

## Care Skillsbase: Skills Check 14

### Reporting an Incident

#### Interviewer's pack

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Summary	
<b>Suitable for</b>	Care/support worker
<b>Skill checked</b>	Writing
<b>Covers</b>	Language and concepts associated with reporting an incident
<b>Learning for interviewer</b>	Can the member of staff complete a written incident report?
<b>Learning for member of staff</b>	Writing an incident report
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	Offers information about incident reporting and asks the person to write a short incident report. 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)**

# Understand the Job: Reporting an Incident

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?

For people to receive the best possible care, information-sharing in the care team is vital. Clear and accurate incident reports are an essential part of good communication within the care team.

## 2. Mrs H takes a fall

Yesterday Pat Smith, a care assistant at Marden Homes, found Mrs Hendry on the floor beside her bed. It had been a busy morning and Pat was late getting to Room E12 to collect Mrs Hendry for breakfast – it was 10 to 8 by the time Pat got to her. Pat helped her up. Mrs H said she had lost her balance when reaching for her glasses. She had a small cut on her hand which was bleeding a bit. Pat cleaned it for her and the bleeding stopped. Mrs H had no other injuries that Pat could see. Pat offered to sit with Mrs H for a little while but Mrs H said she felt fine and wanted to go for breakfast. She said she needed a cup of tea.

Pat let the supervisor know what had happened and put a note in Mrs Hendry's care log. After breakfast, Pat asked Mrs Hendry how she felt and checked her hand. Mrs H told Pat not to make a fuss. The cut was fine. Later that morning Pat sat down to fill in an Incident Report form.

Use the information above to complete the Incident Report form for Pat.

Marden Homes		INCIDENT REPORT FORM		Report date:	
Name		Date			
Reported by (Name, Job title)		Time			
What happened					
Where					
Action taken					
Reported	Daily care log <input type="checkbox"/>	Supervisor <input type="checkbox"/>	Family informed <input type="checkbox"/>		
Signature					

## 3. Incident reporting in your workplace: questions to discuss with the interviewer

What is the procedure for reporting incidents in your workplace?

Where is the incident information kept?      What is an 'incident'?

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?

For people to receive the best possible care, information-sharing in the care team is vital.

Clear and accurate incident reports are essential for good communication within the care team.

## 2. Mrs H takes a fall at 4 Hennef Way, Newton NX12 4PL

Yesterday you found Mrs Hendry on the floor beside her bed.

She was on her own at home.

It had been a busy morning and you were late getting to Mrs Hendry's – it was 10 to 10 by the time you got there.

"Mrs H!" you said. "Are you all right? What happened? Ooh, you're hand is bleeding!"

"I'm all right, dear, but please help me up. I've been trying, but I can't manage on my own."

"Are you sure you're all right, Mrs H?" you asked. "Moving you might not be a good idea."

But Mrs H said she was quite all right and wanted to get up off the floor now, so you helped her.

"I was reaching for my glasses, dear, just before you arrived," Mrs H explained. "I lost my balance. I must have cut my hand when I fell."

"Let's get it cleaned up and see how bad it is," you said.

You took Mrs H to the bathroom and washed her hand. It was just a scratch and you put a plaster on.

Mrs H had no other injuries that you could see.

"Let me sit with you a while, Mrs H, just so we can see how you're feeling."

"I'm fine, dear. You get on. I know how busy you are."

"I think I'd better phone the office first, Mrs H. They might want to call the doctor."

When you got through to the office they said they would ask the doctor to call in on Mrs H at the end of the day, just to make sure she was OK. Mrs H agreed and then you got on with your tasks. Before leaving, you put a note in Mrs Hendry's care log and checked her hand. The bleeding had stopped.

"You're making a fuss about nothing, dear," Mrs H said. "It's just a scratch and I'm fine."

The next morning you went to the office to write an incident report.

Use the information above to complete the incident report form on the next page.

## 3. Incident reporting in your workplace: questions to discuss with the interviewer

What is the procedure for reporting incidents in your organisation?

Where is the incident information kept?      What is an 'incident'?

Incident Report form

PGH Care Ltd INCIDENT REPORT FORM		Date reported
Care worker name		
Care worker address		
Service user name		
Service user address		
Address where incident took place		
Date and time of incident		
Was the incident witnessed by anyone?	Yes <input type="checkbox"/> If yes, give name, address and relationship to service user No <input type="checkbox"/>	
What happened?		
Action taken		
Reported	Daily care log <input type="checkbox"/> By phone to supervisor <input type="checkbox"/> Family informed <input type="checkbox"/>	
Reported by (Name, Job title)		Signature

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