

This workbook be	elongs	to:
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LEVEL 2 BTEC AWARD IN INDUCTION TO SUPPORTING PEOPLE WHO HAVE LEARNING DISABILITIES

Assignments Workbook

Start date	
2 assignments completed by	
Whole award completed by	













Introduction

The Learning Disabilities Qualification Level 2 Induction Award needs to be completed within the first twelve weeks of your employment and it will help you to meet the demands that will be placed on you in your new work role. During this time you should build a portfolio of learning for your Continued Professional Development; this workbook and the reports generated by the online assessments will be the starting point for the portfolio, so make sure you print out your results and file them in the portfolio (or ask you manager to once they have verified your work).

The induction consists of the following four modules:

- Principles of learning disability support
- Your role as a learning disability worker
- Health and Safety in a learning disability service
- Protecting people who have learning disabilities from abuse

In order to meet all of the outcomes in each of the above units it is likely that you will need access the following training:

- Moving and Handling
- Health and Safety (including Fire Safety and First Aid)
- Infection Control
- Care Values and Equalities and Diversity
- Person Centred Planning
- Managing Behaviour

Basic skills and knowledge are essential for you to do your job well and are a national requirement across the whole Social Care Sector. Your manager will decide the level of competence needed for your job role and will be able to assist you further should you need it. A useful website is www.sisco.org.uk

This workbook has been designed to support the online assessments available at www.cis-assessment.co.uk and forms part of your evidence portfolio required to demonstrate that you meet the Learning Disabilities Qualification Level 2 Induction Award. Your manager will sign the Progress Log and the Certificate of Completion once you have completed the online assessments and they are confident that you have met all of the outcomes in the Learning Disabilities Qualification Level 2 Induction Award.



This workbook and the learning from your induction can be used as evidence of underpinning knowledge towards a Health and Social Care NVQ Award, so you will need to keep the workbook and the assessment reports in a safe place during and after your induction period.

On-line assessments

It is recommended that you use the online assessments in conjunction with the workbook as the assessments are designed to support you throughout your induction to help you to generate an evidence portfolio and evidence your progress during the first 12 weeks and beyond.

www.cis-assessment.co.uk

Access

If you do not already have a username and password then please use the contact details below, or ask your manager to set up a username and password for you.

Contacts

Insert contact details here

User guides

Don't worry if you are not familiar with the internet, someone in your organisation will be able to show you how the assessments work and as long as you can wiggle a mouse, you will be fine. If you need a user guide just in case, then ask your manager or use the contact details above.

If you don't have access to the internet, speak to your manager about completing the workbook without using the assessments.



86

Total

Date registered Expected completion date

During your first 12 weeks you will need to complete **20 guided learning hours for each unit**. Please complete the log below and ensure your manager signs. * (Please note section B can be completed in any order)

Hours Task **Date Date** Signature of Manager Guide **Planned** completed **Section A** Induction & supervision – complete LDQ 2 enrolment form, discuss workshops and book onto courses 4 E-assessment and feedback **Section B*** 40 Shadowing other staff members 1 Supervision Additional training, mentoring, 22 e-learning, or workshops Moving and Handling Fire Safety First Aid Infection Control Care Values **Equalities and Diversity** Person Centred Planning Managing Behaviour (Original certificates will be required) **Section C** 1 Supervision 2 E- assessment and feedback Supervision and final discussion for 2 portfolio submission 12 Completion of portfolio



Evidence provided is valid, authentic, reliable, complete and sufficient and a true representation of the candidate's work

Candidate signature:	
Date:	



Unit One: Principles of Learning Disability Support

The Principles of Care are the foundation on which to build your practice. You need to be aware of why you must promote the principles and values in your day to day practice. Think about why you must consider the people you are supporting in promoting these values, their culture, their means of communication, their likes and dislikes, their family, other professionals you may be working with and your colleagues.

Task A - The Values - UNIT 1 pc1,2,3,4,6

What is a value? A value is simply what is important in the life of the person you are supporting.

There are 8 principles of care:-

Individuality: Assumptions should never be made about a person. The person should never have to fit in with you or your organisation. People should be allowed to make their own choices. Think about yourself. What do you like and dislike? What are your differences to perhaps your neighbour? Do you have different ethnicity or religious beliefs?

Rights: People in your care should continue to enjoy the same rights as when they were living independently. Each person you are supporting has the right to say no, the right to have a relationship, the right to have a say in their care. You may have to balance their rights against your responsibilities; are they at risk? Are you at risk?

