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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 3**

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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 3:**

4 Communicating and interacting effectively in a health and social care environment

**Contexts:** formal; one-to-one; group; with people using services; with professionals / colleagues

**Communication skills:** verbal and non-verbal, e.g. listening and responding, tone, pace, language, appropriate environment, proximity, clarifying or repeating, questioning, responding to difficult situations, defusing anger

**Effectiveness:** group and one-to-one situations, e.g. awareness of needs and preferences, interpersonal skills, attitudes, overcoming barriers, adjusting interactions, assertiveness.

**Scenario:**

For this assignment you are going to take part in two one-to-one role plays where both you and a partner play the role of a carer.

You will then take part in a group interaction.

**Assignment 3**

**Task A: Pairs role play**

In pairs, plan, prepare scripts for, rehearse and deliver two role plays where you and your partner portray the role of a carer and a patient/service user. When playing the role of carer, you must ensure that you use communication skills to assist the patient/service user. The role plays must be observed by your teacher who will write a witness statement to form part of your evidence.

For each role play, underneath the script, give a description of the interaction (provide an overview of the role play) and explain how the carer’s communication skills were used to assist the patient/service user.

*Remember that communication skills include: verbal and non-verbal skills.*

**Checklist:**

1. Plan and prepare script
2. Rehearse and deliver role play

Don’t forget to reference your work and pictures.

**Task B**

(a) After your role play, **assess** your own communication and interpersonal skills in relation to the one-to-one interaction. To begin with use the table below to review your performance:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Communication methods/skills | How effective were you?  Tick the relevant box  (5=excellent, 1=very poor) | | | | | Comments  How skills could be improved?  What factors influenced the interaction? |
|  | 1 | 2 | 3 | 4 | 5 |  |
| **Verbal:** |  |  |  |  |  |  |
| Encouraging others to talk back |  |  |  |  |  |
| Reflecting back on what others have said |  |  |  |  |  |
| Using appropriate questions |  |  |  |  |  |
| Use of open questions |  |  |  |  |  |
| Use of prompts |  |  |  |  |  |
| Clarity and pace of conversation |  |  |  |  |  |
| Appropriate language used |  |  |  |  |  |
| Conveying feelings of warmth, empathy, interest |  |  |  |  |  |
| Involving all participants |  |  |  |  |  |
| Defining the boundaries of the confidentiality |  |  |  |  |  |
| Being prepared to listen |  |  |  |  |  |
| **Non-verbal:** |  |  |  |  |  |  |
| Eye contact |  |  |  |  |  |
| Facial expression |  |  |  |  |  |
| Angle of head |  |  |  |  |  |
| Tone of voice |  |  |  |  |  |
| Position/use of hands and arms |  |  |  |  |  |
| Gestures |  |  |  |  |  |
| Posture |  |  |  |  |  |
| Muscle tension |  |  |  |  |  |
| Touch |  |  |  |  |  |
| Proximity |  |  |  |  |  |
| Dress and appearance |  |  |  |  |  |
| **Other:** |  |  |  |  |  |  |
| Use of silence as a listening skill |  |  |  |  |  |
| Turn taking |  |  |  |  |  |
| Supporting the patient/service user |  |  |  |  |  |
| Involvement of key people e.g. relatives, friends, health and social care workers |  |  |  |  |  |
| Use of care values |  |  |  |  |  |

(b) Using your completed table from (a), **reflect** upon and identify any areas where you feel your skills could be improved. Explain how you think your own communication skills could have been used to make the interactions more effective.

**Assess** your strengths and weaknesses and identify targets for improvement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflect** | Write about your experience, the strengths and weaknesses and how you would improve for the future. | Strengths and weaknesses  Skills developed  Problems that arose  Achievements and successes  Solutions – What could I do to improve for the future? | *At first I needed to…*  *My research included…*  *This was straightforward/ difficult because…*  *I was particularly pleased with…*  *The effect I was trying to create here was…*  *The purpose/target audience of this work is….*  *This could have been improved by…* |
| **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...* |

Don’t forget to reference your work and pictures.

(c) **Evaluate** the factors (both positive and negative) you think may have influenced the effectiveness of the interaction you have undertaken and analyse their relative importance/influence on the success of the role plays.

Using an action plan, summarise ways of improving your communication and interpersonal skills for future one-to-one interactions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluate** | Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements. | **Positives:** What did you do well? What is good about something? What does it explain?  **Negatives:** What didn't go well? What needs to be improved? How you could improve? What doesn't it explain?  **Conclusion:** Overall summary of whether something is working or not? | *It could be argued that...*  *Many would suggest that...*  *The most important…*  *This is effective because…*  *This is successful…*  *The evidence for this is…*  *It is convincing because…*  *I think that…*  *The best thing about this was...*    *On the other hand it would be preferable to ...*  *It is problematic because ...*  *It does not fully account for...*  *However, it wasn't totally successful because...*  *To improve...*  *Even better if...*  *In conclusion...*  *To conclude ...*  *Overall...*  *I think that…*  *My opinion is that...* |

Don’t forget to reference your work and pictures.

