

Trainer's Guide

Module 4: Communication and Developing Rapport



Ethnic Communities Council of NSW and
NSW Community Options
2006



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The project was undertaken by Carrie Hayter and Jenny Bray, Community Services Consultants, who also designed this training package.

Carrie Hayter
PO Box 1137
LEICHHARDT NSW 2040
Email: carrieh@iprimus.com.au
Ph: 02 9560 3687

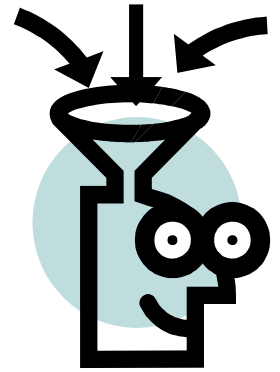
Jenny Bray
70 Wemyss St
MARRICKVILLE NSW 2204
Email: jennybb@inet.com.au
Mobile: 0423 153 022

- DISCLAIMER -

This training and the handouts are general in nature and give a broad overview of cultural competency within the context of providing community care case management services. This training package may not provide you with ALL the information you may need to know about this topic, or your role.

Independent professional advice should be sought about specific issues.

Learning Objectives and Assessment Tasks



Learning outcome

1. Identify behaviours, attitudes or values that are not conducive to creating a psychologically safe work environment.
2. Apply the LEARN Framework to the community care setting.
3. Discuss the cultural dimension of verbal and non-verbal communication.
4. Describe the procedures and techniques for working with an accredited interpreter.

Assessment task

1. Using a case study, identify behaviours, attitudes or values that are not conducive to creating a psychologically safe work environment.
2. Using a case study, apply the LEARN Framework.
3. Using a video scenario, discuss the cultural dimension of verbal and non-verbal communication.
4. Using a video stimulus, identify and describe the techniques for working with an accredited interpreter and discuss how these techniques would translate to the case management context.

Delivery Methods

Communication and Developing Rapport



Group Delivery

Target Groups: Case Managers
Managers

Session Time: 6 hours

Group Size: 12-15

Resources: Data projector, laptop, speakers
or
Overhead projector, video, CD player

AND

Flip chart paper or whiteboard

Participant Workbooks

Evaluation and Self Assessment Sheets

Trainer Skills: This Module contains language that some may find offensive. The offensive nature of the language is DIRECTLY RELATED to the purpose of the activity – that is, how to manage a challenging situation. An experienced trainer is required.



This module does not include a Self-Directed Learning component.

Preparation Sheet

Communication and Developing Rapport



Checklist

Details

Session Time: 6 hours

Equipment: Flip chart paper or whiteboard
Data projector, laptop, speakers
or
Overhead projector and
Video player and TV
Handouts: Participant Materials _____ copies

Venue Details

Address: _____

Contact: _____

The area is the traditional land of the
_____ People.

Housekeeping Details

Toilets: _____

Smoking Area: _____

Hazards: _____

Exits: _____

Assembly Point: _____

Lesson Plan

Communication and Developing Rapport



Introduction (2 mins)

SLIDE 1



Introduce yourself as the trainer and provide the course title:
Communication and Developing Rapport.

Acknowledge the traditional custodians of the land on which you are meeting, who are the _____

Housekeeping (5 mins)

Amenities: toilets _____

smoking areas _____

Safety: hazards _____

exits _____

assembly point _____

registration document _____

Breaks _____

Materials: Has everyone got everything?

Notice there is a Self Assessment Sheet amongst your materials. Take a moment to fill it in now. You do not have to put your name on it.

At the conclusion of the training, you will complete an Evaluation Sheet. Please make sure you complete an Evaluation Sheet even if you have to leave early.

Course Introduction (3 mins)

In this module, *Communication and Developing Rapport*, we will focus on how we engage clients in the case management process using communication strategies to develop rapport and establish trust.

How do we engage clients in order to assess them, develop care plans and implement those plans?

This module is about how we communicate with a diverse range of people. It will provide you with a brief overview of the relevant knowledge and skills required in this area. Accordingly, you are encouraged to use the extensive reading list provided in this training package.

Activity 1 Participants Introduce Themselves (15 mins)

But before we go any further, let's get to know each other.

Would you please introduce yourselves, by telling us:

- your name;
- the service you work for and the programs you case manage in; and
- what you'd like to get out of the day, or what you expect of the day?



15 minutes

Activity 2 Orientation (5 mins)

Write on the board or flip-chart paper: R A P P O R T

Rapport.

What does it feel like when you feel rapport with someone?

Prompt if necessary. Get participants to INTERACT.

Link today's topic with the participants' answers.

Draw out points such as:

I have regard for you;

Respect;

I'm on your side;

We agree on something (eg. care planning goals).

Learning Outcomes and Structure (3 mins)

SLIDE 2

Learning outcome

1. Identify behaviours, attitudes or values that are not conducive to creating a psychologically safe work environment.
2. Apply the LEARN Framework to the community care setting.
4. Discuss the cultural dimension of verbal and non-verbal communication.
4. Describe the procedures and techniques for working with an accredited interpreter.

