

## **ACETS Exemplar 20**

# **Non-verbal Communication Skills**

Steve Goodfellow

Suffolk College

**ACETS Exemplar 20: Baseline**

Teacher/academic's name: Steve Goodfellow

Teacher/academic's position: Lecturer in Health and Social care

Teacher/academic's institution: Suffolk College

Range of subjects taught: Psychology, Sociology, Communications, Health and Social care services, Equal opportunities

Principal interest: Communication skills

ACETS Officer: Tammany Allen, Date of survey: 10/12/03

Do you know how to make web pages?	not at all
Have you used the web in your teaching?	a little
Do you use anything that you would consider a "learning object" in your teaching?	a little
How would you rate your own computing skills against those of your colleagues?	Good
How would you rate your own teaching skills against those of your colleagues?	Good
How would you rate your own use of CAL against those of your colleagues?	Average
How much relevant staff development and training is available?	a little
How much relevant staff development have you actually made use of?	a little (due to lack of opportunity)
Do you have access to support in making electronic learning materials?	None
Is this available as a free service?	n/a
Have you made use of this support service before?	n/a
Would you expect that you would need to use this service to use learning objects in your teaching?	n/a
Do you have a VLE (or equivalent) available to support your work?	Use of Intranet (problems with reliability and access)
What is the system called (eg WebCT, or equivalent local system name)?	n/a
Does it allow you to put teaching/learning materials online for your students	n/a
If so, do you do this or is it done centrally for you?	n/a
How easy is it for you to get teaching materials online?	Quite hard
Do you have your own computer at work	Yes (shared access)
Do you use a computer at home for work	Yes
What level of computer access do you think your students have in the institution and at home	not very good
how much of this is internet-enabled	a little
How much teaching and learning materials are provided online for the students	A little (Intranet)
To what degree do you expect the use of learning objects to enhance your teaching	A lot
To what degree do you expect the use of learning objects to enhance your students learning	A lot
To what degree do you expect the use of learning objects to make your work easier	Don't know May introduce technical difficulties and organisational problems but also improve teaching and learning.

**ACETS Exemplar 20: Interview**

<i>Exemplifier</i>	Steve Goodfellow
<i>Exemplar description</i>	<p>A PowerPoint presentation, on non-verbal communication skills, including some third party images and a video demonstrating the skills discussed, in a doctor and patient setting, on CD-ROM.</p> <p>Developed to replace paper based resources with more interactive material and role-play. Visual aids are used to compliment current lesson structure and traditional delivery methods such as discussion work and note taking.</p>
<i>Interviewer</i>	Tammany Allen
<i>Date and location of interview</i>	Suffolk College, 10 <sup>th</sup> November 2004
<i>Context of use</i>	Level 3 Health and Social Care AVCE Single Award
<i>How did you go about putting this together? Was it hard to design/conceptualise your exemplar?</i>	<p>Started with what would be useful considering limited nature of health and social care communication material (images and video of interactions between patients and doctors, this is particularly difficult to find due to patient confidentiality).</p> <p>I decided to present non-verbal communication skills using a variety of visual formats, mainly digital images and if possible video clips. What I really wanted was to show examples of interactions relevant to those seen in practice. The current material we have is too passive and I wanted to increase students' participation in order to develop their knowledge and understanding of the subject, using more realistic examples.</p> <p>From the initial concept of just increasing visual aids for use in teaching communication skills, it has now evolved into a more interactive tool and could hopefully continue to develop in this way. The process of going from looking for video clips to creating a whole new lesson structure with PowerPoint slides and corresponding handouts, visual aids and interactive material has come from continuously learning about what can be achieved and how the availability of resources can be restrictive in producing exactly what was required. Collecting our own images is now happening as well, this is sometimes more easily achieved than searching for existing materials. Most importantly the whole process has simply enabled and encouraged me to spend some time considering new approaches.</p>
<i>How did you approach this? How quickly were you able to come up with the activity design?</i>	<p>The activity design was agreed within the first two meetings but then evolved as the subject area and resources available were researched further. I found it important to focus on one area very specifically and not to try to cover too much. The initial approach of attempting to find very specific resources changed into one of looking at what was available and how this could be used. It became an exchange of ideas and a collaboration of all involved. The ideal resource was a relevant video clip and Dawn said that she was able to provide something appropriate that had been produced. However, this was later in the project once a multimedia restructuring of current resources had already begun using still images. NLN self-assessment materials were also to be incorporated.</p>
<i>Is this something the students were familiar with?</i>	<p>No, within the college PowerPoint is seldom used. Traditionally lessons in Communication Skills would be presented through books, text based exercises, word games and role-play. With limited visual resources of practical scenarios available because patient confidentiality can cause difficulties, therefore videos of medical television programmes are used. Using PowerPoint would not be familiar, neither would answering interactive web based questions.</p>

