

**Presented by**

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**Professor**

**ICON**

# **COMMUNICATION**

## **GENERAL OBJECTIVE:**

At the end of the class students are able to understand regarding “communication”. We can improve the communication skill and knowledge in clinical setting, while taking history collection and giving care of patients with communication.

## **SPECIFIC OBJECTIVE:**

The students will able to:

- Definition of communication

- Enlist the importance of communication
- List out the elements of communication
- Describe the characteristics of communication
- Analyse the process of communication
- Explain the principles of communication.
- Enumerate the barriers of communication
- Discuss the types of communication
- Illustrate the techniques to improve the communication
- Identify why communication and interpersonal skills for nursing
- Describe the advantage of communication
- Enlist the disadvantage of communication.

S.NO	SPECIFIC OBJECTIVE	TIME	CONTENT	TEACHER ACTIVITY	LEARNER ACTIVITY	AV-AIDS	EVALUATION

1.	The students will be able to explain the definition of communication	1 minute	<p><b>DEFINITION OF COMMUNICATION:</b></p> <p>Communication is a process in which a message is transferred from one person to other person through a suitable media and the intended message is received and understood by the receiver.</p>	Discuss the definition of communication	Listening and taking notes	Roller board	What is the definition of communication?
2.	Enlist the importance of communication	1 minute	<p><b>IMPORTANCE OF COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Promotes motivation</li> <li>• Source of information</li> <li>• Altering individual's attitudes</li> <li>• Helps in socializing</li> <li>• Controlling process</li> </ul>	Explain the importance of communication	Listening and taking notes	Flannel board	What are all the importance of communication?
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>
			<b>i)promotes motivation:</b>				

	Enlist the importance of communication	1 minute	<p>Communication promotes motivation by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark.</p> <p><b>ii)Source of information:</b></p> <p>Communication is a source of information to the organizational members for decision-making process as it helps identifying and assessing alternative course of actions.</p> <p><b>iii)Altering individual's attitudes:</b></p> <p>Communication also plays a crucial role in altering individual's attitudes, i.e., a well informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in moulding</p>	Explain the importance of communication	Listening and taking notes	Flannel board	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>
			employee's attitudes.				

	Enlist the importance of communication	1 minute	<p><b>iv)Helps in socializing:</b> Communication also helps in socializing. In today's life the only presence of another individual fosters communication. It is also said that one cannot survive without communication.</p> <p><b>v)Controlling process:</b> Communication also assists in controlling process. It helps controlling organizational member behavior in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently and communicate any work problem and grievance to their superiors. Thus, communication helps in controlling function of management.</p>	Explain the importance of communication	Listening and taking notes	Flannel board	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>
			<b>ELEMENTS OF</b>				

3.	List out the elements of communication	0.5 minute	<p><b>COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Source idea</li> <li>• Message</li> <li>• Encoding</li> <li>• Channel</li> <li>• Receiver</li> <li>• Decoding</li> <li>• Feedback</li> </ul> <p><b>Source idea:</b></p> <p>The Source idea is the process by which one formulates an idea to communicate to another party. This process can be influenced by external stimuli such as books or radio, or it can come about internally by thinking about a particular subject. The source idea is the basis for the communication.</p>	Explain the elements of communication	Listening and taking notes	M O D E L	What are all the elements of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
			<p><b>Message:</b></p> <p>The Message is what will be communicated</p>				

	List out the elements of communication	0.5 minute	<p>to another party. It is based on the source idea, but the message is crafted to meet the needs of the audience. For example, if the message is between two friends, the message will take a different form than if communicating with a superior.</p> <p><b>Encoding:</b> Encoding is how the message is transmitted to another party. The message is converted into a suitable form for transmission. The medium of transmission will determine the form of the communication. For example, the message will take a different form if the communication will be spoken or written.</p>	Explain the elements of communication	Listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
			<p><b>Channel:</b> The Channel is the medium of the</p>				

	List out the elements of communication	0.5 minute	<p>communication. The channel must be able to transmit the message from one party to another without changing the content of the message. The channel can be a piece of paper, a communications medium such as radio, or it can be an email. The channel is the path of the communication from sender to receiver. An email can use the Internet as a channel.</p> <p><b>Receiver:</b></p> <p>The Receiver is the party receiving the communication. The party uses the channel to get the communication from the transmitter. A receiver can be a television set, a computer, or a piece of paper depending on the channel used for the communication.</p>	Explain the elements of communication	Listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
			<p><b>Decoding:</b></p> <p>Decoding is the process where the</p>				