Assessment task

3. Using a case study, identify behaviours, attitudes or values that are not conducive to creating a psychologically safe work environment.
4. Using a case study, apply the LEARN Framework.
4. Using a video scenario, discuss the cultural dimension of verbal and non-verbal communication.
4. Using a video stimulus, identify and describe the techniques for working with an accredited interpreter and discuss how these techniques would translate to the case management context.

In order to develop and maintain rapport, which is essential to a successful case management relationship, you need high order communication skills.

These communication skills are needed in your day-to-day case management practice. High order communication skills are needed when there is tension or conflict, or where a situation need to be challenged because of safety or other significant issues.

Communication is the central theme of today's lesson – specifically communicating across cultures.

If we are going to get the maximum benefit out of the day, we need to feel free to engage and explore this topic. To be able to do this, we will need to feel safe and supported. Having ground rules is the best way to ensure this.

Activity 2

Ground Rules (5 mins)



If this group has worked together previously and has developed ground rules, ask the group if they are happy to continue with the existing ground rules. Read them out and ask for any amendments. Otherwise continue below:

I would like each of you to take a few minutes to record what ground rules you feel should be set so that we can get the most benefit from the session.

After a few minutes, I'll ask you to share your points with the group.



Write participants' rules on flip chart paper and pin up for the duration of the session.

Draw out ideas like:

Confidentiality;
You don't have to participate;
Take time out if you need it.

TOPIC 1: Communication and Rapport (20 mins)

We have all experienced rapport. Some of the words you used to describe it include:



Refer back to the stimulus exercise and review the words the participants' associated with rapport

When developing rapport we are sending messages to the client that say:

- I accept you;
- I respect you;
- I'm interested in you;
- I understand you;
- I'm on your side; and
- I'm genuine.

At the same time, we are trying to get the client to understand who we are and what our role is, as well as to identify their needs, provide options and finally, to ask the client for their decisions.

And we usually have only a few visits to achieve this.

We need excellent communication skills.

This diagram represents a hierarchy of the communication skills that a case manager needs. Cultural differences permeate every level.



Cultural competency involves possessing and building upon these core communication skills by developing knowledge of how cultural differences affect each level.

Underpinning all communication as a case manager, is REGARD. Having regard for the client as a unique human being and deserving respect is a fundamental element of cultural competency and case management. On top of regard, we have the technical elements of communication. These include:

- observation and listening skills;
- knowledge and skill in verbal and non-verbal communication patterns;
- the ability to use or find out how to use a variety of communication aids such as interpreters, or for people with a disability, devices such as spelling boards; and
- the skills of reflective listening, which include checking for accuracy, meaning, feeling and understanding.

Above the technical levels, we have the higher order skills. These skills are classified as higher order because they require active self-awareness. These skills include the ability and willingness to:

- suspend judgement;
- identify and acknowledge one's own deficiencies; and
- to seek assistance such as advice or background information when needed.

Let's consider the foundation stone of all these skills - regard.

It is a fact of life that we are bound to encounter people, clients, their family, or other workers, that we simply do not like.

This doesn't mean we cannot show them regard. Liking them and showing them regard are not the same thing.

SLIDE 6

Whether or not to show regard for a person requires us to take an ethical position.

This requires a high degree of self-awareness and self-honesty. These attributes cannot be underestimated.

Remember in *Module 3: The Ethics of Culture in Case Management*, you completed a questionnaire that included questions about whether you felt you could greet, help, accept or advocate for a certain person. You may have identified certain types of people that you may have difficulty working with. What happens when you feel you may not have very high regard for a person?

Being honest with yourself is crucial.

This diagram represents a range of responses a case manager may have towards a client. However, there may be other responses that you can identify.

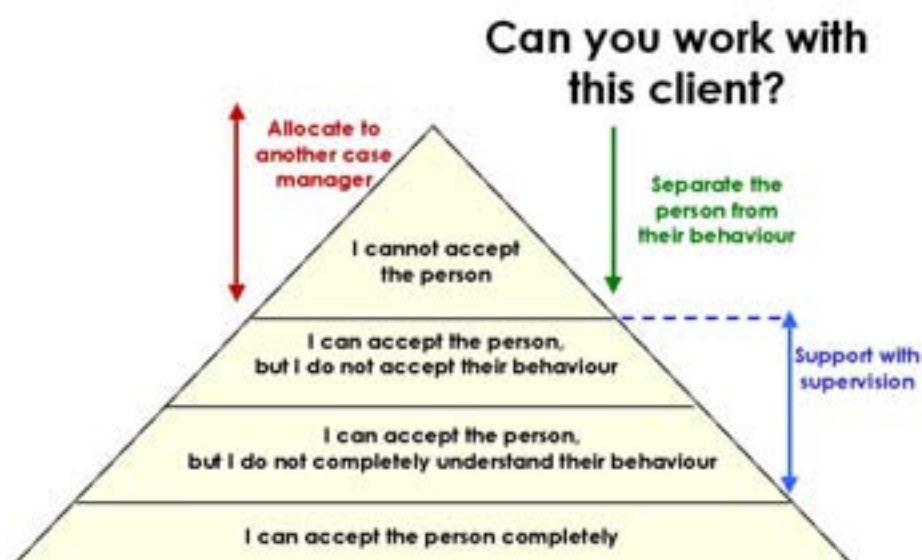
On the bottom of the pyramid is having regard for the person. You can accept them completely and work with them.

