Aim & Purpose: This unit aims to enable learners to understand effective communication, the barriers that may exist and ways to overcome these. The unit will give learners the opportunity to gain the interpersonal skills needed to embark on a career within the health or social care sectors.

Learning Outcomes:

On completion of this unit a learner should:

- Understand effective communication and interpersonal interaction in health and social care
- Understand factors that influence communication and interpersonal interaction in health and social care environments
- Understand ways to overcome barriers in a health and social care environment
- Be able to communicate and interact effectively in a health and social care environment

It is extremely important to remember that before you can claim any merit tasks for your final award in this unit, you need to have complete all of the pass tasks. This is the same for the distinction tasks - you need to have completed the merit tasks before you can claim a completed distinction task.
Assessment and Grading Criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for this unit.

<table>
<thead>
<tr>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Explain the role of effective communication and interpersonal interaction in a health and social care context</td>
<td>M1 Assess the role of effective communication and interpersonal interaction in health and social care with a reference to theories of communication</td>
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<tr>
<td>P2 Discuss theories of communication</td>
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<tr>
<td>P3 Explain factors that may influence communication and interpersonal interactions in health and social care environments</td>
<td>M2 Review strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions</td>
<td>D1 Evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions</td>
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<tr>
<td>P4 Explain strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions</td>
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<tr>
<td>P5 participate in a one-to-one interaction in a health and social care context</td>
<td>M3 Assess your communication and interpersonal skills in relation to each interaction</td>
<td>D2 Evaluate the factors that influence the effectiveness of each interaction</td>
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<tr>
<td>P6 participate in a group interaction in a health and social care context</td>
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Scenario

You have just begun a career in the NHS as a communication expert. You have been asked to create a training pack for doctors and nurses at a local hospital, which will teach them the importance of effective communication within their work and about various communication theories.

Tasks to be completed

Task 1 - P1

Produce an information booklet that shows different scenarios explaining the role of effective communication and interpersonal interaction within different health and social care contexts. Contexts should include:

1) One-to-one
2) Groups
3) Formal and informal
4) Between colleagues
5) Between professionals and service users
6) Multi-professional working

You need to make sure you include examples of various forms of communication and interpersonal interaction in each scenario. This must also include service users who have particular language needs and preferences.

Task 2 - P2 (part of)

Produce a poster (A3 or larger), which describes the stages of Argyle’s communication cycle to be displayed in the staff room. You need to ensure that your poster discusses each stage in detail and that you reference any sources or further reading you use.

Task 3 - P2 (part of)

Produce a flow diagram (A3 or larger) that shows Tuckman’s 4 stages of group interaction. Please write an introduction and then describe each stage in detail. Please ensure you are clearly referencing any sources or further reading you use.
**Task 4 - M1**

Using your scenarios from Task 1 assess the role of effective communication and interpersonal interaction. You must explain why communication is so important in the situation and how this may impact on services that are provided. Please refer to the different communication theories as you develop your explanations. This should be written as a report, which references Task 1.

**Evidence to be submitted:**

- Task 1 – Information booklet
- Task 2 – Poster describing stages of Argyle’s Communication cycle
- Task 3 – Flow diagram and description of Tuckman’s stages of group interaction
- Task 4 – Report assessing the role of effective communication and interpersonal interaction

**Grading Criteria**

**P1** Explain the role of effective communication and interpersonal interaction in a health and social care context

**P2** Discuss theories of communication

**M1** Assess the role of effective communication and interpersonal interaction in health and social care with a reference to theories of communication

**Deadline for Assignment 1 (P1, P2, M1)**

14.10.13
Assignment 2: Barriers to effective communication

**Scenario**

Your line manager is very impressed with your work and has already noticed a difference in the quality of communication at the hospital, but there are still problems. She has noticed a number of situations where barriers are preventing effective communication taking place and this is seriously affecting the quality of care that is provided. It is now your job to explain these barriers and find ways of overcoming them.

**Tasks to be completed**

**Task 1 - P3 & P4**

You are expected to copy and complete the following table, which explains different factors, which can influence communication within different health and social care environments.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Explanation of the factor in general terms</th>
<th>Example within a health and social care environment</th>
<th>Explanation of a strategy which could be used to overcome the factor/barrier to communication</th>
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</thead>
<tbody>
<tr>
<td>Environmental factor – setting</td>
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<td>Environmental factor – noise</td>
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<td>Environmental factor – seating</td>
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<td>Environmental factor – lighting</td>
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<td>Environmental factor – space</td>
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<td>Environmental factor – time</td>
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<tr>
<td>Barrier factor – type of communication</td>
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<td>Barrier factor – language needs/preference</td>
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<td>Barrier factor – sensory impairment</td>
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<td>Barrier factor – disability</td>
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<td>Barrier factor – personality</td>
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<td>Barrier factor – self-esteem</td>
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<td>Barrier factor – anxiety</td>
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<td>Barrier factor – depression</td>
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<td>Barrier factor – aggression</td>
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<td>Barrier factor – submissiveness</td>
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<td>Barrier factor – assumptions</td>
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<td>Barrier factor – value and belief systems</td>
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<td>Barrier factor – jargon</td>
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<td>Barrier factor – cultural variations</td>
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<tr>
<td>Barrier factors – use and abuse of power</td>
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<tr>
<td>Barrier factors – effects of alcohol/drugs</td>
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</table>
Task 2 - M2 (part of)
For this task you are to produce a booklet, which reviews the strategies used in Health and Social Care environments to overcome communication barriers. You must include the following strategies: staff training, assessment of need, promoting rights, confidentiality, defusing aggression, assertiveness, appropriate verbal/non-verbal communication, building relationships, appropriate environment, attitude and confidence.