<i>How did you find/identify your third-party materials?</i>	<p>Firstly searching on Google and using the ACETS resources and links, these were useful to start off having options to look at had to be selective, lots to look through to find useful ones, they still had copyright issues so time taken to find out access/use limits. Images found on Google but have to check access for all takes time. Needed to know where to look to find really relevant info and resources, video only came because of Dawn would not have found something so useful through searches or ACETS/JISC links without more knowledge of what was available.</p> <p>CD-ROM, clips footage, images in-house and web. Patient confidentiality can be a problem and making own images can avoid copyright issues etc.</p>
<i>Did you use ACETS listed links and sources?</i>	Yes
<i>Did you look at/use JISC resources?</i>	Looked yes, used no
<i>Did you use commercial sources?</i>	No
<i>Did you have to get clearance/permission to use the third party materials?</i>	<p>Ended up making many of our own images to avoid copyright issues and students to sign confidentiality slips. NLN was ok and Dawn's (UCEL) ok. Some ok to use in classroom situation but demo mode means limited usability and they cannot be uploaded to Forum or reproduced but can be used short term.</p> <p>If the College owns material do they have to sign off to be uploaded into Forum?</p>
<i>Issues creating own images</i>	<p>Time, availability of people willing, creating an authentic visual with students and staff, friends etc within non care settings not as authentic as images downloaded from more realistic settings.</p> <p>File size for CD and PowerPoint for transferring can be difficult access to intranet for uploaded material may cause problems.</p>
<i>Tools creating exemplar</i>	PowerPoint uploading images from digital camera, laptop CD-ROM, downloading from web.
<i>Did you get any help?</i>	Not entirely familiar with use of PowerPoint assisted to incorporate images had the idea but not always the expertise. Such as producing handouts with slides, wanted to do this but not sure how. Will come more familiar and therefore easier to recreate this in the future, more quickly!
<i>Pushing skills?</i>	No just needed more knowledge of searching and uploading images etc. Not lack of skill, just experience. Would still need assistance on some of this such as importing and manipulating images.
<i>Did you engage with colleagues?</i>	Yes collaborative working with Tammy (CREATE), multimedia help. Not in terms of subject matter within department. Ideas had already been discussed about what colleagues would like to see happen previously.
<i>Was it easy to deliver/use?</i>	<p>Will be completed after evaluation...</p> <p>Once set up PowerPoint is easy to use, facilitates quick use of information so that more time can be spent on discussions, particularly with handouts for note taking, more interactive dialogue. Use of laptop projector etc will take practice to get used to, reliant on technology working, otherwise very straightforward.</p>
<i>Did it give pedagogical benefit?</i>	<p>As above allows more time for discussion and interactive evaluation of images and video material therefore pedagogical benefit of active learning. Controlled delivery method to work at students own pace, through evaluation of video and NLN task. Easier to make notes so ease of learning for students.</p> <p>Relevance to care situations material brought to life a bit more, students</p>