You may be able to accept the person, but are not able to fully understand their behaviour. This is a common response when faced with situations of diversity, especially ones that are completely new to you.

You may encounter situations where you can accept the person as a human being but cannot accept their behaviour.

For example: a client who is, at times, extremely racist, sexist, or abusive.

The first strategy in such cases would be to attempt, possibly with the support of a supervisor, to separate the person from the behaviour. For instance, the behaviour may be a result of a disability. In doing so, you may be able to develop regard for the person, by working beyond the effects of the disability. If you still cannot accept the person, be honest. You'll need to speak to your supervisor and discuss the option of another case manager being allocated to the client.



Strategies to Eliminate Bias

SLIDE 8

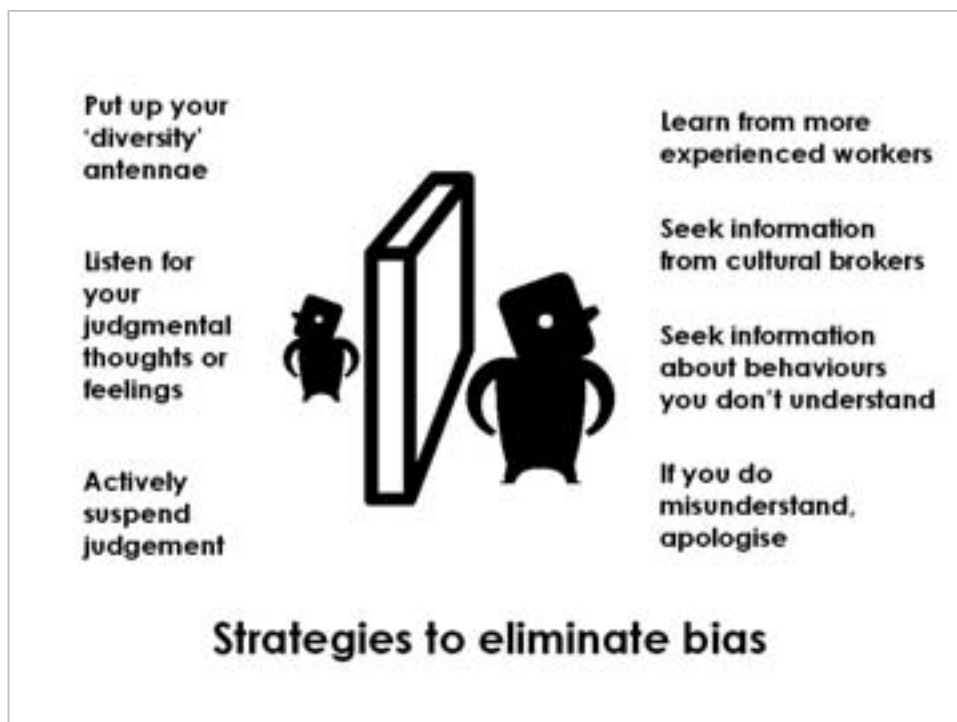
Where bias does exist, you will need specific strategies to address it.

First, you need to be aware of common areas of difference between you and the client. We'll be looking at some of these areas in *Module 5: Collecting Cultural Information*.

Another key strategy is being aware of judgemental thoughts and then actively interrupting those thoughts, which we learnt in Modules 1, 2 and 3.

Other strategies include:

- learning from more experienced case managers by observing them and asking for their suggestions;
- seeking explanations or background information from trusted cultural brokers. These are people who are part of a cultural group and have a thorough and respected bank of knowledge about that group;
- seeking information about behaviours you don't understand; and
- where you do make mistakes or incorrect assumptions, acknowledge the fact and apologise.



TOPIC 4: The Maintain-Adapt- Repattern Continuum (10mins)

SLIDE 9



Encourage discussion throughout the following two sections. There are no formal activities associated with these sections.

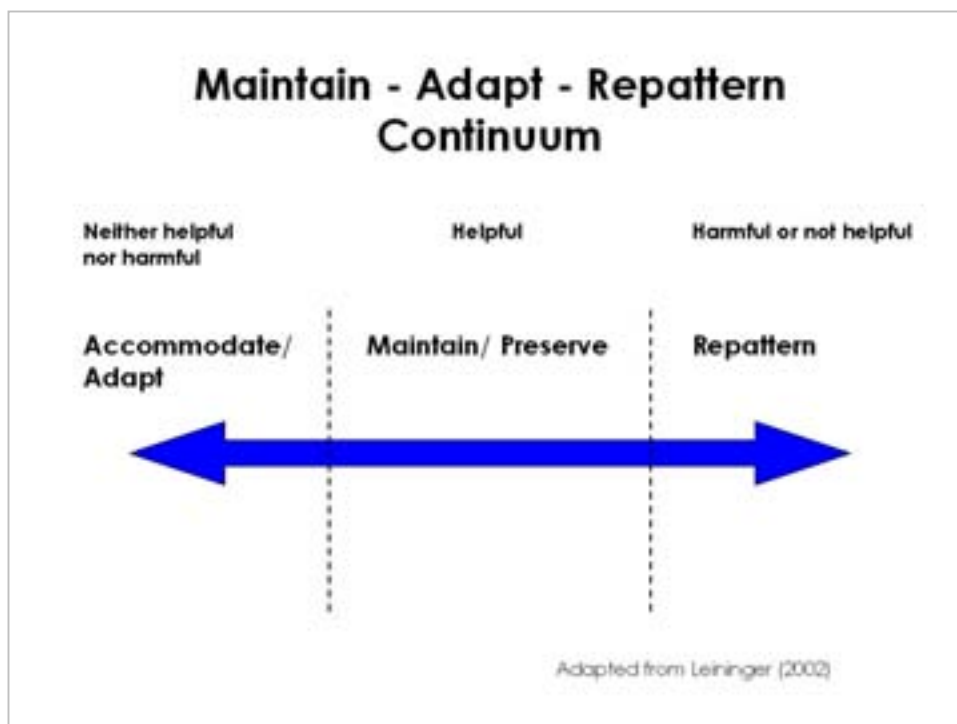
In very rare circumstances, it is not your behaviour and attitudes that need to be addressed, but the client's or their family's. You will still need to consider whether the behaviour is illegal or harmful in some way, either to you, your colleagues or others.

