In any workplace communication skills are paramount. In the residential aged care sector, communication with residents to whom care is given on a professional basis is critical.

Resource written by: 
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Introduction

These additional resources and activities are designed for use in conjunction with the video content:
- for individual and/or group learning in a formalised training environment
- for individual self-paced and self directed learning
- for accredited, self-directed nursing professional development – appropriate Continuing Nurse Education points are indicated below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>CNE points</th>
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<tbody>
<tr>
<td>Activity Set One: Content comprehension*</td>
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<td>Activity Set Two: Application of knowledge</td>
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<td>Activity Set Three: Professional resource review</td>
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<td><strong>Total possible CNE points:</strong></td>
<td><strong>5</strong></td>
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</tbody>
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*Includes time for viewing video once or twice

Description of Video Content

In any workplace communication skills are paramount. In the residential aged care sector, communication with residents to whom care is given on a professional basis is critical. Elderly people typically have special needs, and it is vital that all staff involved with them are skilled in appropriate communication techniques.

Communication takes many forms in the workplace - including verbal and non-verbal. There are a variety of levels of communication, which is determined by those between whom the communication is taking place, the nature of the information being exchanged and the setting in which the communication is taking place. This video is about communicating with residents in aged care. It examines various aspects of communication relating to a residential aged care, including enhancing communication with older people; communicating with residents with hearing impairment; vision impairment; speech impairment and cognitive impairment; and communicating with residents from diverse cultures.

Timeline

00:00.00  Introduction
00:00.52  Chapter 1 – Enhancing communication with older people
00:05.11  Summary – Enhancing communication with older people
00:05.59  Chapter 2 – Communicating with residents with hearing impairment
00:09.38  Summary – Communicating with residents with hearing impairment
00:10.16  Chapter 3 – Communicating with residents with vision impairment
00:13.40  Summary – Communicating with residents with vision impairment
00:14.20  Chapter 4 – Communicating with residents with speech impairment
00:17.51  Summary – Communicating with residents with speech impairment
00:18.47  Chapter 5 – Communicating with residents with cognitive impairment
00:22.33  Summary – Communicating with residents with cognitive impairment
00:23.17  Chapter 6 – Communicating with residents from diverse cultures
00:25.57  Summary – Communicating with residents from diverse cultures
00:26.43  Conclusion

Related Titles

Aged Care - Communication with Colleagues
Aged Care - Communicating with Family and Carers
Activity Set One – Content Comprehension

This set of activities comprises 15 questions that relate directly to your understanding of the material covered in the video. Space has been provided to write down responses to these questions.

1. Complete the sentences:

The process of communication involves a message, a sender of the message, and a __________________ of the message. The sender ___________________ the initial message to the receiver. On receiving the message, the receiver may return____________________ in response. The roles of sender and receiver____________________ throughout the process.

2. Define paralanguage.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. What is non-verbal language? Suggest some examples of non-verbal language.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Next to the percentage figures given, write the correct components of communication in order of their effectiveness in conveying a message.

a) 55% _____________________

b) 38% _____________________

c) 7% _____________________
5. List the 9 steps covered by the video, which are necessary to appropriately speak with an elderly person.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

6. Describe the difference in hearing ability between a person with normal hearing; mild hearing loss; moderate hearing loss; and severe hearing loss.

   a) Normal hearing -

   b) Mild hearing loss -

   c) Moderate hearing loss -

   d) Severe hearing loss -

7. Complete the sentence:

   When communicating with a resident with hearing loss, an aged care worker will need to gain their attention through __________________ or __________________.
8. Link the types of possible cause of vision impairment in the left column with the correct descriptions given in the right column.

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<tr>
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9. What is the difference between aphasia and dysphasia?
____________________________________________________________________________________

10. What is dysarthria, and what causes it?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

11. What are some of the causes of cognitive impairment mentioned in the video?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

12. Complete the sentence:

Dementia is due to a____________________ progressive brain disease, the most common being ____________________ Disease.
13. Provide an indication of the range of problems dementia can cause in a person.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

14. What are some aspects of an individual’s background that when understood, can make communicating with people from diverse backgrounds easier?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

15. What are some examples of cultural taboos given in the video?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

For nursing professional development, when used in conjunction with the video content, completion of this activity set carries 2 CNE points
Activity Set Two: Application of knowledge

Prepare a list of strategies to use when communicating with aged care residents:

a) with vision impairment
b) with speech impairment
c) with cognitive impairment
d) from diverse backgrounds

These lists could be presented as electronic and hard copy documents to be given to all staff working in a residential aged care facility.

