Smithdon High School

Learning intentions:

To **understand** what the **environmental barriers** are to **communication**.

To **describe** and **explain** how to **overcome** the **environmental barriers**.

To be able to **apply** and **analyse** why **overcoming environmental barriers** are important in **health, social** and **early years settings.**

Success Criteria:
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Correct terminology
Point
Explain
Evidence
Link/ apply

OCR Level 1/2 Cambridge National Award in Health & Social Care R022: Communicating and working with individuals in health, scoial care and early years settings.

Setting the scene - producing information to help in the training of new care Workers

Your local health authority has asked you to produce information to help in the training of new care workers. They would like you to produce a written 'guide for new care workers' about communication and to take part in two practical demonstrations to show how to communicate effectively with other people in a health, social care and early years setting.

Your materials will include written information and practical demonstrations.

Your written guide must cover the topics below:

- different types of communication
- factors that positively influence communication
- barriers to communication and ways of overcoming these
- the qualities that contribute to effective care

Your practical demonstration must show how to communicate effectively in a health, social care and early years setting with:

- one person

and

- a group of people.
- individual plans must be produced for each interaction

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Unit R022
LO1: Understand how to communicate effectively.

Case Study 1: Trevor
Trevor is 55 years of age. He has very high blood pressure and has to visit the GP each month to have this checked. He also visits the local hospital once each month for physiotherapy, as he had a lymph gland removed from his leg and this has caused his leg to swell. Trevor will need to give and obtain information about himself and his conditions with the care professionals. There will also be occasions when he will need to exchange ideas and opinions. You have been asked to talk with Trevor about the amount of exercise he is doing and to suggest how he could do more to help himself to become more mobile.

Case Study 2: Surinder
Surinder is 70 years of age. He still lives in his own home but he has severe mobility problems and is very overweight. He attends the local day care centre three times each week. When he first visits the day care centre a key worker will want to obtain information from Surinder about his personal and medical conditions. Surinder will also want to find out what happens at the day care centre so that he can decide which activities he would like to take part in. The day care centre will provide Surinder with the opportunity to exchange views and opinions with others of the same age as himself, there is always time for getting to know other people. You are working at the local day care centre with Surinder.

Case Study 3: Skye
Skye is four years of age. She attends 'Parrots Playgroup' for three mornings each week. While at the playgroup Skye likes to join in some of the creative activities that are taking place. She enjoys making things. While she is at the playgroup she will talk to the nursery nurse about the activities she is doing and ask questions. Children always want to know 'why' when they are asked to do things. The nursery nurse may on some occasions ask Skye some questions when she needs some information, for example, if she is upset or pleased about something or when she finds an activity that interests her. Skye has arrived at the playgroup and has decided to join in the creative activities session using card, materials and paints.

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Barriers to Communication

Introduction

There are many factors that could create a barrier to communication and it is important that people who work in any health, social care or early settings are aware of these and are able to overcome these.

Expectation of the work to be produced:
Create 3 fact sheets/ leaflets/ tables for the care workers attending the workshop on barriers to communication and how to overcome them.

Examples:

Interpersonal factor	Example
Active listening What is active listening?	1. Who is the service user? What setting is it? 2. Who is the service provider? 3. What is the service user explaining to the service provider? 4. How does the service provider show they are actively listening? 5. How does this positively affect communication?
Body language What is body language?	1. Who is the service user? What setting is it? 2. Who is the service provider? 3. What is the service provider saying to the service user? 4. How does the service provider use body language to positively communicate?
personal space What is personal Space?	1. Who is the service user? What setting is it? 2. Who is the service provider? 3. What is the situation? 4. How does the service provider respect the service user's personal space? 5. How does this make the service user feel?
Relationships What are professional relationships?	1. Who is the service user? What setting is it? 2. Who is the service provider? 3. What is the situation? 4. How does the service provider build professional relationships
Respecting differences in culture What is culture?	1. Who is the service user? What setting is it? 2. Who is the service provider? 3. What is the situation? 4. How does the service provider respect the service user's culture? 5. How does this make the service user feel?

