Therapeutic Communication for Health Care Professionals 5th edition Tamparo Solutions Manual

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Solution and Answer Guide

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STOP AND CONSIDER

Stop and Consider 1.1

1. Identify positive aspects of Mrs. Nelson's treatment in the emergency room.

Answer: Your information says that Mrs. Nelson was treated with care and concern in the ER even though they were quite busy. Apparently, it had been difficult to stop the bleeding for Mrs. Nelson, but they were finally able to do so and gave instructions about seeing her PCP for follow-up.

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2. You are the clinical receptionist for Mrs. Nelson's provider. What will you say to Mrs. Nelson when she arrives? What will you do for her?

Answer: Answers will vary here, but the clinic receptionist should greet Mrs. Nelson in a friendly and helpful manner, acknowledge her unfortunate injury, and get her in to see the PCP as soon as possible. If possible, have the lab check her blood levels if there is to be a delay and have the results ready for the PCP.

Stop and Consider 1.2

1. What might Mrs. Nelson's feelings be right now?

Answer: About now, Mrs. Nelson is more upset; she is not having positive feelings about either her PCP or the assistant who places a bandage over her bloody, matted hair. She feels as if she has been rushed in this treatment.

2. Identify the positive actions in this case study.

Answer: It was positive that Mrs. Nelson was able to get her blood checked and the wound rebandaged.

3. Identify the negative actions in this case study.

Answer: It was negative in the manner in which she was treated, the wait she endured, and the bandage placed over her bloody, matted hair. It appears that Mrs. Nelson is a very proud woman, and she is embarrassed by the mess in her hair.

Stop and Consider 1.3

1. Contrast the communication style of the two providers giving Mrs. Nelson care.

Answer: The first PCP was only interested in her injury and felt the ER had done sufficient work to satisfy the situation. Her second PCP was interested in her first, and then in her physical condition. An inquiry was made regarding the accident and the outcome of her beloved pet.

2. Has the provider lost a client? Explain your response.

Answer: It seems likely that the first PCP has lost a client.

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Stop and Consider 1.4

1. What do you think of Elaine's decision and her attitude?

Answer: This story will probably provide the first opportunity for you to demonstrate therapeutic communication as your students choose one of three likely opinions. One opinion is that Elaine should never release her baby for adoption. Another opinion is that she should never have gotten herself into that situation. The third opinion is that Elaine made all the right decisions. Ask students if they could have been as therapeutic as the delivery room nurse. Ask how they would respond if they thought Elaine's actions were wrong. As the instructor, remember that the classroom is no place for your bias or prejudice, either. You must model what you teach if students are to really grasp the message of therapeutic communication. Some students will be sympathetic to Elaine. Others will be disgusted. The key here will be to help students realize that in their care for others, they cannot allow their emotions to dictate the care they provide.

2. Was the hospital staff therapeutic? Justify your response.

Answer: The hospital staff was very therapeutic. The nurse was especially so in that she kept all doors open for Elaine during this process. It was also helpful that Elaine did not have to be around the other birth mothers. Perhaps the attorney has worked previously with this hospital in the process, but that is unknown.

Stop and Consider 1.5

1. How do you feel about the cell phone service?

Answer: This cell phone service is inefficient. Making a client repeat the same information over again is not helpful to anyone.

2. What is missing in this team's communication?

Answer: There is no collaboration or cohesiveness in the communication. This leaves the client in an awkward position.

3. What might have occurred to make this professional and technical communication cohesive and therapeutic?

Answer: The second service person should have known what the problem was, had the possible solution, thanked the client for waiting, and set about creating a solution.

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EXERCISES

Exercise 1

Read the following statements and select the 10 statements you think best describe you. Then select 10 statements that you think least describe you. Ask a friend to indicate the statements they think describe you the best, and the least.

