Care Skillsbase: Skills Check 5

What Is Effective Communication?

Interviewer's pack
Contents

- Skills Check activity for general use
- Skills Check activity for domiciliary use
- Feedback form
- Personal development form

Summary	
Suitable for	Senior care/support worker, care/support worker
Skill checked	Spoken communication
Covers	Language and concepts associated with effective communication
Learning for interviewer	Can the member of staff discuss effective communication with understanding?
Learning for member of staff	Language and concepts associated with effective communication
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information about effective communication. Use it to develop a short discussion. Use the discussion to check the person's spoken communication skills.
Before you start	Read the **general guidance** in the **Skills Check** 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

Understand the Job: What Is Effective Communication?

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.

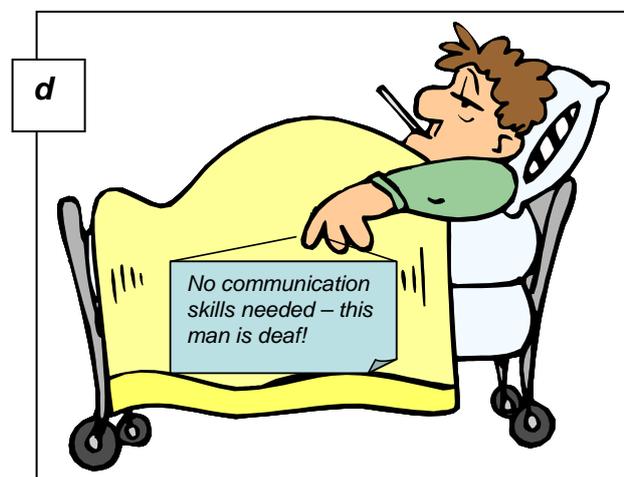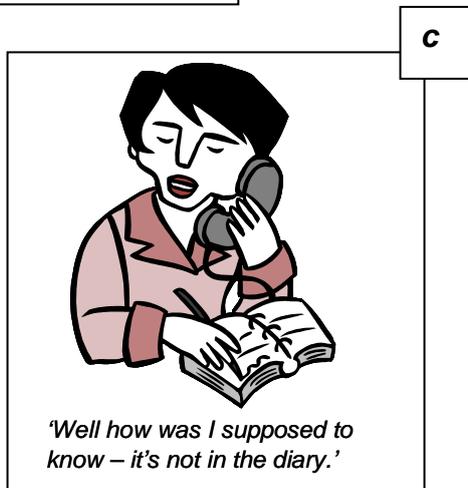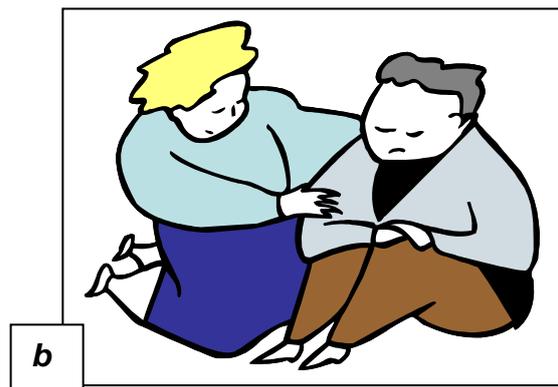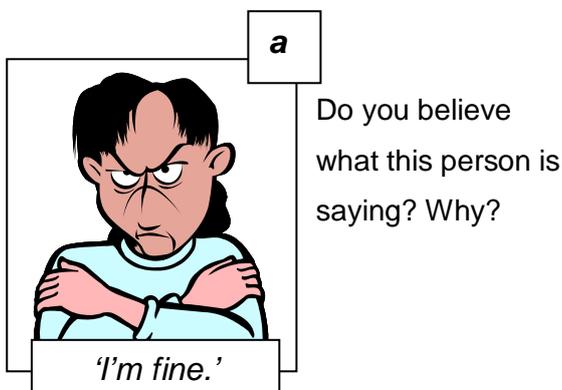First, write your name and today's date on the line below.

