

Health and Social Care: Knowledge Organiser 5



Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting

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

For Task 4 you will need to complete plans and carry out 1:1 and group interactions.

You have been asked to give a practical demonstration which will be used as part of the training of new care workers to show how to interact effectively.

Select one one-to-one interaction and one group interaction from the case studies provided.

First you need to complete your guide with a section on planning for both interactions.

In this section of your guide you must:

- provide a plan for a group (3 or more) interaction with people who uses the service.
- provide a plan for a one-to-one interaction with a person who uses the service.

Once you have completed your plan you will need to carry out both interactions.

Your teachers will be able to assist you with your arrangements for the interactions.

A witness statement will need to be provided commenting on how you took part in your interactions.

Case Studies

Case Study 1 - Youth Group

Members of a youth club recently discussed the media focus on body image. A number of the 13-year old's have expressed concerns about their body image. As a peer counsellor you have been asked to meet with individuals and groups to discuss these concerns.

One to one You will have a **one-to-one interaction** with one of the youth club members to discuss their concerns.

Group. Discuss with a **group** of youth club members how body image is presented in the media.

Case Study 2 - Peter

Peter is 85 years of age. He still lives in his own home but his mobility is getting worse and he is finding it more difficult to look after himself. Social services have become involved and are trying to work with Peter to help him keep his independence and continue to live at home. They have arranged for a home help to visit daily. They have also suggested that Peter spends one day a week at a local care home. You have been asked to meet with Peter, so he can discuss his needs.

One to one. Have a **one-to-one** conversation with Peter to find out how best the home help can meet Peter's domestic needs in his home.

Group. Take part in a **group interaction** with people who use the local care home to discuss what the care home provides.

Case Study 3 - Peska

Peska is 4 years of age and has just moved into the area with her mother. She attends the local Rainbow Nursery School but is always distressed when her mother tries to leave. You are Peska's key worker at the nursery and have noticed that Peska is unhappy and will not interact with other children.

One to one. Have a **one-to-one** meeting with Peska's mother to discuss how best to support Peska to interact with other children.

Group. Take part in a **group interaction** with a small group of children to talk about what they like about the nursery.

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<u>Planning Considerations</u>	<u>Summary</u>
Time	Allowing the correct amount of time for the interaction to take place.
Environmental factors	Where the interaction will take place. Taking into consideration noise, lighting and space.
Activity or topic of conversation	Conversation needs to be relevant to an individuals; interests, needs and preferences.
Communication skills	Knowledge and awareness of verbal and non-verbal communication skills is required for facilitating interactions.

<u>Reasons why practitioners need to communicate clearly</u>	<u>Summary</u>
Give information	Give accurate and clear information promotes understanding.
Obtain information	Obtaining accurate information avoids misunderstandings and conflicts from occurring.
Exchange information	Exchanging information enables mutual and shared understanding between practitioners and individuals.

<u>Skills to be used</u>	<u>Summary</u>
Active listening	Gerard Egan's SOLER Theory
Appropriate body language	Being aware of your own and others' body language is very important.
Maintaining eye contact	Appropriate amount of eye contact depending on the interaction. Too much = intimidating. To little = not interested.
Using hand gestures	Hand gestures = friendly, approachable and can be trusted.
Appropriate facial expressions	Helps to express empathy, compassion and caring personal quality.
Allowing pauses	Enables thinking time and to read others body language. Provides clarity allowing time to process information.
Tone and pace	High tone - happiness. Low tone - sadness.
Clarity of information	Makes sure all information is clear and understood by the individuals.
Use the individual's preferred means of communication	You can ask the individual how they will like to communicate, an advocate and a support plan.

Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting : Key terms

<u>Key terms</u>	<u>Definition</u>
Aims	Desired outcomes, what you want to achieve
Objectives	How you intend to meet desired outcomes, how are you going to achieve what you want
Communication book	A way for individuals to communicate through the use of pictures, photographs, signs, symbols and words
Ofsted	Inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages
Social services	A range of public services provided by UK government and private organisations, such as in relation to housing, healthcare and social care
Radiography assistant	A practitioner who works under the supervision of a radiographer to diagnose a patient's illness, disease or condition, and treat medical conditions through the use of x-rays and imaging.

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