

# Table of Contents

<i>About the Authors</i>	viii
<i>Introduction</i>	ix
<b>Part 1 Fundamentals of Communication for Compassionate Practice</b>	<b>1</b>
1 Essential Values for Communication, Compassion and Collaborative Care <i>Iris Gault, Graeme Reid and Armin Luthi</i>	3
The importance of communication and remaining compassionate	4
Respect and dignity	8
The centrality and complexity of communication in the therapeutic relationship	10
2 Essential Communication Skills: Building Blocks for Good Communication <i>Jean Shapcott and Iris Gault</i>	15
Non-verbal, verbal and written communication: listening, questioning, record keeping, electronic prescribing	16
Professional communication, professional identity, and social and professional media	19
The use of reflection on practice	22
3 The Role of Attachment Theory and Cognition in Influencing Behaviour <i>Armin Luthi and Iris Gault</i>	27
The role of cognition	28
Attachment theory	31
Understanding attachment, cognition and practice	34
4 Enabling Positive Health Behaviour <i>Armin Luthi and Iris Gault</i>	38
Changing patterns of ill health and health education	39
Motivational interviewing and health behaviour change	41
The role of emotional intelligence and mindfulness	44
<b>Conclusion to Part 1</b>	<b>51</b>
<b>Part 2 Communication Skills in Practice</b>	<b>53</b>
5 Communicating to Help Health Service Users Understand and Deal with their Condition <i>Iris Gault</i>	55

The importance of psychosocial care	56
Communicating with anxious or distressed patients	56
Communicating with those with long-term conditions to help change behaviour	60
<b>6 Communication for Mental Health: Understanding the Effects of Stigma</b>	<b>68</b>
<i>Graeme Reid</i>	
What is stigma?	69
Avoiding stigmatising communication within general settings	73
Looking past diagnoses to achieve person-centred care within mental health services	74
<b>7 Communicating with People with Cognitive Deficits</b>	<b>81</b>
<i>Jean Shapcott</i>	
Communicating with people with intellectual disability	82
Communicating with people who have dementia	85
<b>8 Communicating with Children, Young People and Families</b>	<b>91</b>
<i>Jean Shapcott</i>	
Communicating within the context of the family	92
How development affects communication	95
Stereotyping young people	97
<b>9 Communicating with Middle-aged and Older People</b>	<b>101</b>
<i>Armin Luthi</i>	
Features associated with ageing in contemporary society	102
Specific challenges in middle and older age	103
Overcoming stereotyping and stigma	106
<b>10 Integrating Mindful Communication Skills for Complex Encounters</b>	<b>112</b>
<i>Jean Shapcott</i>	
Working with distress and anger	113
Breaking bad news	116
Communicating with people with life-limiting and end-of-life conditions	119
<b>Conclusion to Part 2</b>	<b>125</b>
<b>Part 3 Equipping for the Future: Theoretical and Ethical Issues</b>	<b>127</b>
<b>11 Communicating Authentically in Organisations</b>	<b>129</b>
<i>Judith Francois</i>	
Organisations, culture, communication and leadership	131
The importance of self in leadership	133
Authentic self and authentic leadership	136
<b>12 Maintaining Positive Values in Communication and Caring for Self and Others</b>	<b>144</b>
<i>Armin Luthi and Iris Gault</i>	

The emotional challenges of transitioning to qualified nurse status	145
Sustaining and enhancing ethical and compassionate communication in difficult circumstances	147
Learning from the past	150
<b>13 Communication Theory, Reflective and Ethical Practice in the 'Swampy Lowlands'</b>	<b>156</b>
<i>Iris Gault</i>	
The importance of communication theory	158
Communication, reflective and ethical practice	160
Communication theory that informs and enables reflection on ethical practice in healthcare	161
<b>Conclusion to Part 3</b>	<b>169</b>
<i>Index</i>	171
<b>Activities on the Values Exchange community website for this book – <a href="http://sagecomms.vxcommunity.com">http://sagecomms.vxcommunity.com</a></b>	
Student story 1.2: Jack	
Critical thinking exercise 1.2: Communication – the basics	
Critical thinking exercise 2.4: Social media and the internet	
Critical debate 2.1: Reflection on communication – a TV interaction	
Student story 3.1: Gemma	
Critical thinking exercise 4.3. Motivational interviewing questions and thinking about behaviour change	
Patient story 5.2: Lack of empathy	
Student story 6.1: John	
Patient story 6.1: The secret schizophrenic	
Student (and patient) story 6.3: 'Life-changing care'	
Critical thinking exercise 7.1. Reduced capacity to communicate	
Nursing story 7.1: (Mis)interpretations of behaviour	
Critical thinking exercise 8.2 Gillick competence	
Critical thinking exercise 8.3 Thinking about young people	
Student story 9.1: Difficulty in relating to older people	
Critical thinking exercise 9.4: Mid Staffs public inquiry	
Critical thinking exercise 10.1 Dealing with anger	
Student story 11.1: Return to Gemma	
Critical thinking exercise 11.4. Scenario – the 'troublesome' HCA	
Student story 12.1: Return to Josh	
Student story 12.2: Return to Molly	
Critical thinking exercise 12.5: Moral disengagement	