

ALH210 – Introduction to Community Health Advocacy

Class # 9 Communication

Course Objective:

Discuss basic effective communication techniques and barriers to effective communication.

Class Objectives: Student will be able to:

Identify three different ways that cultural differences interfere with clear communication.
Recognize the impact on clear communication of personal beliefs and assumptions by the Community Health Advocate about clients.

Recognize the impact on clear communication of personal beliefs and assumptions by the client about the Community Health Advocate.

Identify specific examples of non verbal communication which may be important during interaction with clients.

Describe the impact of unclear communication on the ability of the Community Health Advocate to help a client.

Participants:

Instructor(s)

Students

Materials/Resources Needed:

Nametags

Mock interviews – prepared role plays

Equipment Needed:

Masking tape

Markers

Large Post it Note Pads

Plan for the Class:

I. Questions, Comments from Previous Class—Community Resources Part 2

II Personal Beliefs/Assumptions (prejudices and stereotypes) and their impact on ability to help clients

A. Faculty introduces a brief skit related to interviewing skills and invites students to volunteer to participate. Faculty explains:

1. This is a face-to-face interview, 2 characters, one is client and the other is a CHA.
2. The client is an Appalachian male, 80 years of age, referred by the Senior Resource Center.
3. The CHA is a young African American female, 28 years old.

SKIT

Client – Hi, I am Mr. Spencer. The Senior Center sent me to you because I missed all of the doctor appointments.

CHA – Well Mr. Spencer, could you explain to me why you are missing your doctor appointments?

Client – You see my neighbor Mr. John, went to the doctor regularly for check ups and he died last month. I just can't trust doctors anymore.

CHA - That is really stupid Mr. Spencer! (Stand over the client speaking in a loud voice) I have a stubborn father just like you and nobody can tell him anything! When you get old you need to listen to professional advice!

Client – I hope you don't call this professional advice! You are very rude and will tell the SRC never to refer anyone to you for help again! (Standing – speaking in a loud voice)

- B. Faculty facilitates a discussion asking the students:
What did you hear the CHA saying? (document on newsprint)
What did you see the CHA doing? (document on newsprint)
What kind of assumptions do you think contributed to the CHA's words and behaviors? (document on newsprint)
(responses might include: CHA assumed the client was hard of hearing; CHA assumed the client was just like her father; CHA held prejudicial/stereotypical beliefs about older Caucasian men; CHA didn't know what to do and responded with frustration/anger)
- C. Faculty invites students to re-play the skit as a large group.
1. Faculty reads Mr. Spencer's first line and asks students to offer more appropriate responses.
 2. Faculty asks students to offer more appropriate responses.
 3. After each response faculty identifies and records on newsprint the things that make the response effective.
 4. After several responses, faculty moves to the next line of Mr. Spencers' and repeats process above the skit has been fully re-played.
- (50 minutes)**

BREAK (10 minutes)

II Effective Communication

- A. Faculty distributes handout, 7 Principles of Influence: How to Win People's Cooperation and reviews the information.
- B. Faculty facilitates a role play where students are encouraged to use the 7 Principles

1. Set the ground rules for role plays, different from skits
2. Identify the characters in the role play, one CHA, and a client
3. Divide the class into two groups: one of which develops the role for the client, creating a realistic, but not too complicated scenario for the client; and the other develops the role for the CHA, discussing, and in a way coaching the person who will actually play the CHA about how to use the 7 Principles.
4. The two characters act out the role play for three to five minutes while the rest of the class observes. Instruct the observers to be watching for examples of effective communication as outlined in the 7 Principles, as well as instances where either character made inaccurate assumptions about the other.
5. Faculty debriefs the characters in the role play by asking the client first and then the CHA:
 - a. What was that like for you?
 - b. What words or behaviors were helpful/not helpful to you?
 - c. What were your expectations about the interaction?
 - d. How were your expectations met/not met?
6. Faculty then opens up the discussion to the whole group to offer Feedback related to clear and effective communication vs. unclear and non-effective communication, emphasizing the 7 Principles and personal assumptions/beliefs

-OR-

Faculty facilitates discussion of the communication assessment done by the students as their assignment for this class.

(50 minutes)

III. Conclusion

- A. Faculty reviews main points of class by asking students:
 - What are some barriers that might interfere with good communication?
 - What are assumptions you might typically make that should be checked out when working w/ clients?
 - What have you learned about effective communications and behaviors when working with clients?
- B. Preview of next class—Communicating to Groups

(10 minutes)

