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| HC logo | **BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF)** |

**Unit Title: Developing Effective Communication in Health and Social Care: Assignment 1**

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| Learner Name: |  | Assessor Name: |  |
| IV Name: |  | IV Signature: |  |
| Hand out date: |  | Deadline: |  |

**Learning Outcomes for this unit:**

1 Understand effective communication and interpersonal interaction in health and social care

2 Understand factors that influence communication and interpersonal interaction in health and social care environments

3 Understand ways to overcome barriers in a health and social care environment

4 Be able to communicate and interact effectively in a health and social care environment

\*There are three assignments to complete in order to meet the criteria for this unit\*

**Unit Content for Assignment 1:**

1 Understanding effective communication and interpersonal interaction in health and social care

**Contexts:** one-to-one; groups, e.g. formal, informal, between colleagues, between professional and people using services, communication with professionals, multi-agency working, multi-professional working

**Communication:** forms, e.g. text messaging, written, oral, signing, symbols, touch, music and drama, objects of reference, arts and crafts, technology

Interpersonal interaction: types, e.g. speech, language (first language, dialect, slang, jargon), non-verbal (posture, facial expression, touch, silence, proximity, reflective listening)

**Communication and language needs and preferences:** the individual’s preferred method of communication, e.g. language, British Sign Language, Makaton, Braille, the use of signs, symbols, pictures and writing; objects of reference, finger spelling, communication passports, human and technological aids to communication, variation between cultures.

2 Understanding factors that influence communication and interpersonal interaction in health and social care environments

**Theories of communication:** Argyle’s stages of the communication cycle (ideas occur, message coded, message sent, message received, message decoded, message understood); Tuckman’s stages of group interaction (forming, storming, norming, performing)

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| **Assessment Criteria for Unit 1:** | | |  |
| **Pass** | **Merit** | **Distinction** | |
| **P1** Explain the role of effective  communication and  interpersonal interaction in a  health and social care context | **M1** Assess the role of effective  communication and  interpersonal interaction in  health and social care with  reference to theories of  communication | **D1** Evaluate strategies used  in health and social care  environments to overcome  barriers to effective  communication and  interpersonal interactions | |
| **P2** Discuss theories of  communication |
| **P3** Explain factors that may  influence communication and  interpersonal interactions  in health and social care  environments | **M2** Review strategies used  in health and social care  environments to overcome  barriers to effective  communication and  interpersonal interactions |
| **P4** Explain strategies used  in health and social care  environments to overcome  barriers to effective  communication and  interpersonal interactions |
| **P5** Participate in a one-to-one  interaction in a health and  social care context | **M3** Assess their communication  and interpersonal skills in  relation to each interaction | **D2** Evaluate factors that  influenced the effectiveness of  each interaction | |

**Scenario:**

Your line manager has promoted you to the position of “Trainer” and has given you responsibility to deliver some induction training to new recruits. You must base your assignment on your work experience setting. This can be a health setting or a social care setting for example a hospital, nursing / residential care home, pre-school etc. You can also use your own personal experience of using Health and Social care services or documentaries. Because of the nature of this unit it is important that you demonstrate that you are able to observe confidentiality.

**Assignment 1**

**Task A**

As part of your new role as Trainer, you have been asked to contribute to the in-house newsletter which is read by the majority of staff.

You have been asked to write an article to “**Explain** the role of effective communication and interpersonal interaction in a health and social care context.”

In your article you must include an explanation of:

1. Contexts that can be used to communicate effectively
2. Types/ Forms of communication
3. Types of interpersonal interaction
4. Communication and language needs and preferences

Ensure that you explain how all of the skills listed above can be used to make communication an effective process – why are they important?

You also need to give examples related to health and social care contexts throughout your article.

Don’t forget to reference your work and pictures.

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| **Explain (in detail)** | Set out the meaning of something, with reasons. | **Point**  **Evidence or example** - from case study, research or theory  **Explain** “how” or “why”?  Use the word “because”. | *In the item/extract/graph/diagram, I can see that…*  *This tells us that…*  *This causes…and can lead to….*  *This shows….*  *A consequence of this is…*  *because …*  *For this reason …*  *From this we can infer that …*  *It leads to…*  *This means …*  *Due to …* |

**Task B**

You have also been asked to create a booklet for the new recruits which “**Discusses** the theories of communication”.

You must discuss Argyle’s stages of the communication cycle and Tuckman’s stages of group interaction.

Again, you need to give examples related to a range of health and social care contexts throughout your booklet. Include examples from one-to-one and group interactions, as well as interactions between professionals and service users and between professionals.

Don’t forget to reference your work and pictures.