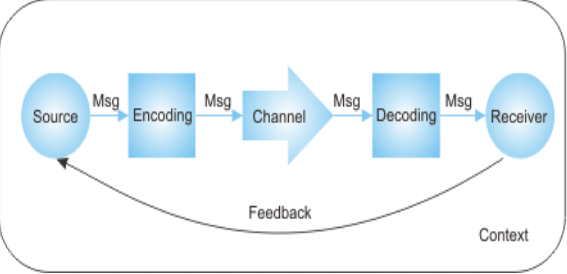
	List out the elements of communication	0.5 minute	<p>message is interpreted for its content. It also means the receiver thinks about the message's content and internalizes the message. This step of the process is where the receiver compares the message to prior experiences or external stimuli.</p> <p><b>Feedback:</b> Feedback is the final step in the communications process. This step conveys to the transmitter that the message is understood by the receiver. The receiver formats an appropriate reply to the first communication based on the channel and sends it to the transmitter of the original message.</p>	Explain the elements of communication	Listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

4.	Describe the characteristics of communication	1 minute	<p><b>CHARACTERISTICS OF COMMUNICATION:</b></p> <p><b>Clarity:</b></p> <ul style="list-style-type: none"> <li>* One of the most essential characteristics of an impressive communication is "Clarity".</li> <li>* Use Simple and Sound words, so that listeners can grab it easily.</li> <li>* Be clear in your thoughts, jumbled and confused mind cannot deliver a good and clear saying</li> <li>* Avoid using any technical terms, try to explain in laymen language.</li> </ul> <p><b>Aim or Goal:</b></p> <p>At every stage of your talk/communication, don't forget your "Aim or Goal".</p> <ul style="list-style-type: none"> <li>* Try to deduce an acceptable stuff by judging Pros &amp; Cons impartially. Communicate with a broad and practical mind.</li> </ul>	Explain the characteristics of communication	Listening and taking notes	Black board	What are all the characteristics of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Describe the characteristics of communication	1 minute	<p><b>Precision:</b></p> <ul style="list-style-type: none"> <li>* Be precise &amp; exact in your approach. Neither be too deep nor be too short.</li> <li>* Include some good facts acknowledging your topic.</li> </ul> <p><b>Avoid Repeatability, unless required so.</b></p> <p><b>Linkage :</b></p> <ul style="list-style-type: none"> <li>* Try to maintain a logic link between your sayings.</li> <li>* Don't put two opposite faces of coin at a same time.</li> </ul> <p>Deliver in a structured &amp; planned way.</p> <p><b>Globalization and Localization:</b></p> <ul style="list-style-type: none"> <li>* Try to explain the broader aspects but not on the cost of local values.</li> <li>* Aggregation of local values should result into global and broader aspects.</li> </ul>	Explain the characteristics of communication	Listening and taking notes	Black board	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Describe the characteristics of communication	1 minute	<p><b>Style of Expressing:</b></p> <ul style="list-style-type: none"> <li>* Control various speech parameters like pitch, tone, intensity etc. according to the environment. Don't be too fast or too slow.</li> <li>* Light Humour at the right time is always accepted.</li> <li>* Look straight &amp; forward. Keep a light smile on your face. Avoid using words that show arrogance. Avoid being too formal, be natural and practical.</li> </ul> <p><b>Dress properly:</b></p> <ul style="list-style-type: none"> <li>* 25% confidence and 25% Respect from audiences comes automatically, if you have dressed up well.</li> <li>* Be neat, clean, ironed and polished irrespective of the fact that you have dressed up formally or informally.</li> <li>* Do a good hair styling avoid any casual or unethical looks.</li> </ul>	Explain the characteristics of communication	Listening and taking notes	Black board	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