"I AM" STATEMENTS

I am a perfectionist.	I am afraid of failure.
I am dependable.	I am hard to get along with.
I am reserved.	I am competitive.
I am realistic.	I am ambitious.
I am a happy person.	I am courageous.
I am well liked.	I am an understanding person.
I am easily hurt.	I am often depressed.
I am impulsive.	I am easygoing.
I am self-conscious.	I am socially adept
I am secure.	I am often lonely.
I am sympathetic.	I am in control.
I am able to express emotions.	I am socially inept.
I am unpredictable.	I am disorganized.
I am often opinionated.	I am well groomed.
I am creative.	I am attractive.
I am self-reliant.	I am selfish.
I am naive.	I am a decision-maker.
I am sometimes incompetent.	I am unattractive.
I am self-sacrificing.	I am confident.
I am generous.	I am precise.
I am able to live by rules.	I am realistic.

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I am a worrier.	I am overprotective.
I am shy.	I am energetic.
I am intelligent.	I am tolerant.
I have a good self-image.	I am responsible for myself.
I am a people person.	I am content.
I am assertive.	I am often insecure.
I am fickle.	I am generally trusting.
I am argumentative.	I am usually able to make decisions.
I am fun-loving.	I am oversensitive.
I am often suspicious of others.	I am poised.

Answer: Answers will vary. These Exercises are meant as a self-assessment for students. Students may not wish to share these in class.

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Exercise 2

Using the columns provided, list adjectives that describe how you might perceive yourself.

Ask the question, "What kind of person do I wish to become?"	You may wish to ask someone who knows you to describe you.	What do you really feel inside?	Do I feel shame? If so, when how?

Answer: Answers will vary. These Exercises are meant as a self-assessment for students. Students may not wish to share these in class.

Exercise 3

Write a paragraph discussing a recent incident, preferably personal, in which a communicator failed to communicate what was intended. Analyze why this happened and how it could have been avoided.

Answer: Answers will vary. These Exercises are meant as a self-assessment for students. Students may not wish to share these in class.

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REVIEW QUESTIONS

1. A provider in one location using a telecommunications infrastructure to deliver care to a client at a distant site is known as which of the following?
    a. Teleprompting
    b. Telemedicine
    c. Televised visits
    d. Therapeutic Communication

Answer: a

2. Which of the following is true about therapeutic communication?
    a. Specific and well-defined professional skills are required.
    b. There is no influence by personal feelings of self.
    c. It takes place only in verbal communication.
    d. It does not change with culture.

Answer: a

3. Which includes a list of the four selves?
    a. Social self, real self, hidden self, and critic self
    b. Ideal self, critic self, hidden self, and public self
    c. Critic self, social self, ideal self, and real self
    d. Ideal self, public self, real self, and critic self

Answer: d

4. What is essential in the feedback element of the communication cycle?
    a. The message is encoded and verified.
    b. The message will always be verbal in format.
    c. The receiver gets the message, decodes it, and verifies it with the sender.
    d. Speaking, listening, gesturing, and writing form the elements of feedback.

Answer: c

5. What are the five Cs of verbal communication?
    a. Complete, clear, concise, courteous, congruent
    b. Complete, clear, concise, cohesive, courteous
    c. Correct, concise, concrete, complete, courteous
    d. Correct, clear, complete, courteous, congruent

Answer: b

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6. According to experts, what percentage of communication is nonverbal?

    a. 32 percent
    b. 7 percent
    c. 70 percent
    d. 93 percent

Answer: c

7. Which of the following best defines effective listening?

    a. It is the passive part of communication, making it unimportant.
    b. It requires concentration.
    c. It comes naturally to most individuals and is the easiest part of communication.
    d. It pays attention only to the spoken word.

Answer: b

8. The grouping of gestures, facial expressions, and postures into nonverbal statements is known as:

    a. bundling
    b. clustering
    c. converging
    d. centering

Answer: b

9. In the opening case study, the nurse says, “Mrs. Nelson, I believe I can get most of the dried blood from your hair with a warm cloth and some peroxide if you have just a little bit of time.” What kind of skill is being demonstrated?

    a. Social communication skill
    b. Human relations skill
    c. Technical relations skill
    d. Professional communication skill

Answer: c

10. Which of the following is an example of the distance in personal space used in health care?

    a. Touching–1½ feet
    b. 1½ –4 feet
    c. 4–12 feet
    d. 12–15 feet

Answer: b

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FOR FURTHER CONSIDERATION

1. On a sheet of paper, identify and describe yourself as briefly and as fully as possible. (For instance, I am a woman, a mother, a grandmother; I am Native American; I am a sister to four siblings; I am cisgender; etc.) For each descriptive, explain how to relate to an individual who is just the opposite, or quite different. (For instance, a man, a father, a grandfather, or someone who is not a parent; a man from East India; an only child; someone who identifies as non-binary; etc.) How do you communicate professionally, socially, and therapeutically, realizing these differences?

