

# Health and Social Care: Knowledge Organiser 2



## Learning Objective 1 - Understand how to communicate effectively

### RO22 Communicating and working with individuals in health, social care and early years settings (Controlled assessment = 25%)

<u>Barriers to communication</u>	<u>Summary</u>
<b>Language: Patronising, inappropriate use of language or differences in language</b>	<ul style="list-style-type: none"><li>• The use of complex or technical terms.</li><li>• Disrespectful.</li><li>• Leads to information not being understood.</li></ul>
<b>Language: Inappropriate body language</b>	<ul style="list-style-type: none"><li>• Can lead to intended meanings behind communications being wrongly interpreted.</li><li>• Not being approachable.</li></ul>
<b>Language: Aggression</b>	<ul style="list-style-type: none"><li>• Can cause negative impacts such as; frustration, anger, hostility and anxiety.</li></ul>
<b>Speech difficulties due to disabilities or illness</b>	<ul style="list-style-type: none"><li>• May not understand what is being said.</li><li>• Information may be misinterpreted.</li></ul>
<b>Environment: Noisy environment</b>	<ul style="list-style-type: none"><li>• Can be unwelcomed distractions such as; loud background noise.</li></ul>
<b>Environment: Inadequate space</b>	<ul style="list-style-type: none"><li>• Can make individuals feel crowded and uncomfortable.</li></ul>
<b>Environment: Poor lighting</b>	<ul style="list-style-type: none"><li>• Dull rooms do not let individuals see facial expression during conversations.</li></ul>
<b>Environment: Damaged or unsuitable furniture</b>	<ul style="list-style-type: none"><li>• Bad first impression and distracting while communication is taking place.</li></ul>

## Ways to overcome the barriers to communication

## Summary

### Language

- Use photographs and pictures alongside spoken and written words.
- Ask others to interpret what is being said.

### Aggression

- Respond calmly; use a calm tone of voice, do not use an angry tone of voice.
- Give the individual plenty of space.

### Tiredness

- Change the timing of training for staff; to make sure they are rested.
- Make sure the room is well-ventilated.

### Speech difficulties

- Provide time for the communication to take place.
- Adapt the environment to make the individual calm while communicating.

### The indoor environment

- Making sure communication is taking place with adequate space.
- Make sure the area for communication is in a quiet place.

### The outdoor environment

- Speak clearly and do not shout.
- Provide key points in writing, so the individual can refer to it when it is needed.



## Learning Objective 1 - Understand how to communicate effectively: Key terms

<u>Key terms</u>	<u>Definition</u>
<b>Patronising language</b>	Using language that makes another person feel that they are not very intelligent or important.
<b>Insomnia</b>	A condition that involves difficulties with falling asleep and/or staying asleep.
<b>Emotional abuse</b>	The emotional maltreatment or emotional neglect of an individual.
<b>Pre-school playgroup</b>	A setting that provides early years education and care for children aged 3-5 years, usually for 4 hours a day 5 days a week.
<b>Stammers</b>	When an individual's flow of speech is interrupted through the repeating or prolonging of sounds in words.
<b>Hearing impairment</b>	A loss of hearing; it can be mild, moderate or profound, and it can affect one ear or both ears.

Use the blank spaces to use when you come across a term you are unsure of!