

STEP-UP SESSION PLANNER

COURSE TITLE: Communication Skills

LESSON No.: 1

DURATION: 1.5 hours

AIMS: to provide support staff with the opportunity to identify the communication skills they each possess as well as suggesting some strategies to extend these skills in order to provide good quality customer care.

LEVEL: E3/L1

Obj. No.	VOCATIONAL SKILLS OBJECTIVES	CURRICULUM REF. (If relevant)
V1	Explore issues in relation to verbal and non-verbal communication skills in the workplace	As ES1
V2	Identify appropriate communication strategies for different situations within the NHS	
V3	Identify one aspect of your current customer care behaviour you would most like to alter	
Obj. No.	ESSENTIAL SKILLS OBJECTIVES	CURRICULUM REF.
ES1	Develop appropriate strategies to interpret verbal and non-verbal communication.	SLr/E3.4
ES2	Speak clearly in a way which suits the situation.	SLc/L1.1
ES3	Speak appropriately for different situations	SLc/E3.2

Time	Topic	Activity	Resources/ human resources to include use of SLA s and volunteers	Method of assessment	Additional Information	Obj. No.
5 mins	Introductions	Registration/ outline of aims and objectives. Facilitator to lead introductions of each participant. Each participant to indicate how long they have worked in the hospital, the department they work in and what they hope to achieve during this session.	OHT 1		See tutor notes	
10 mins	How do we communicate?	In small groups list the communication skills required by support workers in a hospital. Feedback	A3 paper and pens	List from each group	See tutor notes	V1 ES1/2/3
10 mins	Verbal or non-verbal	Active listening activity - working in pairs ask one partner to describe an exciting situation -	Activity sheet 1	Completion of activity and	See tutor notes	V1 ES1

	communication	a busy week-end or a holiday, using plenty of expression. Feedback		discussion during feedback		
5 mins	Voice tone	Ask the participants to try out the voice activity. Note the reactions to different tones and speed of speech. Feedback	Activity sheet 2	Discussion and participation	See tutor notes	V1 ES2
10 mins	Body language	Each participant to complete the handout on non-verbal communication. Brief feedback	Activity sheet 3	Completed task	See tutor notes	V1 ES1
10 mins	Factors which affect communication	As a group list the factors which can affect communication with customers /patients.	Flipchart and pens	Discussion and list of factors	See tutor notes	V1
15 mins	Customers with special needs	In pairs list the special needs which support workers may encounter and indicate the strategies to assist communication. Feedback	A3 paper and pens	List of special needs and coping strategies	See tutor notes May be worth looking at Access for All for additional information	V1 and V2 ES3
10 mins	Customer care	Refer learners to customer care policy. As a group board storm the difficult situations which can occur and link with hospital policies for dealing with complaints, aggression and violence. NB. This session does not deal with self-defence.	Summary of hospital customer care policy Flip chart and pens	Completed task	See tutor notes	
10 mins	Action Plan	Each participant to suggest one aspect of their own communication skills they wish to improve.	Flipchart and pens - NB: summary of the personal objectives to be kept for future sessions.	Group list and each participant's self-evaluation	See tutor notes	V3 ES1,2 and 3
5 mins	Plenary	Ask learners what is the most important thing they have learned.			See tutor notes	

Tutor Evaluation:

(strengths, weaknesses, changes, improvements)

Student progress:

COMMUNICATION SKILLS

Objectives

- To explore issues in relation to verbal and non-verbal communication skills in the workplace
- Develop appropriate strategies to interpret verbal and non-verbal communication
- Identify appropriate communication strategies for different situations within the NHS
- Speak clearly in way which suits the situation
- Identify one aspect of current customer care behaviour you would most like to alter
- Speak appropriately for different situations.

Activity 1

Partner A

Tell your partner about your week-end. Possibly, an outing or a party etc. Try to be as animated and excited as possible. Try to speak for three minutes.



Activity 1

Partner B

Your partner will tell you about the exciting week-end he/she has had. Do not speak. Do not make eye contact or acknowledge him/her at all with your body language.

Activity 3

Non-Verbal Communication

As someone talks to you, what do you think when he/she shows the following behaviours?

- Puts one hand up, palm facing you
- Blushes
- Fiddles with tie or shirt collar
- Raises eyebrows
- Constantly twines hair around a finger
- Frowns
- Smiles slightly
- Flutters eyelashes
- Puts both hands out, palms up slightly
- Smiles broadly
- Scratches head
- Blinks rapidly
- Avoids eye contact
- Shrugs shoulders
- Leans forward
- Nods intermittently
- Looks at you steadily
- Wags a finger at you
- Stands arms folded facing you
- Repeatedly folds and unfolds arms
- Paces around while talking
- Scratches chin
- Points finger at you
- Both arms hanging down, hands clenched

Activity 2

VOICE TONE

Read the following phrases, then try to speak each one in different ways e.g. angrily, flirtatiously, aggressively, kindly, sarcastically and helpfully.