(First name)   (Last name)   (Date: Day-Month-Year)

....

1. Did you know? Communication happens in many different ways. What you say and hear is just one way of communicating. What other ways are there?

2. Look at these pictures

a

'I'm fine.'

Do you believe what this person is saying? Why?

b

These two people are 'saying' things to each other without using words. How are they communicating?

c

'Well how was I supposed to know – it's not in the diary.'

What has gone wrong with communication in this care team? How could this sort of problem affect standards of care? What effect might it have on care teamwork?

d

No communication skills needed – this man is deaf!

Look at this notice for carers on the bed. What does it say about the quality of care?

3. Now have your say

Good care depends on **communication.**

Give three examples of **barriers** to communication. (Use the ideas in the pictures if you want.)

Give one example of how you could **encourage** the people around you to communicate well.

Understand the Job: What Is Effective Communication? For domiciliary use

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? Communication happens in many different ways. What you say and hear is just one way of communicating. What other ways are there?
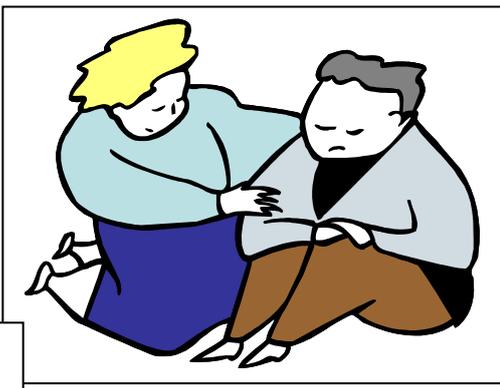
2. Look at these pictures

a

Do you believe what this person is saying? Why?

'I'm fine.'

b

These two people are 'saying' things to each other without using words. How are they communicating?

c

Well, how was I supposed to know – it's not in the care plan.'

d

No communication skills needed – doesn't speak English.

What has gone wrong with communication in the care team? How could this sort of problem affect standards of care? What effect might it have on care teamwork?

Look at this notice for carers. What does it say about the quality of care?

3. Now have your say

Good care depends on **communication.**

Give three examples of **barriers** to communication. (Use the ideas in the pictures if you want.)

Give one example of how you could **encourage** the people around you to communicate well.

Feedback form	Date:
Staff member's name	
Staff member's job title	
Interviewer's name	
Interviewer's job title	

1. Interviewer's view The member of staff ...	**No**	**Partly**	**Yes**
a. Used spoken communication effectively one-to-one.			
b. Understands what key words and ideas mean in relation to his/her work.			

2. Interviewer's reasons The member of staff ...	**No**	**Partly**	**Yes**
a. Expressed him/herself clearly, appropriately and with confidence.			
b. Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c. Spoke in a way that was easy to understand (pronunciation).			
d. Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e. Used clear, grammatically accurate language (grammar).			
f. Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g. Understood and responded appropriately to instructions and questions (listening).			

3. Next steps to help develop skills and knowledge for the job	**Yes**	**No**
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 spoken communication skills.		

4. Interviewer's signature	**Staff member's signature**

Use the other side of this sheet for notes.

Personal development form	Date:
Staff member's name	
Staff member's job title	
Interviewer's name	
Interviewer's job title	

1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills	**Tick (✓) if 'yes'**
a. Speaking and listening skills: to communicate clearly and with confidence on the job.	
b. Specialist care terms: to understand and relate key words and ideas to his/her job.	
English language skills (for staff from other countries)	
c. Pronunciation: to speak in a way that is easy for others to understand.	
d. General vocabulary: to be able to find the right words when talking.	
e. Grammar: to help express ideas in precise, accurate language.	
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.	
g. Listening comprehension: to understand questions, requests, instructions.	

2. How will the learning happen?

3. What support and resources will be needed to make the learning successful?

4. When will the learning happen?

5. How will we know the learning has been successful?

6. Progress review date

7. Interviewer's signature	**Staff member's signature**