	encouraged by relevance and involvement, discussions, and can see how this may then be relevant to their future work placements career etc. NLN enables them to check their own learning in revision exercises.
<i>Economies of scale?</i>	No, same. Classes, resources already available, laptop and projector there to use.
<i>Diversity</i>	Changes of activity during lesson, audio, visual, written, practical, reading covers many different learning styles. More realistic encourage evaluation and reflection of own and other people's non verbal skills.
<i>Evaluated?</i>	Not yet, soon Is it achievable in certain time frames that require more than one lesson? Did each part achieve goals? Were students learning from it? Any changes required? How much students engaged with subject?
<i>Meet expectations?</i>	Ease to use third party materials Real purpose to increase interactivity and therefore all materials requiring technology therefore limited by this. NIn material in particular requires access to machines for all students and this is not easily arranged. Access and copyright issues main problem with third party stuff, and finding most relevant material in shortest time, time searching too long and relevant care settings difficult to find because of patient confidentiality.
<i>Enhanced teaching?</i>	Pushing idle skills, making me develop, increased awareness of access to new/other resources, links within college, increased confidence in lesson structure and presentation of material. More rewarding teaching experience to increase students learning.
<i>Students?</i>	Will find it more engaging fun and cover more learning styles than traditional teaching methods and more relevant More after evaluation
<i>Use of learning objects?</i>	Easier once set up, finding them harder than using current materials available. More effort required preparing lessons but easier once in the lesson.
<i>Would you do it again?</i>	Yes
<i>Has this changed your practice?</i>	Yes encourages me to use a wider range of media in presenting information, more confident to access these resources. Increased awareness, push to do this self
<i>How important was</i>	Always useful but limited to what is there and it application and hence necessity to create own materials.
<i>Adaption</i>	Time consuming
<i>Any other comments?</i>	No

**Note that a Lesson Plan and Extract from the Course Scheme of Work has been included to illustrate this exemplar at the end of this document.**

## **ACETS Exemplar 20: Reflective Diary**

### **Stage one: resource discovery**

Initial searches on the Internet, using Google and Ask Jeeves [search engines], uncovered very little in the way of video clips on communication skills relevant to health and social care or even within an alternative setting.

Some of the resources linked to the ACETS Website were reasonable but not specific enough or in the formats required in order to be easily integrated into lesson plans.

The NLN (National Learning Network) materials were found to be most useful in the absence of any communication skills video clips. Once these had been identified it was possible to carry out a more specific search through these materials to identify the most relevant. These materials are particularly good since there are no copyright issues for using them within an educational context.

A member of the ACETS team then provided a video produced by a health care professional that was more useful. However, this would not have been discovered without involvement in the project.

An alternative NLN interactive resource, The Street, would have been good to incorporate however this would have required use of the college Intranet and individual access to computers. This was impractical for a standard lesson as access and reliability could not be guaranteed.

PowerPoint will be used in order to present this lesson in the best way envisaged and therefore learning to use the software will have to be tackled first.

Even the use of simple photographs to incorporate into the presentation is not straightforward due to copyright issues and it can be very difficult to find exactly what is required in a reasonable length of time.

### **Stage two: preparation**

The learning activity evolved due to restricted access to technology within class lessons and the lack of suitable resources.

A PowerPoint presentation was first constructed as the basis of the lesson to work through the main aims and objectives. This contained all the text to cover the necessary points, discussing all the different elements of non-verbal communication in the lead up to viewing the video. This video footage would then demonstrate many of these ideas in a more subtle, natural way and also within a relevant care setting.

Various in-house images were then produced to include within the presentation and further searches carried out to find more appropriate images where possible.

It was decided that the NLN materials could then be used as a self-assessment and/or revision exercise at a later date, when students have individual access to computers.

### **Stage three: creation**

Once the framework of the PowerPoint presentation was constructed, some assistance was required to incorporate the images and video provided.

This lesson is to be delivered within a classroom using a laptop and projector to work through both the presentation and video. Some assistance will be required with familiarisation in the setting up and use of equipment.