5.	Analyse the process of communication	1 minute	<p><b>PROCESS OF COMMUNICATION:</b></p> <p>Communication process consists of the sender, encoding, the channel, decoding, the receiver, feedback and the context. At each stage, there is the potential for misunderstanding and confusion.</p> <p>To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of problems at each stage of this process, with clear, concise, accurate, well-planned communications</p>	Explain the process of communication	listening and taking notes	M O D E L	What is process of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Analyse the process of communication	1 minute	<p>The Communications Process</p>  <p><u>Source/Sender</u></p> <p>The Sender- is the person who encodes and delivers the message. As the source of the message, you need to be clear about why you're communicating, and what you want to communicate. You also need to be confident that the information you're communicating is useful and accurate.</p>	Explain the process of communication	listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Analyse the process of communication	1 minute	<p><u>Message</u></p> <p>The message is the information that you want to communicate.</p> <p><u>Encoding</u></p> <p>This is the process of transferring the information you want to communicate into a form that can be sent and correctly decoded at the other end. Your success in encoding depends partly on your ability to convey information clearly and simply, but also on your ability to anticipate and eliminate sources of confusion (for example, cultural issues, mistaken assumptions, and missing information.)</p>	Explain the process of communication	listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Analyse the process of communication	1 minute	<p><u>Channel</u></p> <p>Channels are means of conveying and receiving messages through visual, auditory and tactile senses. Facial expressions send visual messages, spoken words travel through auditory channels, and touch uses tactile channels. The more channels the sender uses to convey a message, the more clearly it is usually understood.</p> <p><u>Decoding</u></p> <p>Just as successful encoding is a skill, so is successful decoding (involving, for example, taking the time to read a message carefully, or listen actively to it.) Just as confusion can arise</p>	Explain the process of communication	listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>



	Analyse the process of communication	1 minute	<p>from errors in encoding, it can also arise from decoding errors. This is particularly the case if the decoder doesn't have enough knowledge to understand the message.</p> <p><u>Receiver</u></p> <p>Receiver is one who receives and decodes the message.</p> <p><u>Feedback</u></p> <p>It is the message returned by the receiver. It indicates whether the meaning of the sender's message was understood. Receiver will provide the feedback, as verbal and nonverbal reactions to communicated message.</p>	Explain the process of communication	listening and taking notes	M O D E L	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Analyse the process of communication	1 minute	<p>Pay close attention to this feedback, as it is the only thing that can give confidence that receiver has understood the message.</p> <p><u>Context</u></p> <p>The situation in which the message is delivered is the context. This may include the surrounding environment or broader culture</p>	Explain the process of communication	listening and taking notes	M O D E L	
6.	Explain the principles of communication	3 minute	<p><b>PRINCIPLES OF COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Communication should be conviction.</li> <li>• Communication should be appropriate to situation.</li> <li>• Communication should have objective and purposes.</li> <li>• Communication should promote total achievement of purposes.</li> </ul>	Explain the principles of communication	listening and taking notes	C H A R T	What is principles of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Explain the principles of communication	3 minute	<ul style="list-style-type: none"> <li>• Communication should represent the personality and individuality of the communication.</li> <li>• Communication involves special preparation.</li> <li>• Communication should be oriented to the interest and needs of the receiver.</li> <li>• Communication through personal contact.</li> <li>• Communication should seek attention.</li> <li>• Communication should be familiar.</li> </ul>	Explain the principles of communication	listening and taking notes	C H A R T	
7.	Enumerate of the barriers of communication	2 minute	<b>BARRIERS OF COMMUNICATION:</b> <ul style="list-style-type: none"> <li>• Physiological barriers</li> <li>• Environmental barriers</li> <li>• Psychological barriers</li> </ul>	Explain the barriers of communication	Listening and taking notes	Flash card	What are all the barriers of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Enumerate of the barriers of communication	2 minute	<ul style="list-style-type: none"> <li>♣ Social barriers</li> <li>♣ Emotional barriers</li> <li>♣ Cultural barriers</li> <li>♣ Language barriers</li> <li>♣ Gender barriers</li> <li>♣ Interpersonal barriers</li> </ul> <p><b>Physiological barriers:</b></p> <ul style="list-style-type: none"> <li>♣ Poor attention due to memory problem.</li> <li>♣ Lack of attention</li> <li>♣ Discomfort due to some illness.</li> <li>♣ Poor sensory perception</li> <li>♣ Information overload.</li> <li>♣ Sender and recipient must keep in mind each other's retention and memory abilities</li> </ul>	Explain the barriers of communication	Listening and taking notes	F L A S H  C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Enumerate of the barriers of communication	2 minute	<p><b>Gender barriers:</b></p> <p>There are distinct differences between the speech patterns in a man and those in a woman. A woman speaks between 22,000 and 25,000 words a day whereas a man speaks between 7,000 and 10,000. In childhood, girls speak earlier than boys and at the age of three, have a vocabulary twice that of boys.</p> <p>The reason for this lies in the wiring of a man's and woman's brains. When a man talks, his speech is located in the left side of the brain but in no specific</p>	Explain the barriers of communication	Listening and taking notes	F L A S H  C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Enumerate of the barriers of communication	2 minute	<p>area. When a woman talks, the speech is located in both hemispheres and in two specific locations.</p> <p><b>Inter personal barriers:</b></p> <ul style="list-style-type: none"> <li>• <b>Withdrawal</b> is an absence of interpersonal contact. It is both refusal to be in touch and time alone.</li> <li>• <b>Rituals</b> are meaningless, repetitive routines devoid of real contact.</li> <li>• <b>Pastimes</b> fill up time with others in social but superficial activities.</li> </ul>	Explain the barriers of communication	Listening and taking notes	F L A S H  C A R D	
<b>S.N</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>
	Enumerate of	2	<ul style="list-style-type: none"> <li>• <b>Working</b> activities are those tasks</li> </ul>				

