**R022 – CHECKLIST FOR MARKING:**

**(R022) TASK 1: Communication methods used in Health, Social Care and Early Years (0-5) settings and making communication a positive experience**

Explain **TYPES** of Communication methods that care workers can use.

Describe the **FACTORS** that positively influence Communication.

(Your guide will be better if you give examples of the communication methods that are relevant for care workers to use).  ***[E.g. Communication methods that are relevant for care workers to use].***

|  |  |  |
| --- | --- | --- |
| **Explain TYPES of Communication:** | **INCLUDE THESE:** | **HAVE THESE BEEN INCLUDED? (Y / N)** |
| **VERBAL**  | Clarity |  |
|  | Tone |  |
|  | Pace |  |
|  | Empathy |  |
|  | Para-verbal skills |  |
| **NON VERBAL** | Body Language (e.g. eye contact) |  |
|  | Gestures (e.g. Lip Reading) |  |
|  | Facial Expressions |  |
| **WRITTEN** | Writing a Care Plan |  |
|  | Care Report or Instructions for Medical Procedure / Operational Activity |  |
|  | Letter / Email / Text Message |  |
| **SPECIALIST** | Braille |  |
|  | Sign Language |  |
|  | PECS (Picture Exchange Communication System) |  |
|  | Voice Activated Software (Stephen Hawking) |  |
|  | Advocates |  |
|  | Interpreters |  |
|  | Makaton / Sign Language / Lip Reading |  |
|  | Speech and Language Therapist |  |
|  | Hearing Aid |  |

**(R022) TASK 1: Communication methods used in Health, Social Care and Early Years (0-5) settings and making communication a positive experience**

Explain **TYPES** of Communication methods that care workers can use.

Describe the **FACTORS** that positively influence Communication.

(Your guide will be better if you give examples of the communication methods that are relevant for care workers to use).  ***[E.g. Communication methods that are relevant for care workers to use].***

|  |  |  |
| --- | --- | --- |
| **Describe FACTORS that Positively Influence Communication:** | **INCLUDE THESE:** | **HAVE THESE BEEN INCLUDED? (Y / N)** |
| **ENVIRONMENTAL**  | Heating and Ventilation |  |
|  | Room Layout (e.g. Seating / Space / Proximity) |  |
|  | Lighting |  |
|  | Noise |  |
|  |  |  |
| **INTERPERSONAL** | Relationships |  |
|  | Personal Space |  |
|  | Respecting Differences in Culture |  |
|  |  |  |
| **WRITTEN** | Body Language |  |
|  | Active Listening |  |

**(R022) TASK 2: Barriers to communication and how to overcome them**

Describe the **BARRIERS** to Communication that care workers can come across and how to **OVERCOME** them.

(Make sure your examples of barriers to communication are the things that care workers come across). ***[E.g. Things that care workers come across].***

|  |  |  |
| --- | --- | --- |
| **Describe BARRIERS to Communication:** | **INCLUDE THESE:** | **HAVE THESE BEEN INCLUDED? (Y / N)** |
| **BARRIERS** | Patronising Language |  |
|  | Tiredness |  |
|  | Inappropriate Body Language |  |
|  | Inappropriate Use of Language |  |
|  | Aggression |  |
|  | Difference in Language Spoken |  |
|  | Speech Difficulties due to Disabilities or Illness (e.g. Dementia / Deafness) |  |
|  | Noisy Environment |  |
|  | Inadequate Space |  |
|  | Poor Lighting |  |
|  | Damaged or Unsuitable Furniture |  |
|  | Ventilation / Heating |  |
|  | Seating / Proximity |  |
|  |  |  |
| **HOW TO OVERCOME BARRIERS** | Adapting the Environment |  |
|  | Calm Tone |  |
|  | Training Staff |  |
|  | Active Listening (e.g. Paying Attention / Watching Body Language / Showing you are Listening / Checking your Understanding / Not Pre-Judging) |  |

**(R022) TASK 3: What personal qualities and behaviours contribute to effective care in health, social care and early years settings?**

What **PERSONAL QUALITIES AND BEHAVIOURS** contribute to **EFFECTIVE CARE** in health, social care and early years settings?

