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N.B: We are aware that official practice is to use the terms “service users” or “people using this service” to describe those receiving care. We prefer the term “client” and use it throughout our training package.

Key:



worksheet



important

Communication

Learning Outcomes.

- Identify the different reasons people communicate.
- Explain how effective communication affects all aspects of your work.
- Explain why it is important to observe an individual's reactions when communicating with them.
- Know how to find out an individual's communication needs, wishes and preferences.
- Know when and how to seek advice about communication.
- Identify barriers to effective communication.
- Identify sources of information and support or services to enable effective communication.
- Explain the term confidentiality.
- Describe situations where information normally considered to be confidential may need to be passed on.
- Explain how and when to seek advice about confidentiality.

Fundamental standards.

The fundamental standards are the standards by which CQC will inspect social care. The standards are based on the regulations from the Care Act 2014 and CQC have changed the focus for the purposes of inspection.

The fundamental standards are those standards that no care setting must fall below.

The standards are based on five areas as follows:

Safe.

People are protected from abuse and avoidable harm.

Effective.

People's care, treatment and support show quality of life and promote good outcomes, and providers should show evidence to prove it.

Caring.

Care should be person centred involving dignity and respect, and compassion.

Responsive.

Following correct working procedures as agreed by your workplace and as set out in the client's care plan.



Communication

The standards are based on five areas as follows:

Well led. Management leadership and governance should ensure all of the above happens. Staff training should be recognised and openness and fairness be apparent.

These areas are known as key lines of enquiry or KLOES. Each KLOE has a set of criteria which CQC use to check whether the fundamental standards are being met.

The fundamental standards are as follows:

Person centred care. Ensuring that those receiving the care are at the centre of all decisions.

Dignity and respect. Providing the client with dignity and respect in all aspects of their care.

Need for consent. Asking the client's permission before carrying out tasks that affect them.

Safe care and treatment. Following correct working procedures as agreed by your workplace and the client's care plan.

Safeguarding service users from abuse. Following agreed working and safeguarding procedures and being aware of signs and symptoms.

Meeting nutritional needs. Being aware of dietary needs, working with the care plan, ensuring clients have the right equipment and conditions to eat.

Cleanliness, safety and suitability of premises and equipment. Carrying out required checks of premises and equipment, implementing cleaning rotas and carrying out safety checks.

Receiving and acting on complaints. Having a complaints policy and procedure in place that is accessible to all and act in accordance with the policy when dealing with complaints.

Good governance. Ensuring that all aspects of the workplace is overseen and policies and procedures are implemented and monitored regularly.

Staffing. Fit and proper persons employed.
Fit and proper person requirement for Directors is followed.

Duty of candour. Relevant information must be volunteered to all persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.



Our Redcrier manuals will provide your staff with training to support attainment of the fundamental standards.

Communication

Introduction.

We all need to communicate every day, in our personal life and in our working life, with a variety of different people in many different situations.

The purpose of communication is to get your message across to others clearly.

Communication involves effort from both the sender of the message and the receiver. Unfortunately communication can be fraught with error, with messages being misinterpreted by the receiver. When this isn't identified, it can cause confusion, wasted effort and missed opportunities.

Communication is only successful when both the sender and the receiver understand the same information as a result of the communication.

Communication skills are needed in all areas of our life from dealing with family members, co workers, managers and clients to talking on the phone to customers, tradesmen or friends.

As we will see as we work through the manual, there are many factors that can prevent good communication from happening.

To get your message across you must understand what your message is, what audience you are sending it to, and how it will be perceived. You must also look at the circumstances surrounding your communications, such as the physical environment, any cultural differences and the nature of the communication.

Within this manual we use the terms Sender and Receiver to identify those involved in communicating:

- Sender: Person delivering the message, information.
- Receiver: The listener or person receiving the message, information.

Unit One

Why and how do we communicate.