In the following topic, the Maintain-Adapt-Repattern framework, you are asked to keep in mind the ethical considerations addressed in Module 3. This is an essential backdrop to this topic.

Leininger (2002) developed the Maintain –Adapt – Repattern framework for use in the context of trans-cultural health.

In essence, Leininger argues that the health practitioner should categorise the client's cultural assessment information - beliefs, values and practices - into three categories:

- those that are helpful to the treatment plan and should be preserved;
- those that are neither helpful nor harmful and can be incorporated into the treatment plan; and
- those that are harmful and should be repatterned to enhance health but be culturally acceptable.



In health services, there is a clear duty of care to ensure that the client's health improves. Any intervention by the health service ideally should be culturally acceptable and contribute to the health and wellbeing of the client. Practices that do not do this, Leininger (2002) argues, should be repatterned in negotiation with the client.

For example, Mr. Abdul is an elderly gentleman who has type 2 diabetes. It has been his custom and practice to fast during Ramadan. This is not helpful and in fact dangerous with regard to his diabetes.

Repatterning could be achieved by asking the Imam to speak with Mr. Abdul to explain that fasting is dangerous in his condition. The Imam could also inform him that allowances are made for people with health conditions.

Can this framework be applied to community care?

It is not the role of community care services to repattern anyone's behaviours or beliefs except in very specific circumstances. For instance:

- where behaviours are illegal and / or harmful to other family members; or
- where behaviours are threatening or harmful to workers.

For example, remember case manager Stephanie from an earlier Module? She worked with Roni who had three children with muscular dystrophy.

In that case study, a respite service manager reported that her worker had refused to go back into the home because Roni had been physically and verbally threatening towards her. The worker reported that Roni stood over her as she worked with the children, yelled at her and shook his fists at her. The worker felt intimidated and concerned for her safety.

Stephanie and her manager Sue, arranged to see Roni in person, in order to address the situation. During this visit, Roni was again verbally abusive and swore at them. Both Stephanie and Sue felt physically intimidated. Sue terminated the interview and said they would not continue the visit if he acted in a manner that is threatening and intimidating. Because Roni continued his tirade, Stephanie and Sue immediately discontinued the interview.

Later, after Roni called to apologise, a solution was negotiated. Stephanie and Sue worked to address Roni's concerns about the quality of the respite program being delivered and Roni agreed not to interrupt or approach the worker.

In this example, there may have been cultural factors relating to Roni's behaviour. However, whether they are cultural or unique to him, they are not acceptable under Occupational Health and Safety legislation. Workers must not be threatened or intimidated.

In this example, the manager and case manager drew a firm line on acceptable and unacceptable behaviour and clearly explained the reasons. They then negotiated a solution that was acceptable to both parties.

TOPIC 2: The LEARN Framework (10mins)

SLIDE 10 (★★★★★)

You will occasionally encounter beliefs, values or behaviours that are simply not conducive to maintaining a psychologically safe environment for workers or others. Repatterning cultural behaviours should not be conducted as a routine solution to a mismatch between the client's culture and the service culture. Wherever possible, it is the obligation of service providers to adapt their service to the needs of the client.

Case managers need to be prepared to advocate on behalf of their clients and represent their needs to service providers and others.

Where there are ruptures, or clashes that involve illegal actions, behaviours or attitudes that are harmful to the wellbeing of another person, the case management service may need to discuss strategies to repattern behaviours.

The LEARN Framework was developed for these circumstances (Berlin and Fowkes, 1983).

LEARN stands for:

- ★Listen
- ★Explain
- ★Acknowledge
- ★Recommend
- ★Negotiate

L.E.A.R.N.

Listen

Explain

Acknowledge

Recommend

Negotiate

Listen

Listen to the client's point of view. Try to ascertain why the practice or behaviour is important to the client.

Explain

Explain why the practice or behaviour is problematic or unacceptable.

Acknowledge

Acknowledge the differences and similarities in the way the client sees the situation and the way the service provider or you, as the case manager, see the situation.

Recommend

Recommend a plan that is mutually acceptable to both the client and the service provider or case manager. Always start from the client's frame of reference.