	the barriers of communication	minute	<p>which follow the rules and procedures of contact but no more.</p> <ul style="list-style-type: none"> <li>• <b>Games</b> are subtle, manipulative interactions which are about winning and losing.</li> <li>• <b>Closeness</b> is the aim of interpersonal contact where there is a high level of honesty and acceptance of yourself and others.</li> </ul> <p><b>Environmental barriers:</b></p> <ul style="list-style-type: none"> <li>• Loud background noise, Poor lighting, Uncomfortable setting, Bad odour, Very hot and cold room, Distance.</li> <li>• Noise must be kept in lowest possible</li> </ul>	Explain the barriers of communication	Listening and taking notes	F L A S H  C A R D	
<b>S.N</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>
	Enumerate of the barriers of communication	2 minute	<ul style="list-style-type: none"> <li>• Lighting must be ensured to facilitate nonverbal communication.</li> </ul> <p><b>Psychological barriers:</b></p>	Explain the barriers of	Listening and taking notes	F L	

			<ul style="list-style-type: none"> <li>♣ Misperception and misunderstanding</li> <li>♣ Distrust and unhappy emotions</li> <li>♣ Emotional disturbance such as anger, jealousy, and suspicion.</li> <li>♣ Communication must be carried out in a happy and trustworthy manner.</li> <li>♣ The sender and recipient must be free from fear, anxiety, and confused thinking.</li> </ul> <p><b>Social barriers:</b></p> <ul style="list-style-type: none"> <li>♣ Difference in social norms, values, and behavior. Different social strata</li> <li>♣ The norms like values, behavior, must be consider.</li> <li>♣ Social beliefs kept in mind while communication.</li> </ul>	communicatio n		A S H  C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Enumerate of the barriers of communication	2 minute	<p><b>Emotional barriers:</b></p> <p>One of the chief barriers to open and free communications is the emotional</p>	Explain the barriers of communicatio	Listening and taking notes	F L A	



			<p>barrier. It is comprised mainly of fear, mistrust and suspicion. The roots of our emotional mistrust of others lie in our childhood and infancy when we were taught to be careful what we said to others. excessive fear of what others might think of us can stunt our development as effective communicators and our ability to form meaningful relationships.</p> <p><b>Cultural barriers</b></p> <p>When we join a group and wish to remain in it, sooner or later we need to adopt the behaviour patterns of the group.</p>	n		S H  C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Enumerate of the barriers of communication	2 minute	<p>These are the behaviours that the group accepts as signs of belonging.</p> <p>The group rewards such behaviour through acts of recognition, approval and inclusion.</p>	Explain the barriers of communication	Listening and taking notes	F L A S	

			<p>In groups which are happy to accept you and where you are happy to conform, there is a mutuality of interest and a high level of win-win contact.</p> <p><b>Language barriers:</b></p> <p>Language that describes what we want to say in our terms may present barriers to others who are not familiar with our expressions, buzz-words and jargon. When we couch our communication in such language, it is a way of excluding others.</p>			H C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Enumerate of the barriers of communication	2 minute	<p>In a global market place the greatest compliment we can pay another person is to talk in their language.</p> <p><b><u>BARRIERS OF COMMUNICATION IN</u></b></p>	Explain the barriers of communication	Listening and taking notes	F L A S	