- I'm sorry I can't help you.
- May I help you?
- Could you repeat that?



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Read the following phrases, then try to speak each one in different ways e.g. angrily, flirtatiously, aggressively, kindly, sarcastically and helpfully

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COMMUNICATION SKILLS - TUTOR NOTES

Activity	Description	Resources	Assessment
Introductions	<p>After registration and an outline of the aims and objectives. Each participant introduces him or herself. It would be useful for everyone if each person indicated their role in the hospital, the length of time in the job and their expectations in relation to this course. The facilitator could make a note of some of these to refer to at the end.</p>	OHT 1	Participation
How do we communicate?	<p>In small groups list the communication skills required by support workers in a hospital. Are some easier than others, which do they consider to be most important - give reasons. Is it easier to communicate with strangers? Is it easier to communicate face-to-face, or on the telephone - Why? Raise the implications of customer care issues as they affect other staff in the hospital and those using the hospital service.</p> <p>Note responses on the Flipchart. Introduce the idea of non-verbal communication - nodding, smiling, eye-contact, pointing etc</p>	<p>A3 paper and pens</p> <p>Flipchart</p>	<p>Discussion and list from each group</p> <p>Responses</p>
Verbal or non-verbal communication	<p>Active listening activity - working in pairs ask one partner to describe an exciting situation - a visit at the week-end or holiday, using plenty of expression. Their partner must not show any expression throughout the activity. Neither partner must know what is expected of the other.</p> <p>This is a fairly short activity as the speaker can become discouraged when their partner resists being interested and enthused.</p>	Activity 1	Observation followed by feedback from activity

	<p>During feedback assess how much gesture, facial expression, tone of voice etc affects communication? Introduce the concept of active listening.</p>		
Body language	<p>Individual activity - each participant to complete their own handout on non-verbal communication Briefly discuss outcomes - note any differences.</p> <p>Some participants will extend this activity by suggesting several answers for each non-verbal communication.</p>	<p>Activity 3</p> <p>Flipchart and pens</p>	<p>Feedback and completed handout</p>
Voice tone	<p>Ask the participants to try out the voice activity. Note the reactions to different tones and speed of speech.</p>	<p>Activity 2</p>	<p>Discussion and participation</p>
Factors which affect communication	<p>As a group list the factors which can affect communication.</p> <p>Raise awareness of the impact of the environment, patient behaviour, hospital ethos and the culture/ethnic background of the customer/patient/client. Other factors are visitor behaviour, as well as special needs customers including sensory and/or physical impairment and self-belief/self-confidence of the support worker and/or the customer. Because participants may be from different departments they may dwell upon the factors which particularly affect them, it is important for the facilitator to allow them to do this but to ensure that others are able to extend their knowledge to other areas.</p> <p>Use question, answer and discussion to raise awareness of the range of patient behaviour (e.g. anger, aggression, forgetfulness, alienation, nervousness, talkative) and the likely causes (e.g. joy, shock, grief, relief etc).</p>	<p>Flipchart and pens</p> <p>Flipchart and pens</p>	<p>Observation and feedback from activity</p> <p>List of patient behaviour</p>
Customers/patients with special needs	<p>In pairs list the special needs which support workers may have to deal with.</p>	<p>A3 paper and pens</p>	<p>Lists of special needs</p>

	<p>The special needs can range from physical/sensory impairments, dyslexia, moderate learning difficulties, and English as an additional language and/or non-English speakers.</p> <p>In small groups identify the strategies to assist communication with patients with special needs. Raise awareness of hearing, mobility and sight aids, interpreters as well as strategies to deal with provision of information. Some participants will be able to produce a range of special needs, however, ensure that at a minimum the participants are aware of the strategies required within their department.</p>	A3 paper and pens	Lists of strategies to link with the special needs
Customer Care	<p>Refer learners to customer care policy.</p> <p>As a group board storm the difficult situations which can occur and link with hospital policies for dealing with complaints, aggression and violence.</p> <p>This should be a short snappy session, but should raise issues related to dealing with complaints, difficult patients, aggression and violence.</p> <p>NB: This session does not deal with self-defence.</p>	Hospital policies - originals or summaries. Flipchart record discussion	Feedback and observation
Action plan	<p>Each participant to suggest an aspect of their own communication skills they wish to improve e.g. dealing with difficult customers, eye-contact, listening skills. This activity should be handled with sensitivity enabling the participants to raise their own concerns in safe environment. Participants to make a note of own private area for self-improvement,</p>	Flipchart and notepaper	Group list completed

	Facilitator to note suggestions on flipchart and keep a summary for future sessions.		
Plenary	Which aspect of the session have the participants found most useful for their own practice? Link with expectations cited at beginning of the session. Facilitator to revisit the aims and objectives of the two sessions. Refer back to discussions and feedback sessions.	Discussion	Feedback and self-evaluation

Evaluation:

Part of the evaluation could be to record the suggestions for self-improvement.