Negotiate

Negotiate a plan that is acceptable to both the client and the service. Aim for a 'win-win' approach. Ultimately, unless a behaviour is illegal, the client has every right to choose their own cultural way of living. This choice must be respected. If a negotiated solution cannot be found, the case manager can only identify and explain the consequences for the client and service delivery, if the behaviour continues.

Activity 3

Working with Terry (20 mins)

This activity requires you to analyse the case study and identify behaviours, attitudes or values that are not conducive to creating a psychologically safe work environment.

Form into small groups. Turn to Activity 3 in your workbooks and read the case study. Answer the two questions individually and without discussing your opinion with the other group members.



5 minutes

When the group members have individually answered those questions, fill in the table as a group. Identify which of Terry's behaviours, values or opinions fit into each of the categories listed in the left column of the table. In the right-hand column, write down any factors that you think may be relevant to this particular behaviour, value or opinion.



Activity continues on next page

Activity 3

Working with Terry (continued)

For example: you may have specific knowledge about brain injury that you may think relevant. You may be thinking of specific difficulties the service may have in allocating a staff member to Terry. Whatever you personally think could be relevant, you can write this down in the right-hand column. This part of the activity enables you to identify knowledge and skills that could become relevant to this situation.

There may be a number of opinions in the group. This is OK. Each person can fill in their own table according to their own thoughts and feelings. This is another exercise in self-awareness and thinking about our feelings and potential motivations.

Case Study: Terry

Terry is a 50-year-old man who was born in England and migrated to Australia when he was 10 years old. Four years ago, he was assaulted and sustained a severe brain injury. Since that time, Terry has also been diagnosed as having a borderline personality disorder.

Terry has been referred to your service by a brain injury rehabilitation service. You contact him by telephone and make an appointment for an initial interview.

During the conversation you learn that Terry recently moved to a Department of Housing estate where there are a lot of people who are asylum seekers or refugees. Terry tells you he hates these people because they "make the place dirty". He also says that for fun, he sometimes goes outside to abuse and harass "the chink and nigger kids."

Terry also tells you that another service had sent a "wog" to see him and that he told them to go away. "But", he says, "not in so many words."

Terry then goes on to tell you that he likes to fix up old stereos. He says he'd like you to help him to sell these fixed stereos down at the pub. He says he needs your help to do this so that he can get some extra pocket money for him to have a "flutter on the nags" (bet on horse races). He would also like you to help him to access a brothel.

Just before you terminate the conversation, Terry tells you one more thing, "Don't bother sending any wogs because I won't let them in."

Activity 3 Feedback (20 mins)

How did you find that activity?



Ask the groups to report their views of Terry's behaviour and values by going through each level of the table. Point out that where participants place some of Terry's behaviours will depend on their cultural, ethical or political framework.

Which of the behaviours, values or opinions may be **ILLEGAL**? What factors do you think might relate to this?



Abuse of the neighbours and in particular the children may well be illegal. There may be duty of care issues for the service in relation to this issue.

Which of the behaviours, values or opinions may be psychologically unsafe (for a worker, or other person in contact with Terry)?



Terry is clearly racist and he would be openly abusive to staff members that were not Anglo-Saxon. This would not be a psychologically safe work environment to send an employee into.

Which of the behaviours, values or opinions are simply **UNPLEASANT**?



The fact that Terry likes to bet on horses and go to brothels may be unacceptable or unpleasant to some workers. For example, a particularly religious worker, regardless of their ethnic background, may have difficulties with some of these aspects.

Which of the behaviours, values or opinions are **OK**?

BREAK



Activity 4 Applying the LEARN Framework (20 mins)

Now we are going to see how we might apply the LEARN Framework to Terry's situation.

Turn to Activity 4 in your Workbook. First, get the group to identify, one of Terry's behaviours, values or opinions they believe need to be 'repatterned' using the LEARN Framework. Write this at the top of your table. It does not necessarily have to be the worst of Terry's behaviours.

Then, next to each row heading, identify strategies from the LEARN framework that the service may undertake to maintain a psychologically safe environment for a worker and others around Terry.

Activity 4 Feedback (20 mins)

How did you find that activity? What strategies did you identify?



Work through the table with participants. Encourage them to think of issues including: What back up support agencies could you draw on (including the Police)? What staffing considerations apply? What skills and knowledge would be needed to put the strategy in place? What supports may be needed for staff?

Topic 3: Communication Skills (30 mins)

SLIDE 11 (★★★★)

We are now going to turn our attention to the technical aspects of communication.

There are two main forms of communication that we will briefly touch on: verbal and non-verbal communication.

◆ Verbal Communication

A number of factors are important to verbal communication. The most obvious – the use of interpreters – will be dealt with separately, later this afternoon.

◆ Assuming English proficiency

The first and most obvious question is does the person understand the language you're speaking?

And don't assume that just because a person is nodding and smiling, or speaking some English, that they understand you. You'll have to TEST this assumption by asking questions or asking the person to explain what they understand about what you've said. Asking open-ended questions is one way you can begin to gauge if a person understands you.