			<p><b><u>NURSING PRACTICE:</u></b></p> <p><b>i)Patient /client sensory problem:</b>  Speak slowly, listen carefully. Don't shout to someone who has a hearing impairment – just pronounce your words clearly and make sure the person can see your lips. Use communication aids – hearing aid, Braille, written communication.</p> <p><b>ii)patient/client confused or in psychiatric condition:</b>  Remove all distractions if possible, such as a TV playing in the corner, and try to find a quiet location where the person can focus</p>			H  C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Enumerate of the barriers of communication	2 minute	<p>more easily. Ask family/loved ones how they communicate with person – they are often expert in this.</p> <p><b>iii)patient having language problem:</b>  Many simple needs can be defined through</p>	Explain the barriers of communication	Listening and taking notes	F L A S	

			<p>imitating actions – eating, drinking, taking a short walk, for instance. More complex conversations will need the help of a trusted family member who speaks English or a translator.</p> <p><b>iv)environmental noicy:</b></p> <p>Many care homes and private houses can seem just as busy. Usually, however, there is a quiet space you can go to, and simple actions – turning a TV off or down, drawing curtains round the bed area, closing windows if noisy traffic or road works are nearby, closing the door of the treatment room – can also help.</p>			H C A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

8.	Discuss the types of communication	2 minute	<p><b>TYPES OF COMMUNICATION:</b></p> <p><b>i)one-way v/s two way communication:</b></p> <p><b>One-way communication:</b> The flow of communication is one way from the communicator to the audience. Example receive.</p> <p>Knowledge is imposed, Learning is authoritative, Little audience participation. No feedback, Does not influence human behavior.</p> <p><b>Two way communication:</b> In this both the communicators and the audience take place. The process of communication is active and democratic. It is more likely to influence behavior than one way communication.</p>	Explain the types of communication	Listening and taking notes	L C D	What are all the types of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the	2	<b>ii)formal v/s informal communication:</b>				

	types of communication	minute	<p><b>Formal communication:</b></p> <p>It is officially organized channels of communication and it is delayed communication. It is generally used for all practices purposes. This authoritative, specific, accurate and reaches everybody. The medium of formal communication may be department meeting, conferences, telephone calls, interviews, circular etc.</p> <p><b>Informal communication:</b></p> <p>Gossip circles such as friends internet group, like minded people and casual groups. Communication is very faster here. The informal channels may be more active. It follows grapewine route. It may be a fact but more in native of rumor. It does not reach every one informal communications are quite fast and spontaneous.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the	2	<b>Physiological communication:</b>				

	types of communication	minute	<p>It is a stimulus received by the body immediately the brain receives the information and transmits to the respective organs through the nervous, where it has to be passed.</p> <p><b>Psychic communication:</b></p> <p>Extra sensory perception occurs, i.e something which will occur in future. The person pertains and predicts that in advance is called psychic communication.</p> <p><b>Serial communication:</b></p> <p>Person to person the message will be passed line a chain. Sender passes the message to one person, then that receiver passes information to other and so on.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of	2 minute	<p><b>Symbolic communication:</b></p> <p>Good communication requires</p>				

	communication		<p>awareness of symbolic communication, the verbal and nonverbal symbolism used by others to convey meaning.</p> <p><b>Visual communication:</b></p> <p>The visual formal of communication comprise charts and graphs, pictograms, tables, maps, posters etc.</p> <p><b>iii)verbal v/s nonverbal communication:</b></p> <p>The traditional way of communication has been by word of mouth language is the chief vehicle of communication. Through it, one can interact with other can be passes through. Direct verbal communication by word of mouth may be loaded with hidden meanings.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of	2 minute	<b>Vocabulary:</b>  Communication is unsuccessful if				



	communication		<p>senders and receivers cannot translate each others word and phrases when a nurses cases for a client who speaks another language an interpret may be necessary.</p> <p><b>Denotative and connotative meaning:</b> A single word has several meaning. Individuals who use a common language share the denotative meaning, baseball has the same meaning for everyone who speaks English, but code denotes cardiac arrest primarily to health care providers.</p> <p><b>Pacing:</b> Conversation is more successful at an appropriate speed or pace nurse should speak slowly enough to enunciate clearly. Pacing is improved by thinking before.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of	2 minute	<b>Adoptability:</b> Spoken messages need to be altered a				