**Task C: Group role play**

In groups of 4, plan, prepare scripts for, rehearse and deliver one role play where you and your group portray the role of health and social care workers and/or patient/service users. The role play must be observed by your teacher who will write a witness statement to form part of your evidence.

For each group role play, underneath the script, give a description of the interaction (provide an overview of the role play) and explain how the health and social care worker’s communication skills are used to assist communication.

*Remember that communication skills include: verbal and non-verbal skills.*

**Checklist:**

1. Plan and prepare script
2. Rehearse and deliver role play

Don’t forget to reference your work and pictures.

**Task D**

a) After your group role play**, assess** your own communication and interpersonal skills in relation to the interaction. Use the table below initially to review your performance.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Communication methods/skills | How effective were you?  Tick the relevant box  (5=excellent, 1=very poor) | | | | | Comments  How skills could be improved?  What factors influenced the interaction? |
|  | 1 | 2 | 3 | 4 | 5 |  |
| **Verbal:** |  |  |  |  |  |  |
| Encouraging others to talk back |  |  |  |  |  |
| Reflecting back on what others have said |  |  |  |  |  |
| Using appropriate questions |  |  |  |  |  |
| Use of open questions |  |  |  |  |  |
| Use of prompts |  |  |  |  |  |
| Clarity and pace of conversation |  |  |  |  |  |
| Appropriate language used |  |  |  |  |  |
| Conveying feelings of warmth, empathy, interest |  |  |  |  |  |
| Involving all participants |  |  |  |  |  |
| Defining the boundaries of the confidentiality |  |  |  |  |  |
| Being prepared to listen |  |  |  |  |  |
| **Non-verbal:** |  |  |  |  |  |  |
| Eye contact |  |  |  |  |  |
| Facial expression |  |  |  |  |  |
| Angle of head |  |  |  |  |  |
| Tone of voice |  |  |  |  |  |
| Position/use of hands and arms |  |  |  |  |  |
| Gestures |  |  |  |  |  |
| Posture |  |  |  |  |  |
| Muscle tension |  |  |  |  |  |
| Touch |  |  |  |  |  |
| Proximity |  |  |  |  |  |
| Dress and appearance |  |  |  |  |  |
| **Other:** |  |  |  |  |  |  |
| Use of silence as a listening skill |  |  |  |  |  |
| Turn taking |  |  |  |  |  |
| Supporting the patient/service user |  |  |  |  |  |
| Involvement of key people e.g. relatives, friends, health and social care workers |  |  |  |  |  |
| Use of care values |  |  |  |  |  |

(b) Using your completed table from (a), **reflect** upon and identify any areas where you feel your skills could be improved. Explain how you think your own communication skills could have been used to make the interactions more effective.

**Assess** your strengths and weaknesses and identify targets for improvement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reflect** | Write about your experience, the strengths and weaknesses and how you would improve for the future. | Strengths and weaknesses  Skills developed  Problems that arose  Achievements and successes  Solutions – What could I do to improve for the future? | *At first I needed to…*  *My research included…*  *This was straightforward/ difficult because…*  *I was particularly pleased with…*  *The effect I was trying to create here was…*  *The purpose/target audience of this work is….*  *This could have been improved by…* |
| **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...* |

Don’t forget to reference your work and pictures.

(c) **Evaluate** the factors (both positive and negative) you think may have influenced the effectiveness of the group interaction you have undertaken and analyse their relative importance/influence on the success of the role plays.

Using an action plan, summarise ways of improving your communication and interpersonal skills for future group interactions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluate** | Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements. | **Positives:** What did you do well? What is good about something? What does it explain?  **Negatives:** What didn't go well? What needs to be improved? How you could improve? What doesn't it explain?  **Conclusion:** Overall summary of whether something is working or not? | *It could be argued that...*  *Many would suggest that...*  *The most important…*  *This is effective because…*  *This is successful…*  *The evidence for this is…*  *It is convincing because…*  *I think that…*  *The best thing about this was...*    *On the other hand it would be preferable to ...*  *It is problematic because ...*  *It does not fully account for...*  *However, it wasn't totally successful because...*  *To improve...*  *Even better if...*  *In conclusion...*  *To conclude ...*  *Overall...*  *I think that…*  *My opinion is that...* |

Don’t forget to reference your work and pictures.

**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).

|  |  |  |
| --- | --- | --- |
| **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: |