Choice: Each person you are supporting should be allowed to make choices. They should be given thorough information in order to make informed choices and you must acknowledge the benefits of their choices.

Privacy: Do you always ask permission before entering an individual's room? Do you always knock on their door? Visitors must ask permission before entering rooms. Close doors when performing personal hygiene.

Independence: Allow the people you support to do things for themselves, however small. Being independent does not necessarily



mean being completely alone, but being supported to do things for themselves. Take time to enable the people you are supporting to be independent, not doing things for them because it is quicker. Independence makes people feel in control of their lives and gives them a sense of self worth.

Dignity: Dignity is what we feel when we are respected and it is what makes us feel important in society and in day-to-day life. Whether we are eating, sleeping, living day-to-day, or indeed dying, feeling dignified is what we, as staff, are required to do to give the person quality of life. Be aware of the importance of preserving a person's dignity, ask people how they wish to be addressed; try not to rush and take time to listen; use towels or clothing to cover when performing intimate care tasks. It is important not to stereotype people or their needs.

Respect: Showing someone you are supporting that they are important, whatever age, culture, disability, gender, belief, sexual orientation. When working with others, do you ignore them and talk about your own life as if they are not there? Are you using terms of endearment without recognising that people have a choice of what name they would like to be called?

Partnership: Working in partnership with other agencies, colleagues, families, remembering the person you are supporting and their wishes. Their wishes and needs should be paramount.

Look up your organisations policy and procedures, how do they ask you to promote the values of care? Your organisation may also have a mission statement, outlining your duty of care to the people you support. Read this and reflect on how you can promote these core values at all times. You may also take the opportunity to read your organisation's Statement of Purpose if they have one in place.

A minimum level of awareness is expected of the following terms:-

Discrimination: A preconceived attitude towards members of a particular group formed only upon the basis of their membership of that group. The attitude is often resistant to change even in the light of new information



Equal Opportunities - Ensuring that there is equal access to services and opportunities to all people regardless of race, gender, disability, culture, age and sexuality.

Find out about your organisations policy on equal opportunities, what does it mean to you and the people you are supporting?

Diversity is acknowledging your prejudices, allowing people to be different and respecting these differences, challenging others if need be, speaking up for the people you support when they cannot speak up for themselves.

Task B - Person Centred Approaches UNIT 1 pc1,4,5,7

Being Person Centred...is about an approach or way of working. It is also a methodology for planning.

It is about focussing practice on a person. This means thinking about the person as a whole and not focusing solely on need. It is about listening and responding to a person and helping them work towards their aspirations. An important starting point is to get to know the person, understand how they communicate and what works for them. This means we look at the abilities and capacities of the individual as well as what support they might need - simply put, this means looking at what people can do rather than focussing on what people can't do.

The fundamental principle is about <u>shifting the balance of power</u> to the individual and those people closest to the person. They take the lead in deciding what is important, which opportunities should be taken or created and what the future could look like. This requires working in partnership to support the person to make decisions about their life rather than professionals prescribing services (sometimes called 'the professional gift model').

A person centred approach to service delivery explores <u>what is</u> possible <u>not</u> what is currently available. It also requires negotiation so that services and support fit the person as well as possible.

<u>Person centred plans</u> reach beyond the individual's social care need – they focus on the person as a whole, their aspirations and their dreams. They are developed with the person by his/her circle of support. The person may or may not include social care and health practitioners as part of his/her circle of support.



There are well developed tools and frameworks to help a person write his/her person centred plan. These gather information and help the person create a direction for their life. It is important to add that these tools also concentrate on implementing change for the person. Social care and health interventions need to fit into the individual's person-centred plan to help him/her achieve his/her aspirations. It is essential to make a distinct difference between approaches and plans.

The people you support should be enabled to have control over their lives, how are you going to support them to do this? Person centred approaches are about individuals being the centre of any Support Plan (care plan). Person centred approaches are quite simply getting people a life and not just a service.

What is important to that person, what support they need, what are their dreams and ideas for their future?

Reflect on the diversity of the people you are supporting, enable them to communicate their needs and choices so that they have quality of life. Other factors to consider in person centred approaches - You need to consider whether the person you support has capacity to make informed decisions. The Mental Capacity Act 2005 (which came into force in 2007) provides the legal framework for capacity and decision making about health and social care and financial decisions. It applies to everyone aged over 16.