	communication		<p>according with behavioural due from the receiver.</p> <p><b>Intonation:</b> Tone of voice dramatically affects a meaning. The nurse must be aware of voice line to avoid sending unintended messages.</p> <p><b>Clarity and brevity:</b> Effective communication is simple, brief and direct. Clarity is achieved by speaking slowly, enunciating clearly and using, repeating important parts of a message also clarifies communication. Brevity is achieved by using short sentences and words that expresses an idea simply and directly.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of	2 minute	<b>Credibility:</b> Credibility means worthiness of				

	communication		<p>belief, trustworthiness and reliability.</p> <p><b>Time and relevance:</b></p> <p>Timing is critical in communication. Even though message is clear, poor timing can prevent it from being effective. Often the best time for interaction is when a client express an interest in communication. If message are relevant of important to the situation at hand, they are more effective.</p> <p><b>Oral communication:</b></p> <p>Oral communication is a transmitting message orally either by meeting the person through artificial media of communication such as telephone and intercom systems.</p>	Explain the types of communication	Listening and taking notes	L C D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of communication	2 minute	<p><b>Written communication:</b></p> <p>It is transmitting message in writing. Written communication can be followed when a record of communication is necessary.</p>	Explain the types of	Listening and taking notes	L C	

			<p><b>non verbal communication:</b> Communication can occur even without word. Non-verbal communication is message transmission through body language without using words. It includes bodily movements, positive, facial expression</p> <p><b>Personal appearance:</b> Nurse learn to develop a general impression of clients health and emotion status through appearance and clients develop a general expression of the nurses professionalism and caring in the same way personal appearance characteristics, facial expression, manner of dress, grooming first impressions are largely based on appearance.</p>	communicatio n		D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>
	Discuss the types of communication	2 minute	<p><b>Poster and gait:</b> Poster and gait are forms of self expressions. The way people sit, stand and more reflect attitudes, emotion and self concept and</p>	Explain the types of	Listening and taking notes	L C	

			<p>health status.</p> <p><b>Facial expression:</b></p> <p>The face is the most expressive part of the body. Facial expression convey emotion such as surprise, fear, anger, happiness and sadness. People can be unaware of the messages their expression convey doing procedure and the client may interpret. This is anger or disapproval.</p> <p><b>Eye contact:</b></p> <p>Maintaining eye contact during conversation shows respect and willingness to listen, lack of eye contact may indicate anxiety, discomfort or lack of confidence in communicating</p>	communicatio n		D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATION</b>

	Discuss the types of communication	2 minute	<p><b>Hand movements and gestures:</b></p> <p>Hands also communicate by touch, slapping or caring another's head communicates obvious feelings.</p> <p><b>iv)mechanical communication:</b></p> <p>By using mechanical devices the communication will be sent. For e.g. internet, radio, T.V. etc.</p>	Explain the types of communication	Listening and taking notes	L C D	
S.NO	SPECIFIC OBJECTIVE	TIME	CONTENT	TEACHER ACTIVITY	LEARNER ACTIVITY	AV-AIDS	EVALUATION

9.	Illustrate the techniques to improve the communication	2 minute	<p><b>TECHNIQUES TO IMPROVE THE COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Broad openings</li> <li>• Restating</li> <li>• Clarification</li> <li>• Reflection</li> <li>• Focusing</li> <li>• Sharing perceptions</li> <li>• Silence</li> <li>• Humour</li> <li>• Informing</li> <li>• Suggesting</li> </ul>	Explain the techniques to improve the communication	Listening and taking notes	O H P	What are all the techniques to improve the communication?
S.N O	SPECIFIC OBJECTIVE	TIME	CONTENT	TEACHER ACTIVITY	LEARNER ACTIVITY	AV- AIDS	EVALUATIO N

	Illustrate the techniques to improve the communication	2 minute	<p><b>i)Listening:</b> An active process of receiving information. The complete attention of the nurse is required and there should be no preoccupation with oneself. Listening is a sign of respect for the person who is talking and a powerful reinforcement of relationships. It allows the patients to talk more, without which the relationship cannot progress.</p> <p><b>ii)Broad openings:</b> These encourage the patient to select topics for discussion, and indicate that the nurse is there, listening to him and following him.</p> <p><b>iii)Restating:</b> The nurse repeats to the patient the main thought he has expressed. It indicates that the nurse is listening. It also brings attention to something important.</p>	Explain the techniques to improve the communication	Listening and taking notes	O H P	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>