Answer: Answers will vary. But consider the following:

The goal is for students to realize the richness of their culture; when it is combined with all other students', there is a vast amount of knowledge present in your classroom setting.

2. Go to the section in this chapter on Professional Application on p. 7 and respond to question 3 on p. 8. Identify how you might be able to treat someone as a "guest" in a healthcare setting when they are someone you would not have as a guest in your home. List the reasons why this individual would not be a guest in your home. What do you do to remain therapeutic? Do you have any biases or prejudices to reconsider?

Answer: Being a "guest" is a new concept to some students. When students are able to identify their prejudice or bias, you are well on your way to successful application of therapeutic communication.

3. Figure 1-1 illustrates the communication cycle and channels of communication. Describe the various steps in the cycle and discuss things that can cause noise or interference and why that can be problematic.

Answer: Answers will vary widely, but identifying how they would remain therapeutic is the challenge. If students find they could not be therapeutic, a discussion about appropriate job placement may be helpful (i.e., not working in a place where such a conflict might arise).

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4. Now that you have finished this chapter, review the six steps which you will be required to demonstrate during your professional interactions with clients. Will there be any changes you will make personally in the way you communicate professionally? How about socially? If so, identify the changes you will make.

Answer: This question offers students the option of application of important concepts learned in this chapter. It is personal and is not likely to be shared with you or the class.

CASE STUDIES

The case studies included in the text are designed as "real-world" situations in which critical thinking may be required. There may be more than one correct answer to each question, with a higher priority given to some answers. Classroom discussion enables students to understand and accept different approaches and stimulates learning from and accepting each other's opinions.

Case Study 1

Zena is a home healthcare aide. She is assisting an 83-year-old client who lives in a rural area in which transportation services are not available. The family members all work full-time and have limited opportunities to assist them in getting to appointments. Zena notices the client has a computer on the desk and when she asks about it, they state they use it to keep in touch with family members and like to play games on it. What opportunities are there that might assist this client with healthcare access? What social media platforms may be beneficial and what are the goals of their use?

Answer: The goal is to encourage this elderly woman's self-esteem. Zena might sit right down on the floor with the woman, support her body while she makes certain nothing is broken, and then say something like, "This has to be hard for you, but I have observed so much in you to value since I have been caring for you. It is discouraging, but I respect you and I care for you. Rest on me just a few minutes more while we name some wonderful things you are still able to do."

Case Study 2

You are a clinical assistant at a family practice clinic. You are responding to client emails with feedback from the provider. In addition to following guidelines for all email etiquette, you must also follow HIPAA guidelines. Refer to the HIPAA guidelines as outlined on the Department of Health and Human Services website and discuss them here. How would things change if you were faxing the information instead of emailing it?

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Answer:

In order to be HIPAA-compliant, patient health information must be protected, even if you are emailing directly to the patient. According to the Department of Health and Human Services, HIPAA regulations regarding email require that you must:

- Restrict access to patient health information
- Monitor how patient health information is communicated
- Ensure the integrity of patient health information at rest
- Ensure 100% message accountability, and
- Protect patient health information from unauthorized access during transit

An easy way to ensure the integrity of private information is the use of patient portals where clients must use a login to access lab results and other sensitive client health information.

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Instructor Manual

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Purpose and Perspective of the Chapter

This chapter introduces students to the key principles of communication. After students address understanding themselves and their individual perceptions, they are introduced to important keys to therapeutic communication in all types of exchanges with clients.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Compare therapeutic, professional, and social communications.

1.2 List the six steps to successful professional communication.

1.3 Discuss the meaning of a “helping profession.”

1.4 List six questions to ask before entering a helping profession.

1.5 Describe the five basic elements of the communication cycle.

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1.6 Critique a minimum of four communication channels.