(Multicultural Mental Health Australia, 2002; Narayan, 2003)

The first rule in effective communication is to use simple language. Next, speak clearly and slowly. When choosing your words, avoid:

- technical terms;
- abbreviations;
- professional jargon;
- colloquialisms;
- slang; and
- abstractions.

(Multicultural Mental Health Australia, 2002).

◆ Word choice

Word choice is extremely important.

Some practitioners suggest using the same words as the client and their family and repeating them back in order to check information for meaning and context (Heineken and McCoy, 2000).

If you refer to your 'communication skills pyramid' you'll see that this is also a general communication skill. It is part of the basic listening sequence.

Developing knowledge of words that may not translate in other cultures is important, for example words like 'carer', or 'advocate'.

It may also be useful to learn some words in the language of the client or their family.

Doing this is also a way to show respect and assists with developing rapport.

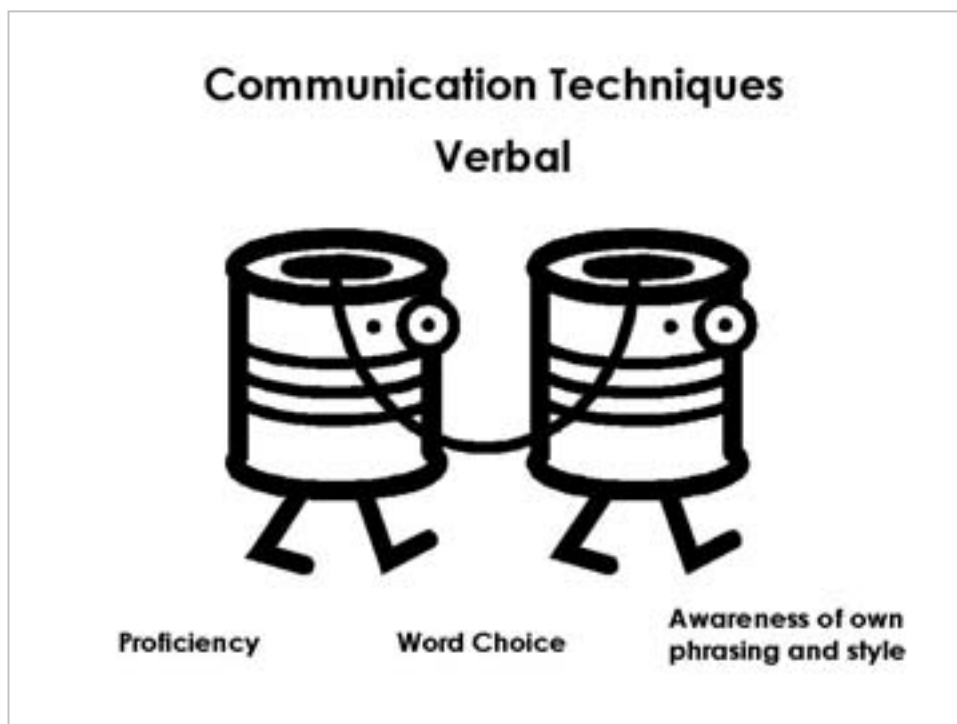
✦Self-awareness

Develop awareness about our own speech patterns. The way we talk is heavily influenced by culture (Orb and Wynaden, 2001).

For example, it is a characteristic of Anglo-Australian communication that questions be put in a direct manner. Answers are also usually expected to be direct and complete.

In some non-Anglo cultures it's considered rude to 'jump straight' into a conversation. It is always a good idea to start with some small talk and then, when you feel some rapport has been established, to ease into more direct questions.

In many non-Anglo cultures, an indirect conversational approach is considered as being more tactful and is used in crisis situations. Using an indirect approach can also be more effective and comforting for the client (Heineken and McCoy, 2000; Narayan, 2003).



Verbal Communication Styles

SLIDE 12 (★★★★★★)

We are now going to focus on three styles of verbal communication.
(The following section has been adapted from Fitzgerald et al 1996:27).
Think of each of these as existing on a continuum:

◆Direct – indirect verbal communication

◆Direct verbal communication uses active verbs. “Desires, feelings, wants and needs are directly conveyed through the choice of explicit words and statements” (Harris, 2005).

In-direct verbal communication uses passive tense. Meanings and feelings are hinted at rather than expressed directly.

◆Elaborate – succinct verbal communication

◆Elaborate verbal communication uses expressive and colourful language. It is characterised by the use of many adjectives and adverbs.

Succinct verbal communication favours understatement and the frequent use of silences and pauses.

◆Person oriented – status oriented verbal communication

◆Person oriented communication emphasises the ‘person’. In this form of communication, conversations are informal with equality between people being valued.

Status oriented communication maintains more formal roles and power relationships within conversations. Status and position are valued and acknowledged. People engaged in the conversation are not expected to be equal.

Non-Verbal Communication Styles

SLIDE 13

Non-verbal communication is a powerful way to convey and express attitudes and emotions such as interest, respect and attention towards others. It includes:

- eye contact;
- facial expressions;
- gestures;
- dress and appearance;
- style of speaking;
- pronunciation;
- rate and volume of speech;
- the complexity or simplicity of the words we use; and
- our tone

(Harris, 2005: 22).

Non-verbal expression differs greatly among ethnic groups (Giger and Davidhizar, 2002).

