Unit 201 Principles of communication in adult social care setting

Level: 2

Credit value: 2

NDAQ number: L/602/2905

Unit aim:
The unit introduces the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.
The unit is aimed at those who are interested in, or new to working in social care settings with adults.

Learning outcomes
There are **four** learning outcomes to this unit. The learner will be able to:
1. Understand why communication is important in adult social care settings.
2. Understand how to meet the communication and language needs, wishes and preferences of an individual.
3. Understand how to reduce barriers to communication.
4. Understand confidentiality in adult social care settings.

Guided learning hours
It is recommended that **17** guided learning hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national occupational standards
This unit is linked to HSC 21.

Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development

Assessment
- This unit will be assessed in line with the Skills for Care Development QCF Assessment Principles

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Learning outcomes and assessment criteria

Outcome 1 Understand why communication is important in adult social care settings

The learner can:
1.1 Identify different reasons why people communicate.
1.2 Explain how effective communication affects all aspects of working in adult social care settings.
1.3 Explain why it is important to observe individuals 'reactions when communicating with them.

Outcome 2 Understand how to meet the communication and language needs, wishes and preferences of an individual.

The learner can:
2.1 Explain why it is important to find out an **individual's** communication and language needs, wishes and **preferences**.
2.2 Describe a range of **communication methods**.

Outcome 3 Understand how to reduce barriers to communication

The learner can:
3.1 Identify barriers to communication.
3.2 Describe ways to reduce barriers to communication.
3.3 Describe ways to check that communication has been understood.
3.4 Identify sources of information and support or services to enable more effective communication.

Outcome 4 Understand confidentiality in adult social care settings

The learner can:
2.1 Define the term 'confidentiality'.
2.2 Describe ways to maintain confidentiality in day to day communication.
2.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others.
2.4 Explain how and when to seek advice about confidentiality.

Range

Individual
Someone requiring care or support

Preferences
May be based on:
- Beliefs
- Values

- Culture

Communication methods
- Non-verbal communication
  - eye contact
  - touch
  - physical gestures
  - body language
  - behaviour
  - gestures

- Verbal communication
  - vocabulary
  - linguistic tone
  - pitch

Services
- Translation services
- Interpreting services
- Speech and language services
- Advocacy services

Agreed others

- Colleagues
- Social worker
- Occupational therapist
- GP
- Speech and Language Therapist
- Physiotherapist
- Pharmacist
- Nurse
- Special Nurse
- Psychologist
- Psychiatrist
- Advocate
- Dementia care advisor
- Family or carers