SCDHSC0031 Promote effective communication

[From the Skills for Care & Development NOS. Formerly also known as DANOS BI5/DANOS HSC 31.]

For this unit you need to establish understanding of individuals' communication preferences and needs, support individuals to communicate, communicate effectively on difficult, complex and sensitive issues, and communicate with others through records and reports.

Name of applicant:

I confirm that I am the line manager / supervisor for the above named.

I have assessed the applicant's competence in relation to each of the numbered items listed overleaf and have placed my initials against each numbered item to indicate my satisfaction that the applicant has demonstrated the competence to which it refers (see notes below).

My assessment of the applicant's competence in this unit is based on the following (see notes below):

Name:

Signed: Date:

Notes

You should 'sign off' the applicant's competence in relation to each of the items listed below only where you have clear evidence that they have demonstrated the appropriate knowledge or skills in real life settings. Your assessment should be based on one or more of the following: observation of the applicant's practice, your supervision of the applicant, evidence provided by an appropriate third party (such as clients / colleagues / previous supervisor/line manager). Note - completion of a training course does NOT itself provide evidence of competence in a particular area.

In some cases the applicant will not have the opportunity within their existing position to demonstrate all of the required competences. Where this is the case, arrangements will need to be made for their competence to be assessed in an alternative setting (such as on placement), or, where applicable, for it to be confirmed by a supervisor / line manager from a previous post.

Performance criteria

To perform to the standard you must ensure that:

1. you work in ways that promote active participation when establishing with the individual their preferred method of communication and language and any extra support or specific aids required

2. you support the individual to express how they want to communicate

3. you observe the individual to identify their verbal and non-verbal communication styles

4. you seek information and advice from key people and others where you have difficulty communicating using the individual's preferred communication method and language

5. you recognise when communication methods are proving to be ineffective

6. you seek information and advice when issues relating to communication are beyond your expertise

7. you establish the individual's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences

8. you develop relationships with the individual and key people that promote communication

9. you arrange the environment to minimise barriers to communication

10. you make sure that any extra support or specific aids to communication are available

11. you support the individual to communicate using their preferred language and methods of communication

12. you encourage the individual to use any extra support or specific aids

13. you pay full attention to the individual when listening to them

14. you use styles and methods of communication that are most likely to meet the individual's preferences and needs

15. you respond to the individual in a way that shows you value and respect them

16. you adapt your communication when it is proving ineffective

17. you support the individual to engage with key people and others

18. you support people to communicate using the individual's preferred methods of communication and to understand their responses

19. you encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them

20. you work together to overcome barriers to communication

21. you agree with the individual how to arrange the environment when difficult, complex or sensitive issues are to be addressed

22. you communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the individual's needs, concerns and reactions

23. you pace the interaction to allow the individual sufficient time to understand the content of the communication and for you to understand their reactions

24. you support the individual to express their responses to the issue

25. you work with the individual to achieve shared understanding about the issue and its impact

26. you maintain confidentiality within legal and work setting requirements and taking account of the individual's safety and welfare

27. you work with the individual to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and work setting requirements

28. you exchange verbal reports with others to inform their work and yours

29. you seek permission from appropriate people to access records and reports

30. you access records and reports needed to inform your work

31. you support the individual to understand records and reports concerning them

32. you complete records and reports to inform others of your work with the individual, in accordance with legal and work setting procedures and requirements

33. you report any signs and symptoms that indicate a change in the care and support needs of the individual, in accordance with work setting requirements

34. you complete records and reports about any decisions made and actions taken regarding the care and support needs of the individual

35. you complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them

36. you seek support to address any difficulties you have in accessing and updating records and reports

37. you maintain the security of records and reports in line with confidentiality agreements and legal and work setting policies and procedures

Knowledge and Understanding

To perform competently in this unit, you need to know and understand

<u>Rights</u>

1. legal and work setting requirements on equality, diversity, discrimination and rights

2. your role in promoting individuals' rights, choices, wellbeing and active participation

3. your duty to report any acts or omissions that could infringe the rights of individuals

4. how to deal with and challenge discrimination

5. the rights that individuals have to make complaints and be supported to do so

<u>Your practice</u>

1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

2. your own background, experiences and beliefs that may have an impact on your practice

3. your own roles, responsibilities and accountabilities with their limits and boundaries

4. the roles, responsibilities and accountabilities of others with whom you work

5. how to access and work to procedures and agreed ways of working

6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

7. the prime importance of the interests and well-being of the individual

8. the individual's cultural and language context

9. how to build trust and rapport in a relationship

10. how your power and influence as a worker can impact on relationships

11. how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

12. how to work in partnership with individuals, key people and others

13. how to manage ethical conflicts and dilemmas in your work

14. how to challenge poor practice

15. how and when to seek support in situations beyond your experience and expertise

<u>Theory</u>

1. the nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support

2. theories underpinning our understanding of human development and factors that affect it

<u>Personal and professional development</u>

1. principles of reflective practice and why it is important

<u>Communication</u>

1. factors that can affect communication and language skills and their development in children, young people and adults

2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences

<u>Health and Safety</u>

1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

2. practices for the prevention and control of infection in the context of this standard

<u>Safe-guarding</u>

1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

2. indicators of potential harm or abuse

3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

4. how to protect yourself and others from harm and abuse when in a work setting or working alone

<u>Handling information</u>

1. legal requirements, policies and procedures for the security and confidentiality of information

2. legal and work setting requirements for recording information and producing reports

3. principles of confidentiality and when to pass on otherwise confidential information

<u>Specific to this NOS</u>

1. how and where to access information and support that can inform your knowledge and practice about communication with individuals, key people and others

2. how to find out about individuals' communication preferences and needs

3. why effective communication is important in the work setting

4. how communication differences and difficulties can affect the identity, self-esteem and self-image of individuals

5. methods, extra support and specific aids that can help promote communication with and by individuals

6. how to arrange environments and position yourself to maximise communication and interaction

7. environments that are most appropriate for communicating on difficult, complex and sensitive issues

8. principles of active listening

9. how to record written information with accuracy, clarity, relevance and an appropriate level of detail

10. how and where electronic communication can and should be used for communicating, recording and reporting

11. where, why and how to access permission to access records and reports

12. the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals