

Care Skillsbase: Skills Check 33

Communicate Effectively

Interviewer's pack

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Summary	
Suitable for	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: Communicate Effectively

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 is vital in care work. Team work depends on it and so does person-centred care. To work effectively in a team, care workers need good speaking and writing skills. To deliver person-centred care, they need also need to listen well and observe closely.

2. More than words

Consider these two statements:

- It is important to hear the person's need behind their words.
- All behaviour is a form of communication.

What do they mean? How do they relate to your work?

3. Overcoming barriers to communication

Barriers to communication with the people we care for include

- hearing loss
- limited sight
- speech difficulties arising from illness
- memory loss
- learning disabilities
- social and ethnic differences, accents and even lack of common language.

Fortunately, we are usually able to overcome these barriers, often with quite simple techniques.

Imagine you are caring for someone who cannot easily understand your words.

You want to offer them a cup of tea. How might you get your message across?

4. Confidentiality

Does your organisation have a policy on confidentiality?

What does it mean to keep a piece of information confidential?

Why is confidentiality important in care work?

How do you know what information is confidential and what is not?

Imagine you are filling out a person's care plan. One of their close relatives comes up to you and asks to see it. What would you do – and why?

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 staff member's understanding of key social care words and ideas.			
c.	Interviewer and member of staff will plan personal development to improve staff member'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		
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	