As a result, you **MUST** consider the cultural interpretations of non-verbal communication at all times.

To be a really effective communicator across cultures, you need to be aware of and take great care in interpreting non-verbal cues such as gestures and pauses. Part of this approach is to realise that "the meaning ascribed to the behaviour is not necessarily an accurate representation of what the person intended" (Fitzgerald, 1996: 24).

This is because our observations are culturally specific.



Think of this: when you go into a house for a home visit, you are constantly taking in information on conscious and unconscious levels.

The photos on the mantelpiece, the books on the shelf, the images on the walls all give clues about the client and their culture.

✦But what do these clues MEAN?

Be aware that any perceptions are heavily influenced by your culture.

So, by all means continue to notice things, objects and gestures. But try to SUSPEND JUDGEMENT as to their meaning until you can TEST your assumptions by cross-referencing them with other reliable sources of information.

Missing non-verbal cues can cause difficulties and offence (Harris, 2005:22). It is a good idea to develop a bank of knowledge about common non-verbal signals that are relevant to your client's culture. Once you have developed this understanding, you will be in a better position to develop rapport and trust (Campinha-Bacote, 1999).

Observation



What do the observations mean?

objects
appearance
behaviours

Some examples of non-verbal behaviour that are interpreted differently across cultures include:

SLIDE 15 (★★★★)

◆Eye contact

For Anglo-Australians, eye contact is important when engaging a person in a conversation. Lack of eye contact is often regarded as a sign of dishonesty or disrespect. In many non-Anglo cultures, it is considered disrespectful to look directly at people in authority.

◆Personal space

Personal space is the area that surrounds a person's body that when 'invaded' by a stranger, the person feels affronted or uncomfortable (Davidhizar and colleagues, 1999).

There are individual as well as cultural difference in the personal space required (Giger and Davidhizar, 2002) For example, Anglo Australians tend to like a bit of distance between themselves and others. Other cultures may not have the same requirements.

◆Touch

Touch is also interpreted differently by different cultures. For example, touching a person's head in many Asian cultures is disrespectful, even to children (Salimbene, 1999).

◆Hand gestures

Be careful of hand gestures. Hand gestures that are considered OK in one culture may be offensive in another.

Unless you are certain of their meaning in the particular context you find yourself in, it is best to avoid the use of hand gestures.

Activity 5 Verbal & Non-Verbal Communication (15 mins)

We are now going to practice identifying and critiquing verbal and non-verbal communication.

We are going to revisit a video from *Module 1: What is Cultural Competency*. What I want you to do is to identify any non-verbal cues you see and to jot down what you think their meaning could be.

I also want you to describe the verbal communication that you see.



→ Play the video insert in the slide presentation or play the VHS (5 mins)

Discuss with the person next to you, what you have just seen and write answers to the questions in Activity 5 of your workbook.

NOTE PERMISSION TO REPRODUCE THIS VIDEO IS PENDING

Activity 5: Feedback (20 mins)

How did you find that activity?

What non-verbal communication did you observe?

What did you take these to mean?

What strategies could you use to check your understanding is correct?

What did you think of the worker's choice of words?

How would you characterise the worker's communication style?
(Direct/Indirect, Elaborate/Succinct, Person Oriented/Status Oriented)

How would you characterise the client's communication style? The carer's?



Draw out practical strategies and sample sentences. Make good use of examples given by case managers experienced in cross-cultural communication.

LUNCH BREAK



Topic 4: Using Interpreters (15 mins)

SLIDE 17

We're now going to look at when to use interpreters as well as some basic tips about using them.

This will be an introduction only. There are a number of excellent training products and videos on the subject that can be used in addition to this section.

Why Use Interpreters?

Interpreters assist us in providing clear and accurate communication between the client and the service.

Even when a client understands day-to-day spoken English, their command of the language may still not be adequate enough to deal with complex topics or enable them to give proper and informed consent.

It is not professional or appropriate to use the client's family or friends to interpret. It is also inappropriate to use anyone other than an accredited interpreter because of the following:

Confidentiality

Family are not bound by a code of confidentiality the way accredited interpreters are. The client may feel they cannot be honest and open in front of family members.

Misinterpretations

There can be misinterpretations. Family members may not have the language skills to translate the types of concepts you are trying to communicate.

Conflict of interest

Family members could have their own agenda regarding the provision of service. This could seriously affect what they tell the client as well as what they tell you.

Lack of objectivity

This is similar to conflict of interest. A family member or friend, because of their relationship with the client may not be able to interpret in an objective manner. They may embellish what you or the client say.

Accredited interpreters are trained to avoid these issues and are covered by a code of ethics.

Role of the Interpreter

It is the role of the interpreter to provide an objective and accurate communication channel between the client and the service.

Accredited interpreters must adhere to a code of conduct that includes:

- impartiality;
- confidentiality;
- accuracy; and
- competency (in both languages).

When to Use an Interpreter

An accredited interpreter should be used:

- when the client shows hesitation or difficulty in understanding or communicating in English;
- if the client requests one;
- if the client is under stress or in a highly emotional situation as this can dramatically decrease competency in a second language;
- if you do not feel comfortable working without an interpreter; and / or
- if a person begins to revert to their first language (associated with dementia).