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**ACETS Exemplar 20: Semi-structured Learning Design Statement**

<i>Learning Design Name:</i>	Non-verbal communication skills
<i>Learning Designer(s):</i>	Steve Goodfellow
<i>Institution(s):</i>	Suffolk College
<i>Course Context(s):</i>	VCE Single Award level 3 (Health and Social Care)
<i>ACETS exemplar ID:</i>	20
<i>LD period:</i>	Open
<i>LD duration:</i>	One scheduled lesson – around 1 hour

<i>In order to attain the following learning objective(s):</i>	Specific learning objectives	Students will be able to: <ul style="list-style-type: none"> <li>Define non-verbal communication (NVC)</li> <li>Identify the key aspects of NVC and their use in care contexts</li> <li>Recognise effective NVC skills</li> </ul>		
	General learning outcomes	Students will understand: <ul style="list-style-type: none"> <li>Communication skills used during interactions</li> <li>The factors influencing interactions</li> <li>How to avoid potential barriers to communication</li> </ul>		
<i>With prerequisite(s):</i>	No prior knowledge is required, just an ability to reflect on previous experience of social interactions/placements with respect to NVC skills.			
<i>Trigger(s):</i>	Start and end of scheduled lesson.			
<i>The following persons/roles:</i>	Name	Type (staff/student)	Description	
	Subject expert	Staff	Presenting information, leading discussions. Assessing the learning of students.	
	Learner	Student	Participation in group activities and discussions. Active learning of salient points.	
<i>Perform:</i>	Which roles?	Do what?	How?	
<i>Learning activity(s):</i>	Student	Consolidate previous understanding of verbal communication skills.	Answering questions to recap.	
	Staff	Introduce non-verbal communication skills.	PowerPoint presentation	
	Student	Role-play	Demonstrate non-verbal communication skills for identification in pairs	
	Staff	Demonstrate the relevance within Health and Social Care.	Play UCEL video examples and discuss.	
<i>Support activity(s):</i>	Student	Complete NLN materials revision.	Access via local network and work through self-assessment.	
	Staff	Support students.	Be available by email or in person to answer questions raised.	
<i>Using</i>	All	Classroom activities		

<i>environment(s) or scenario(s):</i>	Students	Revise	Using NLN materials on college Intranet.
<i>Using:</i>	Which roles?	Use what?	To do what?
<i>Tool object(s):</i>	Staff	Laptop and projector.	Present PowerPoint slides and video images.
	Students	PCs	Access NLN materials on college Intranet.
<i>Knowledge object(s):</i>	Staff	<b>PowerPoint presentation</b>	Explain NVC skills
	Staff	<b>UCEL video</b>	Put content into context
<i>Test object(s):</i>	Students	<b>NLN materials</b>	Revise, self-assessment, formative
<i>Search service(s):</i>	n/a		
<i>Communicate service(s):</i>	n/a		
<i>Announce service(s):</i>	n/a		
<i>Other elements or notes:</i>	None		

Note that a Lesson Plan and Extract from the Course Scheme of Work has been included to illustrate this exemplar at the end of this document.