You can find out more about the Mental Capacity Act 2005 from your manager/supervisor, but the key points be aware of are listed below.

It is important to note that a person is assumed to have capacity unless it is proved otherwise. There is a four-step way to test for capacity. A person must be able to:

- **1.** Understand the information relevant to the decision
- **2.** Retain the information
- **3.** Use the information as part of the decision making process
- **4.** Communicate the decision

In supporting a person to make a decision, you have a duty to assist the person in all four steps. For example, using appropriate communication methods to help the person to understand and communicate. Capacity is assessed specific to each decision and each occasion. For example, a person may have capacity to make a decision in the morning about what to wear, but not later that day to decide if they want to move home.



If someone is assessed as lacking capacity, any decision taken on their behalf must be in their best interests and you must consider if there are less restrictive options. For example, if a decision can be delayed until a person is less distressed this is the best course of action. However, if a person has capacity, this over-rides what you may consider as an unwise decision.

It is so easy to make decisions for those you support, step back for a moment and think about the negative effects of this. People with a learning disability are entitled to make their own decisions. Making decisions for the individual is denying them the right to contribute to and plan their life. They will also be denied the right to take an informed risk.

To ensure a person understands the choices they are making they may like to try a taster session in order to support them to make their decision.

Communication is an essential ingredient for informed choices to be effective; the right format is needed to enable the individual to make the right choices for them.

Task C - Using a support plan / care plan - UNIT 1 pc 8

The people you are supporting should be enabled to have control over their lives. Just think for a moment how it feels when we need help from someone in our everyday lives, how would you feel if you had to fit around what is convenient and easy for other people.

Support plans enable an individual to identify what they want to achieve and what support they need to get there.

Support planning is individuals planning for themselves. The individual is in charge of planning their own life and is involving others as they see fit.

Task D - Risk Assessment - UNIT 1 pc9,10,11

What is a risk assessment?

The following extracts were taken from the Health and Safety Executive 5 steps to risk assessment.

A risk assessment is nothing more than a careful examination of what, in your work, could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. You are



legally required to assess risks in your workplace. The following steps should be considered when assessing risks –

Step 1 – Look for the hazards

Step 2 – Decide who might be harmed and how

Step 3 – Evaluate the risks and decide whether existing precautions are adequate or more should be done

Step 4 – Record your findings

Step 5 – Review your assessment and revise it if necessary

For more reading on the 5 steps to risk assessment go to the HSE website: http://www.hse.gov.uk/pubns/indg163.pdf

A risk assessment should be in Support Plans (care plans) for all the people you are supporting. Read it and if any changes need to be made, consult with the appropriate person.

Any risks must be identified before any work is undertaken. Think about the five steps to risk assessment, which you have just read and the areas you are working in, what you have to do, the individual and their capability, the task that needs to be done and the surroundings.

The principles and values of care apply not only to the people you are supporting but to yourself as well.

Risk assessment is not up to just one person; all individuals involved in a persons support plan have a duty of care to input into the risk assessment. When supporting an individual and a new risk (with possible immediate danger) has been identified, you should stop work immediately and seek advice. Alternatively, if there is no immediate danger to your self or others, your line manager should be informed and a risk assessment requested.

People with learning disabilities are vulnerable people and it may seem that the best option is to make decisions for them; however everyone is entitled to take risks. In order for individuals to achieve what they want to, some risks will be involved. To deny an individual the opportunity to take risks would be to deny them perhaps their independence and being denied choice could lead to changes in an individual's behaviour.

When supporting individuals with a learning disability you must support them to make their own decisions by giving informed choices. Taking risks will have a big impact on the people they live with, but most of all a bigger impact on the individual.



For example, think for a moment on what the benefits would be to a severely physically disabled person you were supporting to go water skiing. Think of the independence gained for that person to join in with peers and family in a meaningful and purposeful activity.

All individuals should be supported to take risks. It is your responsibility to point out the risks and to keep yourself and others safe, to assess their needs and to manage any risk should it happen.

Task E - Confidentiality - UNIT 1 pc 12

As a care worker you will have many demands made on you, you will form working friendships with the people you are supporting, and with colleagues and carers.

People will tell you personal things about themselves, issues of confidentiality which you will have to decide whether to keep to yourself or report to a senior manager. You have to take responsibility for your practice and the people you are supporting, you may have to breach this confidentiality, so you should consult with the policies of your organisation regarding sharing of information before you are in that position.

