

Care Skillsbase: Skills Check 6

Preventing Abuse and Neglect

Interviewer's pack

Contents

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Summary	
Suitable for	Care/support worker
Skill checked	Reading
Covers	Language and concepts associated with abuse and neglect
Learning for interviewer	Can the member of staff understand written information on abuse and neglect?
Learning for member of staff	Protecting individuals, recognising and responding to abuse and neglect
Approx time needed	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
How it works	Offers information about abuse and neglect and asks reading comprehension questions. Discuss the person's answers to check understanding.
Notes	Small amount of writing required.
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

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?

Protecting people is an important part of a carer's job. We call this **safeguarding**.

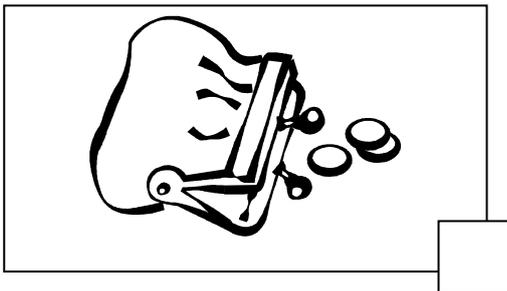
The people using our services are often **vulnerable** and unable to protect themselves.

We need to look out for **signs of abuse or neglect**.

2. Would you recognise abuse and neglect?

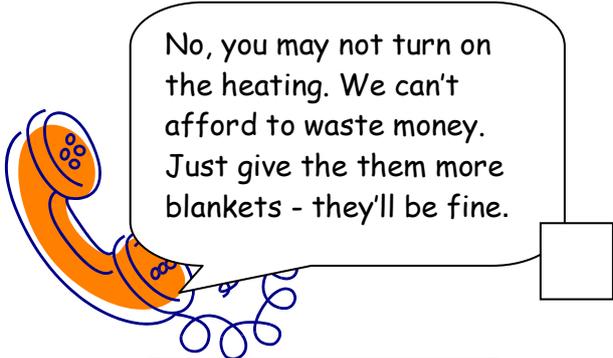
There are different types of abuse: (1) physical (2) sexual (3) emotional (4) financial and (5) institutional abuse. There are two types of neglect: (6) self-neglect and (7) neglect by others.

Look at the six situations below. Number each situation with the type(s) of abuse or neglect it shows.



Mr Ali's leg sores are infected because his dressings aren't being changed often enough.

Mrs P has stopped washing and dressing herself in the morning. She can still do it but she doesn't seem to want to any more.



No, you may not turn on the heating. We can't afford to waste money. Just give the them more blankets - they'll be fine.



Come on. You're **not** moving till you've swallowed this **medicine**. And I don't care how **long** it takes, or **what** I have to do to **make** it happen.

How would you explain the difference between abuse and neglect?

1. Abuse is.....

2. Neglect is.....

3. What to do about abuse or neglect

Here are three important words.

- 1. Responsibilities**
- 2. Whistle-blowing**
- 3. Evidence**

Match each word with one of the paragraphs below.

Paragraph 1

The clues that first lead you to suspect something is wrong are important. Keep a note for yourself of what you have seen or heard. You may need this information later to support your suspicions. The more facts – what happened and when – that you are sure of the better.

Word

Paragraph 2

Our service users are vulnerable and must be protected against abuse and neglect. A carer must look out for any signs or symptoms of abuse and report any concerns they have.

Word

Paragraph 3

There are procedures to follow if you think a co-worker or your organisation is abusing or neglecting an individual. You should follow the reporting procedure closely. It is designed to protect all parties – including yourself – during the investigation.

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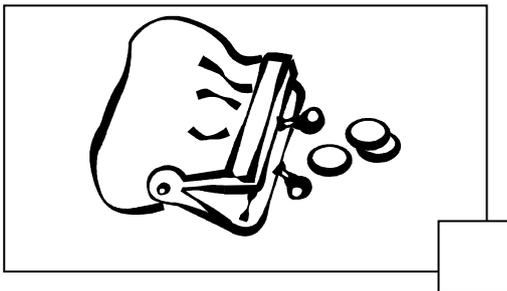
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Mr Ali's leg sores are infected because his dressings aren't being changed often enough.

Mrs P has stopped washing and dressing herself in the morning. She can still do it but she doesn't seem to want to any more.



No, you can't stay and clear up after Mrs K's accident. There's no time. You'll have to leave her now. You're already late for your next visit.



Come on. You're **not** moving till you've swallowed this **medicine**. And I don't care how **long** it takes, or **what** I have to do to **make** it happen.

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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 reading skills effectively.			
b.	Understood what key words and ideas mean for their work.			
2. Interviewer's reasons	The member of staff ...	No	Partly	Yes
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.			
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 reading 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 reading skills	Tick (✓) if 'yes'	
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).		
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	