Active listening

- Health care example
- Social care example
- Early years example

Body language

- Health care example
- Social care example
- Early years example

Personal space

- Health care example
- Social care example
- Early years example

Relationships

- Health care example
- Social care example
- Early years example

Respecting differences in culture

- Health care example
- Social care example
- Early years example

Environmental Barriers
&
How to Overcome Them

Smithdon High School

Environmental Barriers

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Environmental Barriers

Decide how you want to present your work – table/ fact sheet/ paragraphs/ web diagram. Write an introduction that answers the following:

Task:
Introduction:
What does the term barrier mean?
Why is it important to break these barriers down (think how service user should feel)

Barrier	Description /example	How to overcome
Noise	Example If there was construction work going on outside a nursery the children…. Children playing could cause a distraction to parents and teachers wishing to discuss…..	Discuss with your partner/use support booklet

Noise
Space/room layout
Heating
Lighting
Damaged/unsuitable furniture

Success criteria:
You must include all the environmental barriers
1. **Explain the barrier**
2. **Image**
3. **Example**
4. **How to overcome**

Verbal & Non Verbal Barriers
&
How to Overcome Them

Smithdon High School

Verbal & Non Verbal Barriers

Learning intentions:

To **understand** what the **verbal and non verbal barriers** are to **communication**.

To **describe** and **explain** how to **overcome** the **verbal and non verbal barriers**.

To be able to **apply** and **analyse** why **overcoming verbal and non verbal barriers** are important in **health, social** and **early years settings.**

Success Criteria:
Consider how you would feel (+ / -)
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Point
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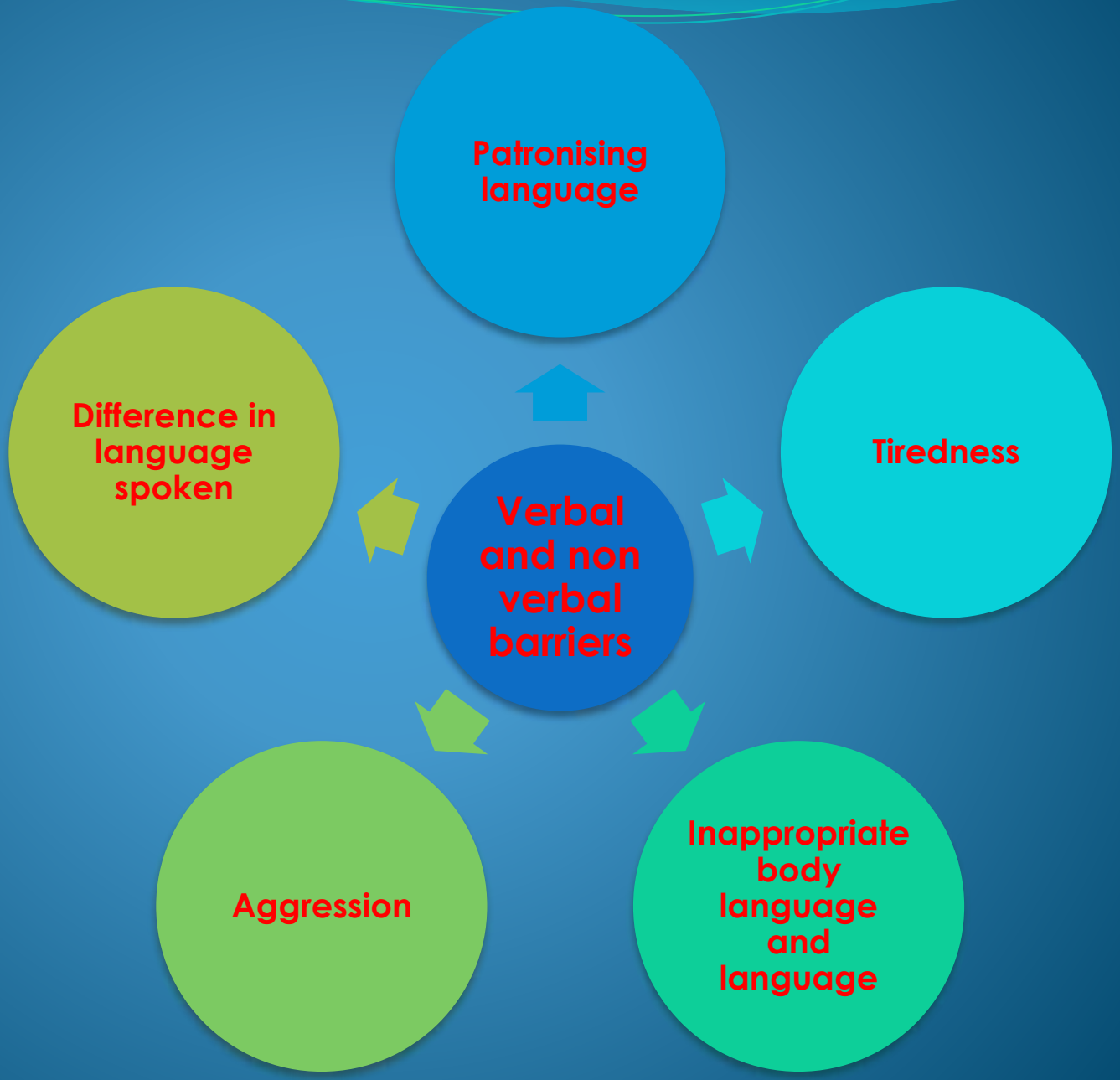
Evidence
Link/ apply