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| **Discuss** | Present an argument for and against | **Introduction**: define key terms, explain the issue you are going to discuss  **Positives:** Make a point  **Negatives:** Introduce the other side of the argument  Pros and cons  Advantages and disadvantages  Benefits and limitations | *It can be argued that ...*  *One may suggest ...*  *It has been said that...*  *According to ...*  *Moreover...*  *In addition to...*  *Furthermore...*  *On the other hand...*  *Others argue that ...*  *Alternatively...*  *Nevertheless...*  *In contrast to...* |

**Task C**

Create a section in your booklet called ‘The Role of Effective Communication’. In this section you will **assess** the role of effective communication and interpersonal interaction in health and social care with reference to theories of communication.

Your assessment should consider strengths and weaknesses of communication and interpersonal interactions you have observed.

You should relate these to the two theories of communication.

You will need to consider a range of different contexts, forms of communication and types of interpersonal interaction in your assessment.

Don’t forget to reference your work and pictures.

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| **Assess** | Consider all the factors or events and identify which is the most important and relevant with reasons. | **Positives:** How will this help someone?  **Negatives:** Why it might not help someone / or doesn't help someone?  **Conclusion:** Overall summary of whether you think it will or will not help someone? | *It will help to overcome*  *This is effective because…*  *This is successful…*  *The effect of this will be…*  *The impact...*  *The result is...*  *Resulting in...*  *Improves...*  *Strengthens...*  *Consequently…*  *This works well because...*  *However, it isn't totally successful because…*  *To improve...*  *On the other hand...*  *Even better if...*  *In conclusion*  *Overall...*  *I think that…*  *My opinion is that...* |

**Learner Assessment Submission and Declaration**

When submitting evidence for assessment, each learner must sign a declaration confirming that the work is their own.

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| Learner name: | | Assessor name: | |
| Issue date: | Submission date: | | Submitted on: |
| Programme: BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) | | | |
| Unit: Developing Effective Communication in Health and Social Care | | | |
| Assignment reference and title: 1. The Role of Communication in Health and Social Care. | | | |

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

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| **Task ref.** | **Evidence submitted** | **Page numbers or**  **description** |
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| Additional comments to the Assessor: | | |

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| **Learner declaration**  I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.  Learner signature: Date: |

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| **Useful Websites** |
| [www.bcodp.org.uk](http://www.bcodp.org.uk) British Council for Disabled People  [www.brailleplus.net](http://www.brailleplus.net) Braille  [www.britishsignlanguage.com](http://www.britishsignlanguage.com) British Sign Language – basic signs  [www.bda.org.uk](http://www.bda.org.uk) British Sign Language  [www.careknowledge.com](http://www.careknowledge.com) Care Knowledge  [www.ccwales.org.uk](http://www.ccwales.org.uk) Care Council for Wales  [www.community-care.co.uk](http://www.community-care.co.uk) Community Care  [www.dh.gov.uk](http://www.dh.gov.uk) Department of Health  [www.eoc.org.uk](http://www.eoc.org.uk) Equal Opportunities Commission  [www.makaton.org.uk](http://www.makaton.org.uk) The Makaton Charity  [www.mencap.org.uk](http://www.mencap.org.uk) Mencap  [www.rnib.org.uk](http://www.rnib.org.uk) Royal National Institute of Blind People  [www.rnid.org.uk](http://www.rnid.org.uk) Royal Institute for Deaf People  [www.royaldeaf.org.uk](http://www.royaldeaf.org.uk)  [www.scie.org.uk](http://www.scie.org.uk) Social Care Institute for Excellence  [www.scils.co.uk](http://www.scils.co.uk) Social Care Information and Learning Services  [www.skillsforcareanddevelopment.org.uk](http://www.skillsforcareanddevelopment.org.uk) Sector Skills Council for Care and Development  [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) Sector Skills Council for the UK Health Sector  [www.socialworkandcare.co.uk](http://www.socialworkandcare.co.uk) Social Care Careers Information  [www.bcodp.org.uk](http://www.bcodp.org.uk) British Council for Disabled People |
| [www.britishsignlanguage.com](http://www.britishsignlanguage.com) British Sign Language – basic signs |

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| **Further reading** |
| Argyle, M. (1972) The Psychology of Interpersonal Behaviour, second ed. Harmondsworth: Pelican  Burnard, P. (1996) Acquiring Interpersonal Skills, second ed. London: Chapman & Hall  Burnard, P., Morrison, P. (1997) Caring and Communicating Basingstoke and London:  Macmillan Press Ltd  Engebretson, J. (2003) ‘Caring presence: a case study’ in Communication, Relationships and Care  Robb, M., Barrett, S., Komaromy, C., Rogers, A. (eds) London & New York: OU & Routledge  Pinker, S. (1994) The Language Instinct Harmondsworth: Penguin  Tuckman, B. (1965) ‘Development Sequence in Small Groups’, Psychological Bulletin, Vol. 63, No. 6 |