

## Unit 301

# Principles of communication in adult social care settings

**Level: 3**

**Credit value: 2**

**NDAQ number: R/602/2906**

### Unit aim

The unit develops knowledge of the importance of communication in adult social care settings, and ways to overcome barriers to meet individual needs and preferences in communication.

This 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 effective 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 overcome barriers to communication.
4. Understand principles and practices relating to confidentiality.

### Guided learning hours

It is recommended that **17** guided learning hours are allocated to this unit, although patterns in delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

This unit is linked to HSC 31

### 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 by:

- This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

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## Learning outcomes and assessment criteria

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

The learner can:

- 1.1 Identify the different reasons people communicate.
- 1.2 Explain how communication affects relationships in an adult social care setting.

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

The learner can:

- 2.1 Compare ways to establish the communication and language needs, wishes and preferences of an **individual**.
- 2.2 Describe the factors to consider when promoting effective communication.
- 2.3 Describe a range of **communication methods** and styles to meet individual needs.
- 2.4 Explain why it is important to respond to an individual's reactions when communicating.

### Outcome 3 Understand how to overcome barriers to communication

The learner can:

- 3.1 Explain how individuals from different backgrounds may use communication methods in different ways.
- 3.2 Identify barriers to effective communication.
- 3.3 Explain how to overcome barriers to communication.
- 3.4 Describe the strategies that can be used to clarify misunderstandings.
- 3.5 Explain how to access extra support or services to enable individuals to communicate effectively,

### Outcome 4 Understand principles and practices relating to confidentiality

The learner can:

- 4.1 Explain the meaning of the term 'confidentiality'.
- 4.2 Describe ways to maintain confidentiality in day to day communication.
- 4.3 Describe the potential tension between maintaining an individual's confidentiality and disclosing concerns to **agreed others**.
- 4.4 Explain how and when to seek advice about confidentiality.

### Range

#### Individual

Someone requiring care or support

## **Communication methods**

To include:

- Non-verbal communication
  - Eye contact
  - Touch
  - Physical gestures
  - Body language
  - Behaviour
- Verbal communication
  - Vocabulary
  - Linguistic tone
  - Pitch

## **Services**

May include:

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

## **Agreed others**

May include:

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