EXEMPLAR RLO: LESSON PLAN - CARE AND EARLY YEARS				
<b>Tutor:</b> Steven Goodfellow <b>LSA:</b> N/A	<b>Course:</b> VCE Single Award in Health and Social Care <b>Level:</b> 3	<b>Block:</b> O <b>Room:</b> 0107		
<b>Date:</b> 24.01.05 <b>Day:</b> Tuesday	<b>Subject:</b> Unit 2 Communicating in Health & Social Care.	<b>Time:</b> 11.00am – 1.00pm		
<b>Topic:</b> Non Verbal Communication (NVC)		<b>No of students:</b> 30		
<b>Syllabus Reference to Learning Outcomes:</b> (E1) Communication skills used during your interactions. (E2) A clear explanation of the factors that influence your interactions and how you avoided potential barriers to communication.		<b>Key skills/Wider ref:</b> C 2.1a, WO 1.1, LP 1.1 <b>Brief discussions, Group work and target setting.</b>		
<b>Learning Aim:</b> The aim of the session is to identify key aspects of Non Verbal Communication and their effective use in care contexts.				
<b>Learning Intention or L I (Objectives):</b> <i>By the end of the session students will be able to:</i>				
<ul style="list-style-type: none"> <li>❖ Recap on last lessons material on verbal communication skills.</li> <li>❖ Complete warm up task and define NVC, identifying the main components as they go along.</li> <li>❖ Discuss examples of NVC through images and visual scenarios, highlighting relevant skills that enhance effective communication.</li> <li>❖ Complete NLN activity designed to enable reflection, recognition and evaluation of communication skills.</li> <li>❖ Complete class quiz reflecting on effective non verbal communication skills.</li> </ul>				
<b>Relevant previous knowledge &amp; skills:</b> None, just ability to reflect on previous social interactions/placements with NVCS.				
<b>Content:</b>  Register  <b>Activity 1</b>  <ul style="list-style-type: none"> <li>• Setting up learning objectives</li> <li>• Visual and Verbal reinforcement.</li> </ul> <b>Activity 2</b>  LI 1 Recap last lessons material: <ul style="list-style-type: none"> <li>• Verbal Skills</li> <li>• What is effective communication?</li> <li>• <a href="#">Check Learning Verbally</a></li> </ul> <b>Content:</b>	<b>Teacher Activity:</b>  Take Register  Outline lesson objectives and content to be covered in the lesson, verbally and on slides  <b>Recap materials from last lesson briefly, through a quick question and answer session, to check learning and refresh students' memories of areas covered so far.</b>  <b>Teacher Activities:</b>	<b>Student Activity:</b>  <b>Wait for students to settle down/answer names.</b>  Students to listen to points and mentally note lesson structure and content.  Students to recall individually, or as a group, questions about <b>last lessons material. Students can use their notes if they cannot remember straight away.</b>  <b>Student Activities:</b>	<b>Differentiated activity:</b>  Adjust loudness, tone and body language as needed.  Provide slightly enlarged font/copy for those who need visual support and who have writing difficulties.  Round the class asking those who would not normally contribute or speak to answer, if they feel able.  <b>Differentiated activity:</b>	<b>Time:</b>  2-3 Minutes  2-3 Minutes  5 Minutes

<p><b>Activity 3 FLASH CARDS</b></p> <p><b>Warm up to topic:</b></p> <ul style="list-style-type: none"> <li>Paired activities to describe objects on laminated cards without using words (E1, E2) (WO 1.1, LP 1.1)</li> <li>Check learning verbally</li> </ul> <p><b>Activity 4 DIGITAL IMAGES</b></p> <p><b>LI 2/3:</b> Define NVC and identify the main components</p> <ul style="list-style-type: none"> <li>Check learning verbally</li> </ul> <p><b>Activity 5 CD ROM IMAGES</b></p> <p><b>LI 3:</b> Discuss Doctor - patient scenarios on CD ROM</p> <p>(C2.1a Discuss findings)</p> <ul style="list-style-type: none"> <li>Evaluation of exercise</li> <li>Check learning verbally by discussion</li> </ul> <p><b>Activity 6 Int'ive Web Site</b></p> <p><b>LI 4:</b> NLN 37 Activity NVC Skills on CD ROM</p> <p>Evaluate site / interactivity.</p> <p><b>Activity 7 QUIZ</b></p> <p><b>LI 5:</b> Check learning with brief written Quiz</p>	<p>Objects on cards are given out to students first, then words-concepts for students to try and convey non verbally</p> <p>Ask students to reflect on what was hard/easy.</p> <p>Run through power-point slides on NVC, elicit ideas on effectiveness/take questions</p> <p>Play the two doctor - patient scenarios focusing on NVCS</p> <p>Set up discussion on each interaction and rules of discussion.</p> <p>Project NLN activity and ask class to respond with answers.</p> <p>Ask for student feedback</p> <p>Tutor to elicit answers select a sample to put on the board.</p>	<p>Chairs in rows facing each other S's in pairs to convey non-verbally objects and word-concepts on the cards given out in class.</p> <p>Feedback effectiveness/easy. Clear away and tidy up materials.</p> <p>Students to make notes on slideshow and discuss examples of NVC and their effective use.</p> <p>Students to list skills they felt made the interaction effective or ineffective in each interaction.</p> <p>Class Discussions on each scenario</p> <p>Student to respond with answers and feedback ideas to class/teacher</p> <p>Students to comment on site</p> <p>Students to answer questions on the content of the lesson.</p> <p>Ask any questions.</p>	<p>Start some pairs of with ideas if they get stuck. Extension activity for those who find it easier/finish early, with harder word concepts to convey.</p> <p>Make sure students are able to read instruction adequately.</p> <p>To go round and assess those student who are finding the activity unclear or more difficult than others, whilst being careful not to help too much. Ask those who have not yet contributed to answer, if they feel able.</p> <p>Make sure students are able to read instruction adequately. Ask those who have not yet contributed to answer, if they feel able.</p> <p>Make sure students are able to read instruction adequately/larger copy can be provided for those who need it.</p>	<p><b>Time:</b></p> <p>10 Minutes</p> <p>3 Minutes</p> <p>15-20 Minutes</p> <p>15 Minutes</p> <p>15 Minutes</p> <p>15 Minutes</p> <p>5 Minutes</p>
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**Extract from Scheme of Work 2004-2005**