The importance of confidentiality is paramount when supporting people. Individuals have the right not to have their information shared. When sharing information with those that need to know, it is important to remember where to share information and who could overhear. You are supporting vulnerable people and if information got into the wrong hands it could result in an individual being abused.



Unit One	Name:	Date:	
Task A - Th	ne Values – ur	nit 1 pc 1, 2, 3, 4, 6	

In the first box, explain what each of the principles and values mean in

relation to the people y examples of how you coul	you will be supporting and then provide the support people on a daily basis.	hree
Individuality:		
· .		
2		
3		
Rights:		
Rights		
1		
2		
3		
Choice:		
-		
2		
3		
Privacy:		
1		
2		
2		

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	LDQ
Independence:	
1	
3	
3	
- ·	
Dignity:	
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7	
1 2 3	
3	
Respect:	
1	
1 2 3	
3	
Partnership:	
1 2 3	
2	
3	
Equal Opportunities:	
1	
2	
3	



Your organisation has policies and procedures on how they promote the principles and values. Find out what they are and list them below:			
•	means care for individuals within the law and policies and our organisation. What should you do if you are not sure or ty?		
Write in the box	below what the following term means to you?		
Discrimination:			
	The state of the s		
experienced disc	ienced discrimination? How did you feel? If you have not crimination, how do you think it would leave you feeling? eriences or thoughts below:		



as a result of discrimination, stereotyping or disabilities? How do you involve people in decisions about their day-to-day care? Care	opportunities; find out what they are and list them below:
as a result of discrimination, stereotyping or disabilities? How do you involve people in decisions about their day-to-day care? Car you give two examples of how you have done this considering their individual need? 1 2 What does the term 'diversity' mean? Provide two examples to explain what diversity means?	
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you give two examples of how you have done this considering their individual need? 1 2 What does the term 'diversity' mean? Provide two examples to explain what diversity means? 1	What kinds of difficulties could individuals experience in their everyday life as a result of discrimination, stereotyping or disabilities?
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1	What does the term 'diversity' mean?
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	Provide two examples to explain what diversity means?
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Why is it important to support and respect the diversity of different cultures and values?
Give 3 examples of how you could show that you have a positive approach to diversity amongst service users and colleagues.
1
2
3
Task B - Person Centred Approaches — unit 1 pc 1, 4, 5, 7
Please ensure you have read and understand the text on Person Centred approaches before answering the following questions.
Why is it important to support the privacy and dignity of the people you support?
Give 4 examples of how you can support an individual's privacy and dignity:
1
2
3
4



Why is it important to find out about each person's preferences, wishes history and needs and where would you find the information?		
Vhat does the term 'informed choice' mean?		
Why is it important to support individuals to make choices and have controver their lives?		
lease list all of the information that is contained in a support plan / carlan.		
low will this information assist you when working with the people you		



Task C - Using a support plan (care plan) - unit 1 pc 8

Who should make the changes to an individual's support plar	າ / care plan?
Task D - Risk Assessment - unit 1 pc 9, 10, 11	
What risks can you find in your work environment?	
What actions should you take if you identify risks?	

What is the purpose of a risk assessment?



What are the different risk assessments that are used?	
Who carries out risk assessment in your organisation?	
Why is it important to read through a risk assessment before with care?	e you assis
If you notice a risk assessment is incorrect, what should you do a should you inform?	and who

You have a duty to assess risks while working. Why is it important to do this?



Vhat should you do if an individual wants to undertake something the ppears risky?		
Why is it important for the people you are supporting to risks?		
How can taking risks be beneficial for the people you support?		



Task E – Confidentiality - unit 1 pc 12

What does the term 'confidentiality' mean?	
Why is confidentiality important in a social care setting?	
Give 4 examples of how you can maintain confidentiality	
1	
2	
3	
4	
In what circumstances might you have to breach confidentiality?	
What must you be aware of if it is necessary to breach confidentiality?	



If you had to breach confidentiality, what explanation would you give to the person?
How do you think breaching confidentiality would make you and the person you are supporting feel?
Give a brief explanation of the Data Protection Act 1998:
Consult with your manager as there should be some protocols in place regarding the sharing of information included in the Data Protection Act. Your Organisation has policies and procedures about confidentiality and sharing information; find out what they are and list them below:



Reflection on unit 1

Reflect on how you have applied the Values, Person centred approaches, care planning, Risk assessment and maintained confidentiality using examples from your date to day work

REFLECTION	UNIT NO. AND PCS



Well done, you have completed this section.