1.7 Analyze the five Cs of communication and describe their effectiveness.

1.8 Contrast verbal and nonverbal communication by using examples.

1.9 Describe nonverbal communication behaviors.

1.10 Contrast the various types of personal space used in communication.

1.11 Discuss HIPAA rules for both email and fax.

1.12 Summarize the various forms of social media used in the healthcare setting and identify goals of its use.

1.13 Recall at least five important points for effective team communication.

1.14 Describe various life factors that influence communication.

1.15 Describe and give an example of the four selves.

1.16 Correctly define key terms.

Complete List of Chapter Activities and Assessments

Refer to the Learning Objectives Mapping document, posted on the online resources, for a comprehensive guide to how this chapter's learning activities and assessments support the learning objectives.

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Key Terms

blog: A website that is run by an individual or a group, is regularly updated, and generally is informal or conversational in style.

Health Insurance Portability and Accountability Act (HIPPA): Government rules, regulations, and procedures resulting from legislation designed to protect the confidentiality of client information.

kinesics: Study of the body and its static and dynamic position as a means of communication.

polygenic: Genetic trait determined by a group of genes.

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self-awareness: Knowing oneself as an individual.

social media: Forms of electronic communication such as website or blogs, that enable users to share content or to participate in social networking, sharing ideas and personal messages.

telemedicine: The practice of medicine using technology to deliver care at a distance. A provider. In one location uses telecommunications infrastructure to deliver care to a client at a distant site.

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What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

- Content on professional communication
- Content on social communication
- Content on interference
- Key term **telemedicine** and related content
- Updated material added to social media use in healthcare
- Updated Case studies
- Updated Figures 1-1 and 1-2

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Chapter Outline

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective; "PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center); and, as applicable for each discipline, accreditation or certification standards ("BL 1.3.3"). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 1. (PPT Slides 2–4).

I. Introduction (PPT Slides 1–4)
   a. The goal of this text is to make certain that communication in the healthcare setting is therapeutic.
   b. Ask students what does it mean to be therapeutic?

II. Therapeutic Communication Defined (1.1, 1.2, PPT Slides 5–8)

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a. Effective, professional communication is one of the most important skills one has in the workplace.
b. Therapeutic communication involves both professional and technical skills. Discuss the components of therapeutic communication, including professional skills, technical skills, and social communication.
c. Use Table 1-1 to identify the special skills of healthcare professionals; help students identify how they can become skilled in these characteristics.

III. Professional Application (1.3, 1.4, PPT Slides 9–12)

a. Are you suited for a career in health care as a "helping professional"? It is important to have students use the six questions in this section to assess their openness, their ability to be therapeutic, and their understanding of how to be in a helping relationship without becoming codependent.

IV. The Communication Cycle (1.5, 1.6, 1.7, PPT Slides 13–15)

a. Refer to Figure 1-1 for a discussion of the five basic elements of the communication cycle.
b. Highlight the significance of "noise" in the communication cycle and discuss its potential impact.

V. Verbal Communication (1.8, PPT Slide 16)

a. List the five Cs of communication and discuss their meanings.

VI. Nonverbal Communication (1.9, 1.16, Slide 17)

a. Nonverbal communication is primary. Let students brainstorm examples of nonverbal communication; list them on the board.
b. Two key points to successful communication: congruency and nonverbal cues appearing in groups; nonverbal cues appear in groups, known as clustering.

VII. Types of Nonverbal Communication (1.9, 1.10, Slides 18–19)

a. Ask your students to identify these ways of communication within your classroom:
    i. Facial expression: what expressions do you see on others?
    ii. Touch: what is appropriate; what is not?
    iii. Personal space: where do students place their backpacks and their coats; how do they "stake out" their territory?
    iv. Position: where is the position of authority in the classroom? Is that appropriate? Why or why not?
    v. Posture: are any relaxed, anxious, uncomfortable, disinterested, attentive postures observed?
    vi. Gestures/mannerisms: ask students if even at this early stage in the class if they can identify your commonly used gestures and mannerisms.
b. Word of caution: point out to students that nonverbal communication can easily be misinterpreted.
c. Listening skills: listening is perhaps the most "active" phase of communication. Give examples of how to listen with the "third ear;" discuss the use of

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paraphrasing and how it can help or hinder communication. Have students role-play examples with one another.