Describe the **PERSONAL QUALITIES** that will contribute to **EFFECTIVE CARE;**

Write up a **PLAN FOR AN INTERACTION** in a health, social care or early years setting. **DESCRIBE** how **PERSONAL QUALITIES** contribute to **EFFECTIVE CARE;**

Give examples of **TYPES OF BEHAVIOUR** that **FAIL TO VALUE** service users.

|  |  |  |
| --- | --- | --- |
| **Describe PERSONAL QUALITIES + BEHAVIOURS for EFFECTIVE CARE, in H, SC, EY settings:** | **INCLUDE THESE:** | **HAVE THESE BEEN INCLUDED? (Y / N)** |
| **PERSONAL QUALITIES** | **Patience** |  |
|  | **Understanding** |  |
|  | **Empathy** |  |
|  | **Respect** |  |
|  | **Willingness** |  |
|  | **Sense of Humour** |  |
|  | **Cheerfulness** |  |
| **EXPLAIN HOW THESE QUALITIES CONTRIBUTE TO EFFECTIVE CARE:** | **Empowerment** |  |
|  | **Reassurance** |  |
|  | **Value** |  |
| **WRITE UP AND DESCRIBE A PLAN FOR AN INTERACTION, showing how the personal qualities contribute to effective care:*****Definition = Communication or direct involvement with someone or something.*****Refer to a Health, Social Care, or Early Years setting.** | For example, *(ideas)*:**. Active Listening****. Appropriate Body Language** (Adapting and Using). (You can also refer back to **Clarity, Tone, Pace, Para-Verbal Skills, Gestures, Body Language, Facial Expressions**). |  |
| **EXAMPLES OF TYPES OF BEHAVIOUR THAT FAILS TO VALUE SERVICE USERS:** | For example, *(ideas)*:**. Patronising Language****.Tiredness****. Inappropriate Body** **Language****. Inappropriate Use of Language****. Aggression****. Difference in Language Spoken.** |  |

**Task 4 Checklist:**

|  |  |
| --- | --- |
| **ONE TO ONE ROLE PLAY –****What I need to do:** | **Have I done this? (TICK when completed)** |
| **PRODUCE A PLAN**: YOU ARE THE **CARE WORKER** | **D:\SYDENHAM SCHOOL JULY 2016 -\MISC\My Pictures\writing.png** |
| CONSIDER THE FACTORS THAT INFLUENCE COMMUNICATION AND DEMONSTRATE THIS (this will be shown during the **role play** you do) | **D:\SYDENHAM SCHOOL JULY 2016 -\MISC\My Pictures\brain thinking.jpg** |
| CONSIDER HOW TO OVERCOME THE BARRIERS AND DEMONSTRATE THIS (this will be shown during the **role play** you do) |  |
| SHOW THE **SEATING ARRANGEMENTS** (IN YOUR PLAN) |  |
| INCLUDE A **CHECKLIST OF SKILLS NEEDED** (IN YOUR PLAN) |  |
| INCLUDE YOUR WRITTEN NOTES (THIS IS YOUR PLAN YOU PRODUCE) | **D:\SYDENHAM SCHOOL JULY 2016 -\MISC\My Pictures\tick list.png** |
| INCLUDE A **SMALL PART OF YOUR TRANSCRIPT** FOR THE CONVERSATION (IN YOUR PLAN) |  |

|  |  |
| --- | --- |
| **GROUP SETTING (3-5) ROLE PLAY –****What I need to do:** | **Have I done this? (TICK when completed)** |
| **PRODUCE A PLAN**: YOU ARE THE **CARE WORKER** |  |
| CONSIDER THE FACTORS THAT INFLUENCE COMMUNICATION AND DEMONSTRATE THIS (this will be shown during the **role play** you do) |  |
| CONSIDER HOW TO OVERCOME THE BARRIERS AND DEMONSTRATE THIS (this will be shown during the **role play** you do) |  |
| SHOW THE **SEATING ARRANGEMENTS** (IN YOUR PLAN) |  |
| INCLUDE A **CHECKLIST OF SKILLS NEEDED** (IN YOUR PLAN) |  |
| INCLUDE YOUR WRITTEN NOTES (THIS IS YOUR PLAN YOU PRODUCE) |  |
| INCLUDE A **SMALL PART OF YOUR TRANSCRIPT** FOR THE CONVERSATION (IN YOUR PLAN) |  |