	Illustrate the techniques to improve the communication	2 minute	<p><b>iv)Clarification:</b></p> <p>The person's verbalization, especially when he is disturbed or feeling deeply, is not always clear. The patients remarks may be confused, incomplete or disordered due to their illness. So, the nurses need to clarify the feelings and ideas expressed by the patients. The nurses need to provide correlation between the patient's feeling and action.</p> <p><b>v)Reflection:</b></p> <p>This means directing back to the patient his ideas, feeling questions and content. Reflection of content is also called validation. Reflection of feeling consists of responses to the patient's feeling about the content.</p>	Explain the techniques to improve the communication	Listening and taking notes	O H P	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>

	Illustrate the techniques to improve the communication	2 minute	<p><b>vi)Focusing:</b> It means expanding the discussion on a topic of importance. It helps the patient to become more specific, move from vagueness to clarity and focus on reality.</p> <p><b>vii)Sharing perceptions:</b> These are the techniques of asking the patient to verify the nurse understands of what he is thinking or feeling.</p> <p><b>viii)Silence:</b> This is lack of verbal communication for a therapeutic reason. Then the nurse’s silence prompts patient to talk.</p> <p><b>ix)Informing:</b> This is the skill of giving information. The nurse shares simple facts with the patient.</p>	Explain the techniques to improve the communication	Listening and taking notes	O H P	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>

	Illustrate the techniques to improve the communication	2 minute	<p><b>x)Suggesting:</b> This is the presentation of alternative ideas related to problem solving. It is the most useful communication technique when the patient has analyzed his problem area, and is ready to explore alternative coping mechanisms.</p> <p><b>xi)Humor:</b> This is the discharge of energy through the comic enjoyment of the imperfect. It is a socially acceptable form of sublimation. It is a part of nurse client relationship. It is constructive coping behavior, and by learning to express humor, a patient learns to express how others feel.</p>	Explain the techniques to improve the communication	Listening and taking notes	O H P	
<b>S.NO</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV-AIDS</b>	<b>EVALUATION</b>

10.	Identify why communication and interpersonal skills for nursing?	0.5 minute	<p><b>WHY COMMUNICATION AND INTERPERSONAL SKILLS FOR NURSING:</b></p> <p>while we have developed expertise, we can always learn and improve when it comes to human relationships, mainly because there are so many factors that influence how we respond in various situations.</p> <p>If we shine the spotlight on healthcare situations, where there are many complexities that are often similar to our everyday lives but enhanced by factors such as healthcare policy, environment, hierarchies of responsibility, physical discomfort, anxiety, sadness and fear, we have an even more complicated set of circumstances to deal with than when we communicate or interact with friends.</p>	Explain the interpersonal skills for nursing	Listening and taking notes	B L A C K  B O A R D	What is interpersonal skills?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>

	Identify why communication and interpersonal skills for nursing?	0.5 minute	<p>Healthcare interactions are with patients, carers and peers in often demanding and stressful circumstances, which inevitably lead to further demands on our abilities to communicate effectively. Therefore, it is important that students take time to learn in more detail about communicating in healthcare settings in order to interact as effectively as possible.</p> <p>This means becoming more aware of oneself as well as others.</p> <p><b>SBAR</b> – a technique for communicating critical information that requires immediate attention and action concerning a patient’s condition</p>	Explain the interpersonal skills for nursing	Listening and taking notes	B L A C K  B O A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>

	Identify why communication and interpersonal skills for nursing?	0.5 minute	<p><b>Situation</b> – What is going on with the patient? “I am calling about Mrs. Joseph in room 251. Chief complaint is shortness of breath of new onset.”</p> <p><b>Background</b> – What is the clinical background or context? “Patient is a 62-year-old female post-op day one from abdominal surgery. No prior history of cardiac or lung disease.”</p> <p><b>Assessment</b> – What do I think the problem is? “Breath sounds are decreased on the right side with acknowledgment of pain. Would like to rule out pneumothorax.</p> <p><b>Recommendation</b> – What would I do to correct it? “I feel strongly the patient should be assessed now. Are you available to come in?”</p>	Explain the interpersonal skills for nursing	Listening and taking notes	B L A C K  B O A R D	
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>