Communication is a process of exchanging information and can take many forms e.g. ideas, thoughts, feelings, and emotions through speech, signals, writing, or behaviour. The reason for communication is to enable people to understand what we say. Our whole life depends on us communicating with our family, neighbours, tradesman, work colleagues etc. We need to communicate our needs, wishes and preferences in order to work together and support each other in an effective way.

Consider your average day and think about all the people you communicate with. Which group of people do you find it easier to communicate with and why.

Communication can be divided into:

- Verbal.
- Non verbal.

Consider your average day and think about all the people you communicate with. Which group of people do you find it easier to communicate with and why?

Verbal.

Verbal communication is done through speech and writing, which can include text and email as well as letter, memo and report. Written communications need to be clear and well written using punctuation, grammar and spelling. This makes it easier to read for the receiver. The positive with written communications is they can be rewritten many times until you are happy it says what you want it to. Spoken communications also need to be clear. Don't speak too fast as it can make it difficult for the receiver to process the information. Try to get your point across.

Non verbal / body language.

Most of the messages we send are non verbal. This can be by facial expression, eye contact, gestures, posture, tone of voice, the way we sit, how fast or loud we talk, how close we stand. Using non verbal communication can show trust and respect, this makes it easier to resolve conflicts and solve problems. Even when we are silent we are communicating non verbally.

Slouching in a chair can show lack of interest.

Folded arms can show negativity or defensiveness, always check facial expressions with this one as it may just indicate the person is cold.

Pictures signs and symbols are also useful as communication tools. The most obvious one is the picture of a male or female to identify public conveniences.

A wave of the hand can mean hello or goodbye and the "thumbs up" sign is used to say all is well / good. Please be aware that in some cultures pictures, signs and symbols that we use may not be appropriate.

Pictures can be used to enable people from different cultures or with disabilities to understand and or make choices as in pictures of food to choose what to eat.

Non verbal communication cues can play five roles:

- Repetition: they can repeat the message the person is making verbally.
- Contradiction: they can send out a different message to what the individual is trying to say. For example, the person may be saying, I am happy with this, but clearly from their body language they are not.
- Substitution: they can be used instead of a verbal message. For example, a person's eyes can often give a stronger message than words.
- Complementing: they may add to a verbal message. A boss who pats a person on the back in addition to giving praise can increase the impact of the message.
- Accenting: they may highlight the verbal message. Striking the table, for example, can highlight a message.

Source: The Importance of Effective Communication, Edward G. Wertheim, Ph.D.



Communication

Formal and informal communication.

Formal communication usually starts with a greeting such as 'Good afternoon. How are you feeling today?' Formal conversation is often used when talking to a professional person, such as a doctor, or if you are discussing the use of a service with someone. It is clear, correct and avoids misunderstanding. Communication with a manager is formal because a manager is usually more distant from those they manage so that if they need to, for example, issue a formal warning to someone, it is less awkward for both parties than it would be if they were friends.

Informal communication is often used between people who know each other well, like friends and family and is more likely to start with 'Hi, how are you?' and allows for a variety of greetings according to the area someone lives in. Informal language also allows for slang and abbreviated words which can be common in some areas.

Look at the list in the box below and identify whether you would use formal or informal communication with each one.

	Formal or Informal.
Manager.	
Colleague.	
Family member.	
Client.	
Person you have just met for the first time.	

How we communicate.

There are many ways to communicate:

- Face to face.
- Telephone.
- Written.
- Email.
- Text.
- Signs and symbols.
- Body language.

Each way is valid and all we have to decide is which way is better for each of our communications.



Communication

What is the difference between formal and informal communication?

In order to determine what form of communication to use we need to know who we are communicating with and the purpose of the communication.

Complete the box below, filling in what you would most likely use each form of communication.

Communication for.	What would you most likely use it for?
Face to face.	
Telephone.	
Written.	
Email.	
Text.	
Signs and symbols.	

When you have completed the manual, check back and see if there are any of the above you would change.