



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.

(Last name)

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

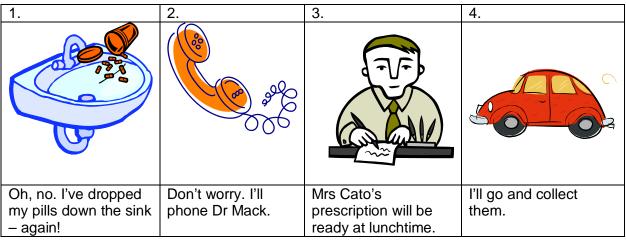
(First name)

1.	1. Did you know?					
Ca	rers need to communicate with each other on a daily basis	s. They need to let each othe	r know			
wh	at has happened on their shift. When the shifts change, so	me teams have handover m	eetings in			
orc	ler to discuss the day's events. Others use communication	s books or daily logs to com	municate			
bet	ween shifts. Useful entries give lots of information.					
2.	Assess the communications book entries below.					
Th	ey are all about Mr Khan. Tick (\checkmark) the entries you think are	e useful.				
1.	A good day!	Tick (✓) if useful →				
2.	He woke up in a bad mood and stayed like that all day. Sometimes I wonder why we bother.					
3.	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.	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.	6. Nothing to report. I'm off till Monday.					
7.	7. Daughter visited. Walked in garden. Watched Eastenders. Ate well. Good to see him more cheerful and active.					
8.	3. 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:						

(Date: Day-Month-Year)

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.



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

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.

(Last name)

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

(First name)

1.	1. Did you know?					
Со	ommunication books and work logs are official documents. The inform	ation they contain	is			
im	portant and may be read by many different people, including other car	ers and profession	nals such			
as	doctors, nurses and social workers. For that reason, what is written n	eeds to be legible	, accurate			
an	nd respectful of anybody referred to.					
2.	Assess the communications book entries below.					
Th	ney are all about the same person. Tick (\checkmark) the entries you think are a	opropriate.				
1.	All morning tasks complete. Mr K bright and chatty. Tick (✓) if	appropriate →				
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.	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.	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:						

(Date: Day-Month-Year)

Understand the Job: Making an Entry in the Comms Book (continued) For domiciliary use

3. Write a communications book entry

Communications book entries should relate to the service user's **care plan**. Are the tasks complete? Is the service user okay or not? Are there any changes or concerns? Did anything happen that other carers/your organisation should know about. Entries should be as concise as possible so very busy people can get the information they need as quickly as possible. Writing too much is not a help!

Here is some information from Mrs Cato's care plan

	Short-term goals	Action
1	To be independent in	Supervise putting on knee brace and encourage her
	transfers and mobilising with	to stand. May take 2-3 attempts and a few mins till
	wheeled zimmer frame	knee clicks and pain goes. Tends to panic so lots of encouragement needed
2	To be independent washing	Attend to night pads and kylie sheet.
	and dressing	Assist into raised slippers and supervise strip wash. Use perch seat at sink and assist as required
3	To be independent in	Supervise on to stair lift and downstairs. Encourage
Way I	preparing breakfast	to make breakfast but assist as required.

Here are some things that happened on your morning visit to Mrs Cato.

Mrs Cato put on her brace herself and you did it up for her. She took a while to stand up but made it to the bathroom with her frame. She was unsteady getting on to the perch seat. Strip-washed herself – you just did her back for her. She dressed herself but it took ages. You put on her shoes and socks for her. While she was dressing you sorted her bed, put the washing machine on and emptied the dead flowers out of the vase in her bedroom. All the effort had tired her out but Mrs Cato was really pleased with how much she had been able to do herself. You helped her downstairs and made her breakfast for her. There was no time for her to do it. You had to leave the washing up till your lunchtime visit. You think she could have done more but there was no time.

What would you write in the communications book?					

Feedback form	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					Yes
a. Used writing skills effec	ctively.				
b. Understood what key w	vords and ideas mean fo	or their work.			
2. Interviewer's reasons The member of staff's piece of writing			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 kr	nowledge 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 signat	ure	Staff member's sig	nature		

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 ar	nd 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				