Please file the results pages of the assessments you have taken here. Don't forget to record any additional evidence at the end of the assessment, once you have discussed it with your manager.

Please file additional supporting evidence here including observations, training certificates and daily diary sheets.



Unit Two: Your role as a learning disability worker

Task A 1- Your job role — pc1, 6

This standard is all about you, what you need to know in relation to your role and your organisation. As a care worker, you will have many responsibilities, both to your organisation and the individuals you will be supporting.

You will meet new colleagues and be expected to work in partnership with other professionals, GP's, Social Workers, other agencies, family and friends of the individuals who use the services.

Your organisation will have its own set of values for the service you will be providing. Read these and reflect on how you will support these values in your role.



You will also have a Code of Practice to work within set by the General Social Care Council (GSCC). This code of practice is issued to all new care workers. Your employer also has Codes of Practice set to them by the GSCC. Your employer must give you clear information about your role to ensure you understand and can carry out your work to a high quality and standard.

Working in social care you will be supporting many diverse groups of individuals, each placing considerable demands on you. Your organisation may operate a code of conduct policy which will inform you of the professional boundaries between you and the people you are supporting. It is not good practice to form *personal* relationships with any individual you are supporting, relationships should always remain professional.



Task A2 - Policies and Procedures in your job role — unit 2 pc 2, 3

During your induction period you will learn about your organisation and you will be introduced to its policies and procedures, as well as legislation such as 'Valuing People' and 'The Mental Capacity Act' etc.

Policies are written to benefit and protect the worker and the organisation. The most up to date copies of policies and procedures can usually be found on the organisation's website. Most policies and procedures are available for anyone to read because of the Freedom of Information Act.

It is important for you to know where the most recent policies and procedures are kept that relate to your role and if any local procedures or guidelines exist for your specific work location(s). Everything you do in your work role will be governed by a policy or procedure, and it is important that you understand why policies and procedures must be followed at all times.

During your induction you will get advice information and support about your own role and responsibilities and the roles and responsibilities of others from your Manager. You may also gain knowledge from shadowing colleagues and from attending training sessions.

In order for you to do your job well you will need to take some responsibility to explore in more depth what is expected of you. Take time and read your job description and find out the aims of the service.





Ask guestions and find out how your role links to your manager, colleagues and other professionals. Familiarise yourself with any policies and how these link back to legislation. Find out how procedures work in practice, by shadowing a colleague. Use supervision to discuss what you have learned during the induction and to confirm your understanding.



Task B - Working with other people - unit 2 pc 4, 5

Good communication is essential in every worker relationship. Your organisation should give you clear and precise information about your role and responsibilities; if you have concerns then you should consult with your manager, their manager, your colleagues, Human Resources, Social Care Training or another senior manager.

If you have any concerns over your relationship with individuals / colleagues / carers then you should seek advice from your manager. You are in a position of trust and power over individuals and therefore should not abuse this position. You must act appropriately and not accept gifts / money from the individuals you are supporting.

Being reliable and dependable is one of the **GSCC Codes of Practice**. The Codes inform you to honour your work commitments and arrangements and explain to the people you support and carers when it is not possible to do so.

You will work in partnership with a variety of other professionals and carers to meet the needs of the individual. This could be a Social Worker, Speech Therapist, Physiotherapist, Psychologist, Parent or Carer. The partnership can be achieved and strengthened through person centred approaches. It is important for you to work closely with the individual and other professionals to ensure the individuals dreams and ideas are achieved. Maintain links with other professionals and carers, ensuring the individual knows. To support this process ensure the individual is informed and involved using a step to step approach.



The relationship with those you support must remain professional. Working with vulnerable people puts you in a powerful position. You must remember you are a paid professional and are bound by professional codes of practice. It is important to follow the individuals support plan, ensuring any changes in the persons needs or aspirations are recorded and shared with your Supervisor. It is also important to ensure that the individual does not become over dependent on you or too familiar. Always share any concerns with your supervisor.



Task C - Communication - unit 2 pc 7, 8, 9

What is Communication?

"Communication is the giving and receiving of information" *Evans C and Donahue (2003)*

Communication is the foundation of what we do in every day life. What we say, how we say it and what we do communicates a multitude of messages. These messages are given and received both consciously and subconsciously.