11.	Describe the advantage of communication	0.5 minute	<p><b>ADVANTAGE OF COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• It is face to face system and hence can be clarified.</li> <li>• There is an opportunity to ask questions, exchange ideas and clarify meaning.</li> <li>• It can develop a friendly and co-operative spirit.</li> <li>• It is easy and quick.</li> <li>• It is flexible and hence effective.</li> <li>• It has permanent record for future reference.</li> <li>• It is less likely to be misunderstood.</li> <li>• Suitable for communicating lengthy messages.</li> <li>• It will have adequate coverage and accuracy.</li> <li>• It's an authoritative communication.</li> </ul>	Explain the advantage of communication	Listening and taking notes	P A M P H L E T	What are all the advantages of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>

12.	Enlist the disadvantage of communication	0.5 minute	<p><b>DISADVANTAGE OF COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• The spoken words may be misunderstood.</li> <li>• The facial expression and tone of voice of the communicator may misled the receiver.</li> <li>• Not suitable for lengthy communication. It requires the art of effective specificity It has no record for future reference.</li> <li>• It requires skill and education for understanding.</li> <li>• It is also one way communication and hence may not be effective.</li> <li>• There is no opportunity for the subordinates to ask questions and exchange ideas.</li> <li>• It may not communicate all aspects.</li> </ul>	Explain the disadvantage of communication	Listening and taking notes	H A N D O U T	What are all the disadvantage of communication?
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>



			<p><b>THEORIES APPLICATIONS:</b></p> <p>Multiple communication theories are used in nursing to help explain and guide interactions made between nurses and patients, as well as nurses and other health care professionals.</p> <p><b>Peplau's Interpersonal Relations Theory:</b></p> <p>This theory focuses on the nurse-client relationship and the therapeutic process that takes place. Communication that occurs in this context involves complex factors such as environment, in addition to attitudes, practices and beliefs in the dominant culture.</p>				
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>



**Orientation Phase:** The nurse engages the patient in treatment, and the patient is able to ask questions and receive explanations and information.

S.N O	SPECIFIC OBJECTIVE	TIME	CONTENT	TEACHER ACTIVITY	LEARNER ACTIVITY	AV- AIDS	EVALUATIO N
			<div data-bbox="667 210 1218 788" data-label="Diagram"> <p><b>Developmental States of the Nurse-Client Relationship</b>  <i>Peplau's Interpersonal Relations Theory</i></p> <p>Orientation</p> <p>Identification</p> <p>Exploitation</p> <p>Resolution</p> <p><i>Effective Communication in Nursing: Theory and Best Practices, Southeastern University</i></p> </div> <div data-bbox="667 845 1256 1102" data-label="Text"> <p><b>Orientation Phase:</b> The nurse engages the patient in treatment, and the patient is able to ask questions and receive explanations and information.</p> </div>				

			<p>This stage helps the patient develop trust and is where first impressions about the nurse and health care system begin to evolve.</p> <p><b>Identification Phase:</b> The patient and nurse begin to work together. These interactions provide the basis for understanding, trust and acceptance as the patient becomes an active participant in treatment.</p> <p><b>Exploitation Phase:</b> The patient takes advantage of all services offered, exploiting the nurse-patient relationship to address treatment goals.</p> <p><b>Resolution Phase:</b> As a result of effective communication, the patient's needs are met, and he or she moves toward full</p>				
<b>S.N O</b>	<b>SPECIFIC OBJECTIVE</b>	<b>TIME</b>	<b>CONTENT</b>	<b>TEACHER ACTIVITY</b>	<b>LEARNER ACTIVITY</b>	<b>AV- AIDS</b>	<b>EVALUATIO N</b>

			<p>independence. The patient no longer needs help, and the relationship ends.</p> <p><b>CONCLUSION:</b></p> <p>The important of communication has been strongly emphasizing that community participation is crucial to ensure optimum utilization of the services provided by the health care delivery system.</p>				

**TEST:**

**Duration: 1 hour.**

**Mark: 5 x 5 = 25 marks**

<b>S.NO</b>	<b>QUESTIONS</b>	<b>MARKS</b>
1.	Explain the principles of communication ?	5 marks
2.	Describe the barriers of communication ?	5 marks
3.	Describe the advantage and disadvantage of communication ?	5 marks
4.	Explain the process of communication ?	5 marks
5.	What are all the improve to communication ?	5 marks

**ASSIGNMENT:**

1. Why maintain communication and interpersonal skills needed for nurses ?

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