Unit 2: Promote communication in health, social care or children's and young people's settings

Unit reference number: J/601/1434

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit explores the central importance of communication in such settings, and ways to meet individual needs and preferences in communication. It also considers issues of confidentiality.

Equivalency

This unit has equivalency with *Communication skills for working in the health sector* (L/502/3381).

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace as indicated in the Skills for Health Assessment Strategy (see Annexe D at the back of the Specification). Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand why effective communication is important in the work setting**

Reasons for communication: express needs; share ideas and information; to reassure; express feelings and/or concerns; build relationships; socialise; ask questions, share experiences.

How communication affects relationships at work: communication in the work environment, eg with colleagues, people using services, children and their families; helps to build trust; aids understanding of individuals' needs; ways communication is used to negotiate; communication used to prevent or resolve conflict and prevent misunderstanding; relevant theories, eg Tuckman's stages of group interaction (forming, storming, norming, performing)

2 **Be able to meet the communication and language needs, wishes and preferences of individuals**

Needs, wishes and preferences of individuals: importance of recognising individual needs; age and stage of development of child or young person; home language; preferred method; additional learning needs; physical disabilities; alternative methods communication, eg language; British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication.

Factors to consider: Argyle's stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); type of communication eg complex, sensitive, formal, non-formal; context of communication eg, one-to-one; group, with people using services, children or young people, with professionals/colleagues; purpose of communication; cultural factors, need to adapt communication; environment; time and resources available,

Communication methods and styles: eg non-verbal communication (eye contact, touch, gestures, body language, behaviour) verbal communication (vocabulary, linguistic tone, pitch, pace), signing, symbols, touch, music and drama, objects of reference; technological aids to communication.

Responding to reactions: verbal responses, eg tone, pitch, silence; non-verbal responses, eg body language, facial expressions, eye contact, gestures, touch; emotional state; signs that information has been understood; when and how to adjust communication method

3 **Be able to overcome barriers to communication**

Differences in use and interpretation of communication methods: ways that an individual's background can influence communication, eg age, gender, culture, socio-economic status; differences in verbal communication eg language, vocabulary, dialect, intonations; non-verbal, eg facial expressions, use of body language, eye contact, gestures.

Barriers to effective communication: language, eg dialect, use of jargon, sector-specific vocabulary; environmental, eg noise, poor lighting; emotional and behavioural, eg attitudes, anxiety, lack of confidence, aggression; sensory impairment; health problems or medical conditions; learning disabilities; effects of alcohol or drugs.

Overcoming barriers: use of technological aids, eg hearing aids, induction loop, telephone relay services; human aids, eg interpreters, signers, translators, advocates; use of age-appropriate vocabulary; staff training; improving environment; reducing distractions.

Clarifying misunderstandings: checking understanding; avoiding misinterpretation of body language; use of active listening; repeating; rephrasing; use of visual cues.

Accessing support: interpreting service; translation service; speech and language services; advocacy services; third sector organisations, eg Stroke Association, Royal National Institute for Deaf People (RNID)

4. **Be able to apply principles and practices relating to confidentiality**

Confidentiality: where one person receives personal or sensitive information from another person, this information should not be passed on to anyone else without the consent of the person from whom the personal or sensitive information was received; meaning of confidentiality as contained in principles of current legislation, eg the Data Protection Act 1998.

Maintaining confidentiality in day to day communication: confidentiality in different inter-personal situations, eg adult receives personal or sensitive information about child or young person, adult receives personal or sensitive information about another adult or colleague, child or young person receives personal or sensitive information about other child or young person, child or young person receives personal or sensitive information about an adult; following policies and procedures in own workplace setting, eg policies for sharing information, situations where unconditional confidentiality cannot be maintained, support and guidance regarding confidential information, role of manager or supervisor, referral, training; types of information, eg paper based, electronic, verbal, hearsay; confidentiality relating to the collection, recording and storage of different types of information.

Tensions caused by confidentiality: the need for consent to share information; understanding when information may be shared without consent; concept of 'need to know'; need for transparent policy and protocols for information sharing

Learning outcomes and assessment criteria

	Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand why effective communication is important in the work setting	1.1	Identify the different reasons people communicate			
		1.2	Explain how communication affects relationships in the work setting			
2	Be able to meet the communication and language needs, wishes and preferences of individuals	2.1	Demonstrate how to establish the communication and language needs, wishes and preferences of individuals			
		2.2	Describe the factors to consider when promoting effective communication			
		2.3	Demonstrate a range of communication methods and styles to meet individual needs			
		2.4	Demonstrate how to respond to an individual's reactions when communicating			
3	Be able to overcome barriers to communication	3.1	Explain how people from different backgrounds may use and/or interpret communication methods in different ways			
		3.2	Identify barriers to effective communication			
		3.3	Demonstrate ways to overcome barriers to communication			
		3.4	Demonstrate strategies that can be used to clarify misunderstandings			
		3.5	Explain how to access extra support or services to enable individuals to communicate effectively			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
4 Be able to apply principles and practices relating to confidentiality	4.1	Explain the meaning of the term confidentiality			
	4.2	Demonstrate ways to maintain confidentiality in day to day communication			
	4.3	Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled) Date: _____