Course: AVCE Single Award in Health &amp; Social Care (Level 3)

**UNIT 2: Communicating in Health & Social Care**

Subject Tutor: Steven Goodfellow

Wk	Dates	Content	Ref	Aims & Objectives	Teaching/Learning Activities/Resource
25	17.01.05	<p>Assignment <b>Task 1</b></p> <p>Communication skills using in one-to-one interactions.</p> <ul style="list-style-type: none"> <li>Start planning placement one-to-one activity with an elderly person.</li> <li>Environment diagram</li> </ul>	E 1 C1 A1	<p>The aim of the session look at interactions with the elderly and to consider the environmental factors in a typical residential setting.</p> <p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> <li>List and draw the different 'enhancing' and 'Inhibiting' factors</li> </ul>	<p>Assignment sheet</p> <p><b>Task 1</b></p> <p>Paper, pens rulers</p> <p>Diagram of layout and settings</p>
26	24.01.05	<p>Communication skills using in one-to-one interactions.</p> <p><b>ACETS Exemplar Material on one to one skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal</li> <li><input type="checkbox"/> Non verbal</li> <li><input type="checkbox"/> Evaluation of skills</li> </ul>	E 1 C1 A1	<p>The aim of the session is to review verbal and non-verbal skills and complete evaluations of skills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To identify the key areas of verbal and nonverbal communication.</li> <li><input type="checkbox"/> Review these area in care contexts</li> <li><input type="checkbox"/> Evaluate effective skill use.</li> </ul>	<p>Effective communication Pack: One-to-one</p> <p>Interactive NLN Site</p> <p>DVD senario</p>
27	31.01.05	<p>Factors influencing effective communication in relation to placements</p> <p>Assignment <b>Task 2</b></p> <p>Assignment <b>Task 1</b></p> <p>Planning Placement one to one interaction.</p>	E2	<p>The aim of the session is to identify the factors that affect effective one-to-one communication and explain how we can minimise barriers as much as possible.</p> <p>By the end of the session students will be able to look at the physical, emotional, social, skills &amp; special needs aspects and:</p> <ul style="list-style-type: none"> <li>List the different 'enhancing' factors.</li> <li>List the different 'Inhibiting' factors.</li> <li>Explain how these factors create possible barriers to good communication/individual well-being</li> <li>Start planning placement one to one interaction.</li> </ul>	<p>Brainstorms</p> <p>Q &amp; A</p> <p>Pair-work on activities</p> <p>OHT outlining points.</p> <p>Effective communication Pack: One-to-one</p> <p><b>Activity planning sheets</b></p>