On-Site and Telephone Interpreters

There are two types of interpreters – on-site interpreters and telephone interpreters.

Generally, an on-site interpreter is preferable because they can also respond to non-verbal communication from the client.

Telephone interpreters are useful when communicating with a client over the phone. They are also useful when immediate interpreting is required or in an emergency. Telephone interpreting can also provide an extra feeling of privacy because there is not an extra person in the room.

Activity 6 Telephone Interpreters (20 mins)

We're now going to watch a video of a general practitioner using a telephone interpreter. This video will illustrate some of the reasons why we need to use accredited interpreters. It also provides examples of verbal and non-verbal communication skills.

During the video, try to identify verbal and non-verbal communication that you observe and also to think about how you could apply the use of telephone interpreters to the community care (case management) sector.



✦ Play the video insert in the slide presentation or play the VHS (8 mins)

First, did you notice how the doctor used reflective techniques to check the patient's understanding? And to check his understanding of what the patient said?

Did you also notice how he used a technical term "rectum" and then substituted the words "back passage"?

How could you apply this strategy to clients who do not speak English or do not speak English well?

What benefits could the use of TELEPHONE interpreters have for case managers in community care? Can you think of instances where they would or would not be useful?



Examples to draw out:

plug in a speaker phone and use the Telephone Interpreter Service (TIS) to assess and monitor visits to clients in rural areas;
faster to organise; and
less intrusive than having another person in the room.

Activity 7 Video – On-Site Interpreters (20 mins)

We are now going to compare the telephone-interpreting situation to an on-site interpreter.

The following video provides a positive example of working with an accredited interpreter. Although this video was made for Centrelink officers, think about how these techniques could be applied to your own work situation.

Before we watch this interview, turn to Activity 7 in your workbook and take a moment to read the questions. During the video, keep these questions in mind.



✦ Play the video insert in the slide presentation or play the VHS.

When you see the word 'STOP' on the screen, stop the video by clicking on the screen or PAUSE the video player.

In what ways did the interpreter develop rapport with the customer?

Did you think the interviewer remained in control of the interview? If so, in what ways? If not, why do you think so?

How would you describe the interviewer's choice of words and phrasing? Can you give examples?

In what ways do you think the interpreter assisted the situation?



Write the participants' observations on a whiteboard or flip chart paper.

Now let's see what the video has to say



✦ Play the video again by clicking on the slide presentation or resume playing the VHS.

In what ways did the interpreter develop rapport with the customer?

Summary

SLIDE 20

Today we looked at some underlying and practical factors related to communication in a cross-cultural environment.

We began by looking at the meaning of rapport and defined it as sending messages to the client that convey:

- I accept you;
- I respect you;
- I'm interested in you;
- I understand you;
- I'm on your side; and
- I'm genuine.

SLIDE 21

We then looked at the communication pyramid, to identify general communication skills in order to concentrate on the potential cultural dimensions of these.

SLIDE 22

Next, we looked closely at the issue of regard, which is an ethical position that you are required to take.

We considered strategies to reduce or eliminate bias, such as:

- becoming aware of areas of difference between your client and yourself (we will be exploring this more in Module 5);
- being aware of judgemental thoughts and then actively interrupting those thoughts, which we learnt in Modules 1, 2 and 3.
- learning from other, more experienced case managers, by observing them and asking for their suggestions;
- seeking explanations or background information from trusted cultural brokers (people who are part of a cultural group and have a thorough and respected bank of knowledge about that group);
- seeking information about behaviours you don't understand; and
- it was also suggested that where you do make mistakes or incorrect assumptions, acknowledge the fact and apologise.

We then considered situations where you may not be able to accommodate the client's beliefs, values or behaviour. We considered strategies for addressing these situations.

For instance, we looked at the Maintain-Adapt-Repattern continuum and the LEARN framework.

These frameworks should be used with caution and within the context of ethical discussions concerning the role of community care.

In most instances, it is expected that the community care service sector should adapt to the cultural beliefs and practices of the client. However, there may be instances where these practices are illegal, dangerous or harmful to others. In these instances, you may need to plan and discuss how to encourage a repatterning of behaviour using the LEARN Framework.

Finally, we looked at the technical aspects of communication, both verbal and non-verbal.

Verbal communication included:

- word choice and phrasing; and
- being aware of communication styles – your own and your client's, such as direct/indirect, elaborate/succinct and person oriented/ status oriented.

Non-verbal communication included:

- eye contact;
- facial expressions;
- gestures;
- style of speaking;
- pronunciation;
- rate and volume of speech;
- the complexity or simplicity of the words we use; and
- our tone.

(Harris, 2005: 22)

We finished off by looking at some examples of using telephone and on-site interpreters. There are a number of resources available on using interpreters that you should become familiar with. It can also be useful for training to be arranged with an actual interpreter present so that you can practice phrasing and wording in the community care context.

Thank you for your attention today. I hope the training has provided you with a brief overview of the communication issues relating to working in a cross-cultural environment. And please be aware that culturally competent communication should cover every aspect of the case management process, from case identification, through to the exit of the client from the service.



Review the learning outcomes, giving feedback.

Be available for any Participants who may have issues raised by the training.

Evaluations

- END -