

Care Skillsbase: Skills Check 15

Making an Entry in the Communications Book

Interviewer's pack

Contents

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

Summary	
Suitable for	Care/support worker
Skill checked	Writing
Covers	Language and concepts associated with making an entry in the daily communications book
Learning for interviewer	Can the member of staff make an appropriate written entry in the daily communications book?
Learning for member of staff	Making a written entry in the daily communications book
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information about using the communications book and asks the person to make an entry in the communications book. Discuss the person's answers to check understanding.
Notes	Uses colour but works printed in black and white.
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: Making an Entry in the Comms Book For general 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?

Carers need to communicate with each other on a daily basis. They need to let each other know what has happened on their shift. When the shifts change, some teams have handover meetings in order to discuss the day's events. Others use communications books or daily logs to communicate between shifts. Useful entries give lots of information.

2. Assess the communications book entries below.


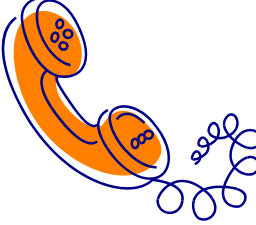


They are all about Mr Khan. Tick (✓) the entries you think are useful.




	Tick (✓) if useful →	
1. A good day!		
2. He woke up in a bad mood and stayed like that all day. Sometimes I wonder why we bother.		
3. Was upset this morning – stayed in his room. Joined us for lunch – ate a little. Better in pm. Had a bath. Ate well at dinner. Took all medication.		
4. Very tired and withdrawn. Went back to bed after lunch. Didn't want to talk. I'm worried he may be getting depressed.		
5. A lot's happened today! He fell over three times. I kept telling him to use the zimmer frame but he won't listen. I don't know what his problem is, but he's going to hurt himself soon if he doesn't do what he's told.		
6. Nothing to report. I'm off till Monday.		
7. Daughter visited. Walked in garden. Watched Eastenders. Ate well. Good to see him more cheerful and active.		
8. Mr K had another argument with Mrs V at lunch – this is getting to be a habit. Someone should talk to her.		

Note your reasons here:

3. Write a communications book entry

The pictures below show what happened today with Mrs Cato. Write an entry in the communications book to tell your team what they need to know.

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 	<p>4.</p> 
<p>Oh, no. I've dropped my pills down the sink – again!</p>	<p>Don't worry. I'll phone Dr Mack.</p>	<p>Mrs Cato's prescription will be ready at lunchtime.</p>	<p>I'll go and collect them.</p>

<p>5.</p> 	<p>6.</p> 	<p>7.</p> 	<p>8.</p>
<p>Here's Mrs Cato's prescription.</p>	<p>Thank you, dear. What would I do without you? I seem to be getting so clumsy lately.</p>	<p>Would you like someone to help you with your pills? Save you all that worry.</p>	<p>I do like to do things myself but you're probably right.</p>

Write your entry here

Understand the Job: Making an Entry in the Comms Book 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 books and work logs are official documents. The information they contain is important and may be read by many different people, including other carers and professionals such as doctors, nurses and social workers. For that reason, what is written needs to be legible, accurate and respectful of anybody referred to.

2. Assess the communications book entries below.

They are all about the same person. Tick (✓) the entries you think are appropriate.

	Tick (✓) if appropriate →
1. All morning tasks complete. Mr K bright and chatty.	
2. He woke up in a bad mood and stayed like that. Makes you wonder why you bother! Refused breakfast so I left tea and toast by his chair for later.	
3. Was upset this morning – stayed in bed. Wouldn't eat breakfast (2 nd time this week). Took all medication. Drank a cup of tea. Reported to office.	
4. Very tired and withdrawn. Went back to bed after lunch. Didn't want to talk. I'm worried he may be getting depressed.	
5. I went into Mr K's room and the smell was terrible. He'd been poorly all night and was on the commode and feeling unwell. He had diarrhoea – it was in the bed, all over the mat, up the side of the cabinet. I've never seen anything like it! I had to clean it all up myself – it took ages. Got him back to bed. GP calling at lunchtime.	
6. Nothing to report.	
7. His daughter visited. She's lovely with him. They had a walk in the garden and then she made a delicious lunch. He ate well. It is good to see him more cheerful and active. I did the shopping and cleaned the bathroom. I had a little chat before I left. His daughter's going away soon for a holiday so she won't be visiting for a while.	

Note your reasons here:

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 writing skills effectively.				
b. Understood what key words and ideas mean for their work.				
2. Interviewer's reasons	The member of staff's piece of writing ...	No	Partly	Yes
a. Is clearly and legibly handwritten.				
b. Includes the right information.				
c. Presents information in a way that is logical and easy to follow.				
d. Uses accurate spelling.				
e. Uses accurate punctuation (e.g. commas, full stops, apostrophes).				
f. Uses the right words in the right ways (vocabulary).				
g. Uses standard English appropriately (grammar).				
h. Was completed within the time allocated (ability to write quickly).				
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 writing 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 writing skills	Tick (✓) if 'yes'	
a. General writing skills.		
b. Care work writing skills.		
c. Care vocabulary: to understand key words and ideas and how they relate to the job.		
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	