a power whether openly or hidden.

- Howere the implementation of power is one important aspect to manage conflicts or to solve it.

The main issue of

a conflict

CONTINUE

Different definitions of power

- Ability to achieve settled aim.

- The ability of one party to create consciously or either unconsciously   changes in other parties feelings or behaviour.

- The ability of one person to make the other do things that he/ she will never have done.

Also prejudice could be the main issue of a conflict

Prejudices influence the process of a conflict especially by creating environment. To overcome prejudices often means to solve the conflict.

Role conflict

- The situation where person has to fulfil two different opposing roles.

- Conflict is always recurring, and the solutions are not often final. From time to time there new aspects arose to cerate new conflicts.

- It is possible to solve conflict at the very beginning, but this requires the ability to define neutrally the main issue and the reaction to that wording. If it will be destructive already from the beginning, then it is difficult to solve it later on.

What creates conflict

- [ ] Different information

- [ ] Different values

- [ ] Semantic aspects - cognitive conflicts

- [ ] Different aims

Classification of conflict

- Value conflict

- Cognitive conflict

- Objective conflict

- Emotional conflict

Alternative communication

Alternative communication

- Everyone has the right to communicate

- Communication is an unseparative part of everyday life

- Communication should happen everywhere

AAC – augmentative and alternative communication, is an international abbreviation to support and replace communication

- AAC is used when person is not able to communicate verbally

- The majority of these people use other way of communication for talking

- This alternative tool to replace verbal communication is their first language – their mother tongue

- Alternative communication is needed when persons verbal speech is not clear enough to communicate

- Gestures, pointing, pictures will help to explain message

- Alternative communication can be used temporarily if speech development has been delayed

- Both dependant persons and their network should have the skills to use alternative communication

- The network – relatives, family, hospital, care worker, bus driver ….

- Alternative communication should be used daily – eating, walking, dressing …

CONTINUE

Tools that replace or support communication

Objects

Object as a tool for communication – object has the meaning to define some kind of activity

Photos

Photos can be about:

- Objects

- Activities

- Environment

- Situations

Communication book of photos

The Pictogram Ideogram Communication

- Computerbased photobank

- White objects on black bacground

PCS – photos and photo bank

PCS – Picture communication symbols

Boardmarker – computor programme for processing pictures

Picture as a symbol

Cammy using a Big Mac button

Communicators

Tablets

[Augmentative & Alternative Communication](#)

Signs

When you use signs you have to consider:

- Sensory restrictions – the oversize of the photo, distance from each other

- Motor restrictions – the restrictions of the layout of photos, the oversize of the page

- Cognitive restrictions

Conclussion

- High-tech communication tools (communicators; computer-based programs) are for people who have good cognitive skills

- Children should be at certain age to use AAC

Myths connected with using AAC

AAC is the last solution to learn speech and language

AAC stops the development of speech

One should have special knowledge and skills to learn AAC

Empowerment

Empowerment

Is the degree of autonomy and self-determination in people and in communities. This enables them to represent their interests in a responsible and self-determined way, acting on their own authority.

It is the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Empowerment as action refers both to the process of self-empowerment and to professional support of people, which enables them to overcome their sense of powerlessness and lack of influence, and to recognize and use their resources.

Empowered persons

☐   set their own goals and make their own decisions

☐   will have a voice and be treated like equal citizens

☐   experiences and feelings will be valued and they will be listened to and respected

☐   will know about their rights and can act on them

☐   will have the information and advice they need so that they can make their own decisions

☐   will have the freedom and support they need to do things that are important to them

CONTINUE

Motivation

The term motivation originates from Latin word movre – which means (forward) movement.

This is something that makes things happen.

Is a status, condition, or process that precedes purposeful behaviour or is the cause of this behaviour. Motivation includes different types of motives.

External and internal motivators

External	Internal
Monetary reward	Personal growth

External	Internal
Power	Personal satisfaction with good results
Title	Conduce other´s development
Public recognition	Personal purposeful action
Social status	Follow one´s convictions
Winning others	

+ Positive external *Do it and you will receive bonus*	**+ Positive internal** *I want to do it*
- Negative external *Do it, or you will be punished*	- Negative internal *I do not want to do it*

CONTINUE

Inclusion

- Motivation

- Information

- Communication

- Acknowledgment

- Feedback

- Learning and personal growth

Treat the person in the way he is and he will remain the same, but when you treat him in the way he should be, he will become this person

Goethe