

## Care Skillsbase: Skills Check 2

### Reading about the Principles of Care

#### Interviewer's pack

##### Contents

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Summary	
<b>Suitable for</b>	Care/support worker
<b>Skill checked</b>	Reading
<b>Covers</b>	Language and concepts associated with the principles of care
<b>Learning for interviewer</b>	Can the member of staff understand written information on the principles of care?
<b>Learning for member of staff</b>	Principles of person-centred care in action, including equality and inclusion, confidentiality
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	This Skills Check offers information about the principles of care and asks 'tick-box' reading comprehension questions. Discuss the person's answers to check understanding.
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Care Skillsbase website.

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie.org.uk/careskillsbase](http://www.scie.org.uk/careskillsbase)**

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

## 1. Did you know?

We try to tailor our care to the needs of the person we are caring for. This is called **person-centred care**.

Person-centred care is based on **principles**. (A principle is a particular approach to doing something.)

The **principles of care** include choice, dignity, independence, partnership, privacy, respect, rights, safety, equality and inclusion, and confidentiality.

## 2. How do you apply the principles of care?

Read three comments from a carer below. Each comment shows one of the principles of care in action.

For each comment, **tick** (✓) the principle that you think the carer was promoting.

Carer's comments	Is the <b>principle</b>
<ul style="list-style-type: none"> <li>"We give everyone tea except Mary. She prefers black coffee."</li> </ul>	<input type="checkbox"/> independence or <input type="checkbox"/> choice?
<ul style="list-style-type: none"> <li>"Bill wants to do his exercises in the morning instead of after lunch when he likes a sleep. I said that would be OK when someone is free in the morning to help him. Bill said that on other days he would fit in with the staff."</li> </ul>	<input type="checkbox"/> rights or <input type="checkbox"/> partnership?
<ul style="list-style-type: none"> <li>"Mr T doesn't like talking in the morning, so we leave him alone at breakfast."</li> </ul>	<input type="checkbox"/> respect or <input type="checkbox"/> privacy?

## 3. Equality and inclusion?

Read the two comments from carers below. **One** of the comments **promotes equality and inclusion**.

(a) "We have separate activities for people with dementia, specially designed for them."

(b) "We take people with dementia on our day trips with everyone else. They seem to enjoy themselves."

Which comment **promotes equality and inclusion**? Is it comment (a)  or (b) ? **Tick** (✓) the box.

## 4. What does confidentiality mean to you?

Use the numbered words to make sense of this paragraph. Choose the best word to fill each gap. Write the number of the word in the gap.

<p>All care organisations must have a confidentiality _____. This explains what information can be _____ and who can have _____ to this information. Both spoken and written _____ can be confidential. However, there are _____ to confidentiality.</p>	<ol style="list-style-type: none"> <li>1. access</li> <li>2. limits</li> <li>3. policy</li> <li>4. disclosed</li> <li>5. information</li> </ol>
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Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

## 1. Did you know?

We try to tailor our care to the needs of the person we are caring for. This is called **person-centred care**.

Person-centred care is based on **principles**. (A principle is a particular approach to doing something.)

The **principles of care** include choice, dignity, independence, partnership, privacy, respect, rights, safety, equality and inclusion, and confidentiality.

## 2. How do you apply the principles of care?

Read three comments from a carer below. Each comment shows one of the principles of care in action.

For each comment, **tick** (✓) the principle that you think the carer was promoting.

Carer's comments	Is the <b>principle</b>
<ul style="list-style-type: none"> <li>“Mrs R wanted help with a letter so I left the hoovering till my afternoon visit.”</li> </ul>	<input type="checkbox"/> independence or <input type="checkbox"/> choice?
<ul style="list-style-type: none"> <li>“We've changed the rota so I can visit Mr Khan after his evening prayers.”</li> </ul>	<input type="checkbox"/> equality or <input type="checkbox"/> privacy?
<ul style="list-style-type: none"> <li>“Mr T doesn't like talking in the morning, so I leave him alone at breakfast.”</li> </ul>	<input type="checkbox"/> respect or <input type="checkbox"/> safety?

## 3. Equality and inclusion?

Read the two comments from carers below. **One** of the comments **promotes equality and inclusion**.

(a) “Being old and poorly isn't easy, especially if your family is far away. I try to keep people's spirits up. Everyone needs a laugh sometimes, whether they know it or not. ”

(b) “I try not to upset people, especially when they're feeling down in the dumps [sad]. Some people like to have a laugh but others don't. Everyone's different.”

Which comment **promotes equality and inclusion**? Is it comment (a)  or (b)  ? **Tick** (✓) the box.

**4. What does confidentiality mean to you?** Use the numbered words to make sense of this paragraph. Choose the best word to fill each gap. Write the number of the word in the gap.

All care organisations must have a confidentiality\_\_\_\_\_. This explains what information can be \_\_\_\_\_ and who can have \_\_\_\_\_ to this information. Both spoken and written \_\_\_\_\_ can be confidential. However, there are \_\_\_\_\_ to confidentiality.

1. access
2. limits
3. policy
4. disclosed
5. information

<b>Feedback form</b>	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
<b>1. Interviewer's view</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Used reading skills effectively.				
b. Understood what key words and ideas mean for their work.				
<b>2. Interviewer's reasons</b>	The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Read the activity sheet unaided, with understanding.				
b. Completed the activity accurately (showing good reading comprehension).				
c. Completed the activity within the allocated time (showing ability to use written information quickly).				
d. Demonstrated understanding of all key words and concepts.				
<b>3. Next steps to help develop skills and knowledge for the job</b>		<b>Yes</b>	<b>No</b>	
a. Interviewer will arrange monitoring, feedback and support from a supervisor.				
b. Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas.				
c. Interviewer and member of staff will plan personal development to improve member of staff's reading skills.				
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>			

*Use the other side of this sheet for notes.*

<b>Personal development form</b>	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
<b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following reading skills</b>	<b>Tick (✓) if 'yes'</b>	
a. General reading skills (to understand written information quickly and accurately).		
b. Care work reading skills (to deal effectively with work-related written information).		
c. Care vocabulary (to understand key words and ideas and how they relate to the job).		
<b>2. How will the learning happen?</b>		
<b>3. What support and resources will be needed to make the learning successful?</b>		
<b>4. When will the learning happen?</b>		
<b>5. How will we know the learning has been successful?</b>		
<b>6. Progress review date</b>		
<b>7. Interviewer's signature</b>	<b>Staff member's signature</b>	