For each strategy you should say what it is, or what it means; how it is used? So give relevant examples from a health and social care environment as well as explaining which service user it will support and why.

Task 3 - M2 (part of)
Produce a detailed mind map (A3 or larger), which shows the different aids to communication, which are available, both human aids and technological aids. Your mind map may include images but more essentially it needs to explain when these aids will be used and by which service users. Give plenty of real life examples from a health and social care setting.

Task 4 - D1
This task must be completed as a detailed written report. Now you have reviewed each strategy (M2) you need to evaluate them. To evaluate you must discuss the strengths and weaknesses of the strategy and argue how effective you think it is at overcoming communication barriers. Think about a range of service users and barriers including more complex situations caused by:

- Language needs/preferences,
- Aggression,
- Assumptions,
- Cultural variations,
- Effects of alcohol/drugs.

Evidence to be submitted

Task 1 - a completed factors/strategies table
Task 2 - a booklet reviewing strategies to overcome barriers to communication
Task 3 - A detailed mind map relating to aids to communication
Task 4 - Written report evaluating the strategies used to overcome barriers to communication

Grading criteria

P3 Explain factors that may influence communication and interpersonal interactions in health and social care environments
P4 Explain strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions
M2 Review strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions
D1 Evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interactions

Deadline for Assignment 2 (P3, P4, M2, D1) 25.11.13
Assignment 3: One-to-one interaction

Task 1 – P5
For this task you need to participate in a one-to-one interaction to demonstrate your interpersonal and communication skills within a professional health or social care environment.

In order to meet the criteria you must work with a partner (your teacher will assign you into pairs) - in your pairs you need to complete two separate one-to-one interactions.

The first interaction must show learner 1 as the professional service provider and learner 2 as the service user.

The second interaction must show these roles swapped so that learner 1 becomes the service user and learner 2 becomes the professional service provider.

As a pair you are to devise the role-plays, create scripts and then perform them to the class: your teacher will film the interactions and then provide evidence in the form of an observation sheet for each learner individually.

Types of interaction you could consider

- Residential home - (care worker or manager/resident)
- NHS hospital environment - (doctor/patient)
- Day Care Centre for older people or disabled young people - (service provider and user)

Task 2 – M3 (part of)
You must assess your communication and interpersonal skills in relation to each interaction. Complete a S.W.O.T analysis (strengths, weaknesses, opportunities, threats) for your one-to-one interaction that talks about the strengths and weaknesses of your different communication skills and how you used them. Make sure you discuss skills such as listening and responding, questioning, proximity, language and clarifying and repeating. You then need to discuss opportunities to improve these skills and what may prevent you from doing this.

Task 3 – D2 (part of)
For this task you need to produce a written report. Initially, reflect on your one-to-one interaction again. Please evaluate factors that influence the effectiveness of your interaction. To evaluate you need to say how the environment and various communication barriers affected the interaction. You also need to explain the strategies you used to overcome these barriers and talk about the strengths and weaknesses of these, deciding if you were successfully communicating.

Evidence to be submitted
Task 1 – Script/prompt words
Tutor observation record
Task 2 Completed S.W.O.T analysis of your interaction
Task 3 Report evaluating the effectiveness of the interaction

Grading Criteria
P5 participate in a one-to-one interaction in a health and social care context
M3 Assess your communication and interpersonal skills in relation to each interaction
D2 Evaluate the factors that influence the effectiveness of each interaction

Deadline for Assignment 3 (P5, M3, D2) 12.12.13
Assignment 4: Group interaction

Task 1 – P6
For this task you need to participate in a group interaction to demonstrate your interpersonal and communication skills within a professional health or social care environment.

In order to meet the criteria you must work with a group of your peers (your teacher will assign you into groups) - within your groups you need to complete one group interaction.

As a group you need to decide the roles each person will play. As a group you are to devise the role-plays, show evidence of planning materials and then perform them to the class; your teacher will film the interactions and then provide evidence in the form of an observation sheet for each learner individually.

Types of interaction you could consider

- Residential home - (full staff meeting or meeting regarding the care of a particular resident or the running of a group session for residents)
- NHS hospital environment - (group antenatal session/staff briefing at the start of a new shift on a particular ward)
- Day Care Centre for older people or disabled young people - (group meeting regarding new activities for the service user - running of a group activity)
- Multi-disciplinary meeting regarding the care of a vulnerable person living in the community

Task 2 – M3 (part of)
You must assess your communication and interpersonal skills in relation to your group interaction. Complete a S.W.O.T analysis (strengths, weaknesses, opportunities, threats) for your group interaction that talks about the strengths and weaknesses of your different communication skills and how you used them. Make sure you discuss skills such as listening and responding, questioning, proximity, language and clarifying and repeating. You then need to discuss opportunities to improve these skills and what may prevent you from doing this.

Task 3 – D2 (part of)
For this task you need to produce a written report. Initially, reflect on your group interaction again. Please evaluate factors that influence the effectiveness of your interaction. To evaluate you need to say how the environment and various communication barriers affected the interaction. You also need to explain the strategies you used to overcome these barriers and talk about the strengths and weaknesses of these, deciding if you were successfully communicating.

Evidence to be submitted
- Task 1 – Planning materials
  Tutor observation sheet
- Task 2 – S.W.O.T analysis for your group interaction
- Task 3 – Report evaluating the effectiveness of your group interaction

Grading Criteria
- P6 participate in a group interaction in a health and social care context
- M3 Assess your communication and interpersonal skills in relation to each interaction
- D2 Evaluate the factors that influence the effectiveness of each interaction

Deadline for Assignment 4 (P6, M3, D2)
20.12.13