

HE145

Communication in the Health Care Environment

2 Credits

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HE145 Version: 7



Communication in the Health Care Environment

Calendar Description

This course is designed to inform students the importance of their roles and responsibilities of the Health Care Aide when communicating effectively as a member of the health-care team.

Rationale

This is a required course for students in the Health Care Aide program. As a support worker you are involved with client care at a basic hands-on level.

Prerequisites

HE141

Co-Requisites

None

Course Learning Outcomes

Upon successful completion of this course, students will be able to

1. Person-to-Person Communication

Introduction

Effective communication is essential in health care. Effective communication skills give you the ability to form professional relationships with clients, team members, and supervisors.

Communication allows you to understand your client's needs, provide client care, and function as part of a health-care team.

In this module, you will explore the communication process and barriers to communication. You will learn about strategies to promote the helping relationship and to help you become an effective communicator.

Remember, a competent health-care worker must be able to communicate effectively in order to provide quality client care.

General Learning Outcomes

1. Examine the purpose of communication in a personal relationship and in a professional relationship.
2. Describe the process of communication.
3. Describe factors that influence the process of communication.
4. Compare verbal and non-verbal communication.
5. Examine effective communication methods that promote the helping relationship.
6. Examine ineffective communication methods that threaten the helping relationship.
7. Examine the effects of culture on communication and the helping relationship.
8. Examine assertive communication strategies.
9. Develop effective communication skills for telephone conversations.
10. Examine the HCA role and responsibilities when applying the “I CARE” model during person-to-person communication.

Articles

Relationships and Boundaries

Relationships

Communication is the foundation of successful relationships, both personally and professionally. A relationship is a connection between two people or between groups of people. You have many different relationships. You have relationships with your family, friends, and acquaintances, and likely with people in your neighbourhood or religious organization. These types of relationships are social. Social relationships are based on emotions such as love and liking, and may form because you take part in activities together. People in social relationships tend to influence each other and share thoughts and feelings.

Professional relationships are different from social relationships. You have a professional relationship with your clients and with the members of your health-care team. This relationship is established and maintained by you through your interactions with the client. The purpose of this relationship is to take care of the client’s needs. The needs of the client always come first in this type of relationship.

2. Communication Impairments and Related Strategies

Introduction

You may care for clients who have speech or language disorders, hearing problems, or vision problems. These types of disorders or problems can create barriers to communication. It is important that you learn to communicate effectively with clients who have these common types of impairments. Communication aids and strategies are available to assist you.

In this module you will learn about speech and language disorders, ear disorders and hearing problems, and eye disorders and vision problems. You will explore communication aids and strategies to promote the helping relationship with clients who have these impairments.

Remember, a competent health-care worker needs to communicate effectively in order to provide quality client care.

General Learning Outcomes

Upon completion of this module, you will be able to do the following:

1. Examine physical factors related to speech and language that create barriers to effective communication.
2. Examine communication aids and strategies that promote the helping relationship with clients who have speech and language disorders.
3. Examine physical factors related to hearing that create barriers to effective communication.
4. Examine communication aids and strategies that promote the helping relationship with clients who have ear disorders and hearing problems.
5. Examine physical factors related to eye disorders, and vision problems that create barriers to effective communication.
6. Examine communication aids and strategies that promote the helping relationship with clients who have eye disorders and vision problems.
7. Examine the HCA role and responsibilities when applying the “I CARE” model during communications with clients who have communication impairments.

3. Dealing with Conflict

Introduction

In the health care field, conflict is common because health care is about people and emotions are often involved. Clients are often hurting, confused, and frightened and their family members may feel sad or helpless. Because of the physical and emotional demands of the work, you can become stressed. You can have a conflict with a client, a family member or another team member. There are communication strategies, such as constructive feedback, that can prevent or help you manage conflict.

In this module, the concepts of conflict, criticism, and constructive feedback will be described. Strategies that promote a healthy work environment will be explored. You will have the opportunity of giving constructive feedback using the THANCS model.

Remember, a competent health-care worker needs to be able to resolve conflict in order to provide quality client care.

General Learning Outcomes

Upon completion of this module, you will be able to do the following:

1. Examine the concept of conflict and conflict management.
2. Explain the concept of feedback to promote a healthy working environment.
3. Outline the THANCS model for giving constructive feedback.
4. Describe how to accept feedback from others.

4. Documentation

Introduction

Documentation is any written or electronically produced information that describes the client's status, and the care and services provided to that client. Documentation is how you communicate your observations, actions, and outcomes of these actions for clients. It is an accurate account of what occurred and when it occurred. A client chart is a collection of significant facts on a client's health history and includes all client care provided by a team of health-care professionals. The chart is a legal document and the health care worker who writes or records on any part of the client's documents is legally responsible for what has been written.

In this module, the purpose of the client chart, different types of documents, different methods of charting, and the type of information that is documented in a client's chart will be examined. The best practice principles of documentation and your role and responsibility when charting will be explored. You will be given the opportunity of charting using the DATA method.

Remember, a competent health-care worker needs to be able to communicate effectively about the client's health status and care provided by documenting in the client chart.

General Learning Outcomes

Upon completion of this module, you will be able to do the following:

1. Examine the purpose of the client chart.
2. Examine the best practice principles of documentation.
3. Examine the role and responsibilities of the HCA when applying the "I CARE" model to documentation.

Resource Materials

Required Texts:

Sorrentino, S., Remmert, L, Wilk, M., & Newmaster, R. (2013). *Mosby's Canadian textbook for the support worker* (3rd Canadian ed.). Toronto, ON: Elsevier Canada.

Kelly, R., Sorrentino, S., Remmert, L, Wilk, M. & Schuh, D. (2013). *Workbook to accompany Mosby's Canadian textbook for the support worker* (3rd Canadian ed. Revised Reprint). Toronto, ON: Elsevier Canada.

Course Modules

Reference Text:

None

Conduct of Course

This course is based on Alberta Government Provincial curriculum.

This course is based on a lecture format including guest presenters and videos. Labs provide opportunities for skill development that are necessary for future job performance.

Evaluation Procedures

Quizzes/Assignments	60%
Final Exam	40%

Grade Equivalents and Course Pass Requirements

A minimum grade of B- (70%) is required to pass this course and an overall G.P.A. of 2.70 to meet graduation requirements.

Letter	F	B-	B	B+	A-	A	A+
Percent Range	0-69	70-74	75-79	80-84	85-89	90-94	95-100
Points	0.00	2.70	3.00	3.30	3.70	4.00	4.00

Attendance

Regular attendance is essential for success in any course. Absence for any reason does not relieve a student of the responsibility of completing course work and assignments to the satisfaction of the instructor. More than four (4) absences per course, per semester, may result in probation. Further absences may result in suspension from the program.

In cases of repeated absences due to illness, the student may be requested to submit a medical certificate.

Instructors have the authority to require attendance in classes.

Course Units/Topics

1. Person-to-Person Communication
2. Communication Impairments and Related Strategies
3. Dealing with Conflict
4. Documentation



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