VIII. Influence of Technology on Communication (1.11, 1.16, Slides 20–21)

a. Review HIPPA guidelines for electronic transmission of client information.
b. Discuss the increased use of electronic communication in health care.
    i. Email: discuss how it might be used, what is appropriate, HIPPA regulations, and email etiquette.
    ii. Fax messaging: discuss the standards of confidentiality when communicating via fax.
    iii. Video and teleconference: discuss the advantages and disadvantages of this kind of communication.

IX. Social Media in Health Care (1.12, 1.16, Slides 22–23)

a. Often used for education, obtaining information, networking, goal-setting, and receiving support.
    i. Healthcare professionals often use social media for connecting with clients and other professionals.
    ii. Use **www.breastcancer.org** as an example.
    iii. Client-centered care is the primary goal.
    iv. The NIH reports that PCPs use social medical for review and research.

X. Team Communication (1.13, Slide 24)

a. Discuss the seven things effective communicators strive to do.
b. Discuss the guidelines and policies on what can be communicated via email and social media.
c. Successful team communication requires collaboration. Healthcare professionals assume complementary roles and work together in a collaborative manner.

XI. Life Factors that Influence Communications (1.14, 1.16, Slides 25–26)

a. Discuss the six life factors that influence communications. Ask students to reflect on how each of these factors impacts their lives and how they feel about themselves.

XII. Self-Awareness and the Therapeutic Process (1.15, 1.16, Slide 27)

a. What is self-awareness? Ask students to share their thoughts after completing Exercise 1 in this chapter.
b. Use Exercise 2 in this chapter to help students visualize their ideal, public, real, and critical selves.
c. **Case Study (1.7, Slides 28–29)**
    a. Read the case study about a client communication to a client a cancer diagnosis and then answer the questions.

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Additional Discussion Questions

You can assign these topics several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class or on an online conferencing tool such as Zoom via breakout groups.

1. Identify ways that the healthcare team's role in the care of clients can be improved through the use of therapeutic communication.
2. Discuss your experiences with social media for obtaining health information. What are some of the advantages and disadvantages? How can you determine which sites are trustworthy? How do you use this information when meeting with a healthcare provider?

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Additional Activities and Assignments

1. **Additional Class Activities**

   You can use a sample of the Jodari Window (https://www.communicationtheory.org/the-johari-window-model/) to help students identify their human personality. Each pane of the window represents a segment of self. The goal of the Jodari Window is to make the "open" section of the window the largest section so that communication flows freely among confident people who are unafraid of making a mistake or facing rejection. Remind students that the goal is to seek feedback from others, especially in the "blind" pane, so that they are more aware of themselves and open to others. Suggest to students that they might reveal to a close friend their "hidden" areas.

2. **Additional Case Study Assignment**

   You are the nursing director in a skilled nursing facility. While you are assessing Mrs. Corneu, one of the residents, she volunteers that she wishes Maria took care of her during the day rather than Tran. You ask why. She responds, "Tran always chatters with the other assistants in her native Vietnamese, and I can't understand what she is saying. When they laugh while they assist me, I know they are making fun of me. Maria does not speak her native Spanish around me. I don't like to be ignored."

   a. What do you say to Mrs. Corneu? What action will you take? Discuss how you feel when others who may be serving you are speaking in a language you do not understand.

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Answer: Students may have had similar experiences, in the neighborhood grocery store, at the cleaners, while getting their hair cut, or having their shoes repaired. Ask them how they feel. What approach is best here? Many nursing assistants are bilingual with English as their second language. However, when caring for an individual who is not bilingual, English only should be spoken. If there is a situation where another employee might better understand in the native language, that explanation should be made to the client: "Please excuse me while I speak to Myoung in her native language so she will better understand this procedure." This situation might occur in your classroom.

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Additional Resources

Cengage Video Resources

- **Chapter 1 Apply It Video Case Study:** A client discusses two very different healthcare experiences.
- **Sandra Caruthers Video Case Study:** A stressed healthcare professional talks with her client.

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