What motivates people to communicate?

- They feel happy or sad
- Need to find their way
- To make their feelings known
- Order a meal















Forms of Communication

- Verbal / tone volume
- Non-verbal (body language – gestures – facial expressions)
- Telephone
- Information Technology
- Written documentation
- Behaviour Pattern
- Touch or movement
- Makaton



Tools of Communication, tools for giving, receiving and retrieving information:

Open Questions

This type of questioning is generally used because it encourages a full answer.

Closed Questions

This type of questioning only requires a brief answer and is usually linked with factual questioning that requires a yes or no answer.

Listening

It is important to listen carefully so that we are able to respond to what people are saying.

Body Language

Body Language is a very powerful form of non-verbal communication. This is shown when we communicate by the way we stand, place our hands or arms, gestures and facial expressions.

Touch

Touch is the most used non-verbal form of communication; we shake hands on first meeting. The way we handle individuals can be a positive way of communication if used appropriately and meets the needs of person.

Sometimes touch is not appropriate especially if a person is distressed and backs away from you. In this situation you will need to give that person their own space to regain their trust. It is always important that you feel comfortable with this aspect of care.

Before using any touch workers should check the individuals care/support plan to ensure personal and cultural needs are met.

• Appropriate Silences

These are important so the other person has time to respond.

Behaviour Patterns

People's behaviour is a way of communicating how they are reacting to a situation or person.



Active Listening

There are five main areas of Active Listening:

Observing

Careful, non evaluative attention and eye contact whilst listening. This automatically helps the speaker to express what they want to say.

Reflecting Data

This is like holding a mirror in front of the speaker, repeating back phrases as you hear them – this increases clarity and lets the speaker know that you are hearing them accurately.

Summarising

When you feel you are grasping the ideas and thoughts etc, summarising to the speaker helps both to review and check clarity and mutual understanding of the message.

Reflecting Feelings

It is important to understand how a person is feeling in order that you can support them. For example: a person may feel angry that their visitor has not arrived and you may need to help them understand why this may have happened.

Interpreting

Sometimes it is appropriate to interpret what the speaker is saying and both parties can find this helpful. However, be aware of negative reactions from the speaker who might feel that you are deliberately distorting the message for reasons of your own.





Effective Communication

We use all five senses to communicate and receive information:

Visual - seeing
Auditory - hearing
Olfactory - smelling
Kinaesthetic - feeling
Gustatory - tasting

These are used when taking someone out into the garden, feeling the sun on their skin, smelling the scent from the flowers and seeing the colours of the flowers.

Effective communication can only be achieved by ensuring you are meeting the persons needs and support/care plan.

Suggested communication rules:

- Maintain eye contact (dependent on cultural needs)
- Use open and receptive body language
- Position yourself to meet persons needs
- Reduce distractions
- Utilise other forms of communication as stated in the support/care plan i.e. interpreter, Makaton, eye blinking, PIC'S etc.

Barriers to Communication

There are many barriers which can prevent effective communications; these can be both internal and external:

Internal	External
Prejudice	Noise
Assumption	Environment
Labelling	Language
Judging	Distraction
Having your own agenda	Interruption



Adapting Communications Skills

There are times when we need to adapt our communication style to meeting the needs of individuals and use aids to help them enhance their communication.

Hearing Loss



Hearing loss is an invisible disability, so it can become a big communication barrier. Hearing impaired people have to concentrate very hard to pick up information, giving information in stages and using written information can help. Aids that can help these people are hearing aids, learning sign language and lip reading. Try to limit any background noise to avoid distraction.

Loss of sight

This can make a person very disorientated if in a strange place or they lose their glasses. When caring for a person who is blind, verbal communication has increased importance.

Language barriers

It can be difficult to communicate with a person who speaks no English; you may need to use picture boards or an interpreter so you can understand or what they require.

Gender differences

A female service user may not want a male carer caring for her and vice versa.

Dementia and confusion

When caring for someone with dementia be aware that even basic forms of communication may be difficult for them to understand / interpret.

Use short sentences. Use names rather than he or she. Avoid open ended questions and use closed questions e.g. rather than say "what would you like?" say "would you like this or that?"



Dysphasic

Dysphasic people have usually had a stroke and may get very frustrated when trying to communicate. A speech therapist may be involved with their care and may be able to suggest exercise that will make things easier.