For nursing professional development, when used in conjunction with the video content, completion of this activity set carries 2 CNE points

Activity Set Three: Professional resource review

Summarise and review this video resource, commenting on:
- what is covered by the content (aim for a 150 word summary)
- to whom is the content targeted
- its usefulness and relevance to that target group
- the effectiveness of content delivery
- strengths and limitations you perceive in the video resource

A review is heavily opinionative by its nature – draw on the video content and your professional knowledge and experience to explain and/or justify any opinions you express, or recommendations you make, in the review.

For nursing professional development, when used in conjunction with the video content, completion of this activity carries 1 CNE point
Suggested Responses to Activity Set One: Content Comprehension

1. Complete the sentences:

The process of communication involves a message, a sender of the message, and a receiver of the message. The sender transmits the initial message to the receiver. On receiving the message, the receiver may return feedback in response. The roles of sender and receiver alternate throughout the process.

2. Define paralanguage.
Paralanguage is the form, or how the words are delivered - including pitch, volume, rate and tone of speech.

3. What is non-verbal language? Suggest some examples of non-verbal language.
Non-verbal language involves communication without the use of words – this includes body language and movements, posture, gestures, facial expression and eye contact.

4. Next to the percentage figures given, write the correct components of communication in order of their effectiveness in conveying a message.
   a) 55% non-verbal cues
   b) 38% pitch and tone
   c) 7% words

5. List the 9 steps covered by the video, which are necessary to appropriately speak with an elderly person.
   - Gain their attention
   - Greet the resident and say their name – if you are meeting them for the first time, use their title
   - Announce your name, your role and what you intend to do
   - Wait for the resident’s acknowledgement
   - Use eye contact, unless it is culturally inappropriate
   - Position yourself in front of them and at their eye level
   - Reduce barriers to communication – this includes background noise and conversation, visual distractions, physical discomfort experienced by the resident or time limitations to communication
   - Use simple, direct language and avoid jargon, slang and colloquialisms
   - Use appropriate questioning – open and closed questions
6. Describe the difference in hearing ability between a person with normal hearing; mild hearing loss; moderate hearing loss; and severe hearing loss.

a) Normal hearing -  
A person will be able to hear soft noises such as a clock ticking, waves, or a whisper

b) Mild hearing loss -  
A person will not be able to hear the softer sounds in speech, like m, sh, th, f, z

c) Moderate hearing loss -  
A person will have difficulty hearing normal conversation, especially if there is background noise

d) Severe hearing loss -  
A person will not be able to hear a telephone ringing, or the television, and without a hearing aid, they may have to depend on lip reading to understand conversation

7. Complete the sentence:

When communicating with a resident with hearing loss, an aged care worker will need to gain their attention through **vision** or **touch**.

8. Link the types of possible cause of vision impairment in the left column with the correct descriptions given in the right column.

- **Cataract** a disease of small blood vessels supplying the retina
- **Glaucoma** short-sightedness
- **Retinopathy** loss of one half of the vision field
- **Macular degeneration** cloudiness or opacity of the lens
- **Hemianopia** extreme sensitivity to light
- **Nystagmus** near-sightedness
- **Myopia** involuntary sideways drifting eye movements
- **Hypermetropia** excessive fluid in the eye, causing increased pressure
- **Photophobia** loss of central vision

9. What is the difference between aphasia and dysphasia?
**Aphasia** refers to the total loss of speech; **dysphasia** is the partial loss of speech.

10. What is dysarthria, and what causes it?
**Dysarthria** refers to a disorder of forming speech, due to weakness of the face, tongue, lips and jaw. It is often caused by stroke, Parkinson’s disease and brain injuries.
11. What are some of the causes of cognitive impairment mentioned in the video? 
   Causes for cognitive impairment include stroke, brain injury and brain tumours, and severe psychiatric disorders.

12. Complete the sentence:

   Dementia is due to a **chronic** progressive brain disease, the most common being Alzheimer’s disease.

13. Provide an indication of the range of problems dementia can cause in a person.
   From mild problems with short term memory and word finding, to a complete inability to communicate verbally, or to recognise people and objects.

14. What are some aspects of an individual’s background that when understood, can make communicating with people from diverse backgrounds easier? 
   They include their past experiences, previous education, level of knowledge, understanding of Australian culture and level of English.

15. What are some examples of cultural taboos given in the video? 
   Examples include - in Islamic cultures, physical contact between members of opposite sexes is forbidden – this includes hand-shaking, friendly touch and assistance in basic care; prolonged eye contact is considered impolite in Aboriginal, African and Asian cultures.