Cultural differences

Commonly used gestures can sometimes have different meanings in other cultures. Familiarise yourself with the cultures of those you are caring for so you are able to treat them with respect.



Learning Disability

Some types of Learning Disability may mean that an individual will have difficulty communicating verbally. Behaviours can occur and it is essential that workers explore what the individual was trying to communicate.

What happened before the behaviour, what was the behaviour, what were the consequences and most importantly what was the individual trying to communicate. Remember all behaviour is a form of communication.

Familiarise yourself with the person and ensure you use a communication system they can use. This could be Makaton signing, symbols, gestures, pictures, a communication aid, eye blinking or touch.

Some individuals will not like physical contact and sometimes touch may not be appropriate. It is therefore important to read the individual's Support Plan / Care Plan and Risk assessments.

Reflect for a moment on the communication of some of the people you support. What types of communication methods are used and suitable for them, and why all methods are not suitable for everyone?



Task D - Keeping records - unit 2 pc 11, 12

Record Keeping

Current legislation requires us to maintain certain records in all service settings. Different organisations and settings will keep different records. Find out what records your organisation keeps. These records relate to daily care, the people you support, health & safety and other relevant records relating to the care setting.



Information that needs to be recorded should always be written in a legible manner because it can be dangerous and be detrimental to a person's care or treatment if it cannot be read and understood. It always needs to be factual, clear, with the correct date and signed in full.

Always record any information given to you by an individual even if it sounds trivial because it could always help another member of staff. Always check a person's Support Plan (care plan) before commencing treatment, there may have been changes over night. All information that is recorded about an individual is confidential.

The paperwork you complete in your work setting is legal documents that could be used by the police and / or coroners court etc.

Confidentiality

It is your responsibility as a carer to adhere to your employer's policy on confidentiality, so you should ask to see the policy and familiarise yourself with it. This policy should cover many aspects of your work, including disclosure of information to internal and external sources and the use of electronic computer systems.

A few of the most common breaches of confidentiality are

- Medical / nursing records left unattended
- Failure to log off computer or allowing others to use your password
- Conducting conversations (including telephone conversations) in a public place
- Failure to establish whether information may be disclosed and establish the identity of the requester



Task E1 - Support and Supervision - unit 2 pc 13

On commencing employment, you will have received a job description setting out the requirements of your role. The job description can sometimes be high level and will not always describe tasks in any detail. Your manager will help you with any concerns you may have about your job description and any other aspects of your employment.

Your Human Resources department can also provide help and guidance about your employment and it is normally useful to attend an induction course to understand the wider context of the organisation that you work within.

Supervision

Arrangements for supervision will be put in place during the first few weeks and you will have been introduced to the person who will be supervising you. During the induction period regular supervision should occur to support you in your new role.

Supervision covers:-

- All aspects of your practice
- The aims of your service and your role within this
- Your learning and development needs
- Policy and procedures in your organisation

It is recommended that formal supervision takes place every 2-6 weeks but arrangements will vary depending on the role and environment in which you work. You can ask for supervision at any time if you feel you need to discuss some aspect of your work.

Supervision benefits you and your work. It should be structured. You can bring an agenda and take away with you a copy of what has been discussed.



Appraisal

An appraisal is usually a yearly review of your performance and to set objectives and your developmental priorities for the coming year. The appraisal can also be reviewed after six months.

Your appraisal is a two way process for both you and your manager to discuss areas where you may need extra support and development and also to highlight areas where you are performing well. Other people you work with can also give their opinions regarding your work.

Task E2 - Knowledge and Skill Development — unit 2 pc 13

When you have completed the twelve week induction period, you will need to discuss with the person supervising you, your ongoing Continued Professional Development.

You will continue to learn new things to enable you to provide the best support and care to the people you support. You may need to undertake qualifications.

There may still be some mandatory training you will need to attend during the next few months. Your own personal development and learning should always be on your agenda and regularly discussed during supervision and always reviewed at your appraisal.

You are likely to need to attend regular refresher training courses to maintain up to date skills and to keep up with changes in legislation. As a care worker, you are accountable for the quality of your work and you must take responsibility for maintaining and improving your knowledge and skills.

It is important that you always reflect on any learning activities you undertake. You should write down what you have learned in an action plan for use back in your workplace. You should also keep a record of formal training courses you have attended. Most will provide certificates of attendance.

As a social care worker you must reflect on your work to enable you to improve and benefit your practice.