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Verbal and Non Verbal Barriers Patronising Language

Learning intentions:

To **understand** what the **verbal and non verbal barriers** are to **communication**.

To **describe** and **explain** how to **overcome** the **verbal and non verbal barriers**.

To be able to **apply** and **analyse** why **overcoming verbal and non verbal barriers** are important in **health, social** and **early years settings.**

Success Criteria:
Consider how you would feel (+ / -)
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Think about these questions for your work:
What does patronise and condescend mean?

Examples to help:

- **'old dear'- using patronising language such as 'how are we today dear?' belittles them.**
- **Hospital: 'bed blocker'-"Expressions such as 'bed blockers' imply older people are a burden or a nuisance.**
- **A&E: the doctor who saw me asked me if I considered my pain a "case for A&E" and actually "life-threatening".**
- **Nursery: You are doing that the wrong way (how does it make the child feel?)**
- **Nursery: That is wrong you don't say it like that**
- **Nursery: Why are you acting like such a baby? That's the dumbest thing you ever said.**

When I have taken your pulse you can join the rest of the **'old fogies'** in a game of bingo because you all like that!

Ways to overcome barrier:
A care worker should always ask how their clients wants to addressed. Don't assume they will want you to use their first name. They may prefer Mr or Mrs.

With any age don't shorten their names unless they prefer this, for example 'James' to 'Jim'.
Always use positive terms :
Elderly – not 'old codger' or fogy or 'dear' or 'biddy'

Smithdon High School

Learning intentions:

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To be able to **apply** and **analyse** why **overcoming verbal and non verbal barriers** are important in **health, social** and **early years settings.**

Success Criteria:
Consider how you would feel (+ / -)
Correct terminology
Point
Explain
Evidence
Link/ apply

Verbal and Non Verbal Barriers Patronising Language

Task:
Decide how you want to present your work – table/ fact sheet/ paragraphs/ web diagram. Create work that answers the following:
Intro: What does the term verbal and non verbal mean?

1. **Explain what patronising language means.**
2. **Give an example from a health, social care or early years setting**

For your example:

- **Who is your service user?**
- **Which service are they using?**
- **What are they doing?**
- **What patronising language has been used by the service provider (who is the service provider)**
- **How has this made the service user feel?**
- **What effect will this have on them?**

3. How could this barrier be overcome?

Success criteria:
Use these keywords to help you: Humiliate; Talk down to; Demean; Making you feel foolish; Causing Discomfort

Smithdon High School

Verbal and Non Verbal Barriers Tiredness/ Boredom

Learning intentions:

To **understand** what the **verbal and non verbal barriers** are to **communication**.

To **describe** and **explain** how to **overcome** the **verbal and non verbal barriers**.

To be able to **apply** and **analyse** why **overcoming verbal and non verbal barriers** are important in **health, social** and **early years settings.**

Success Criteria:
Consider how you would feel (+ / -)
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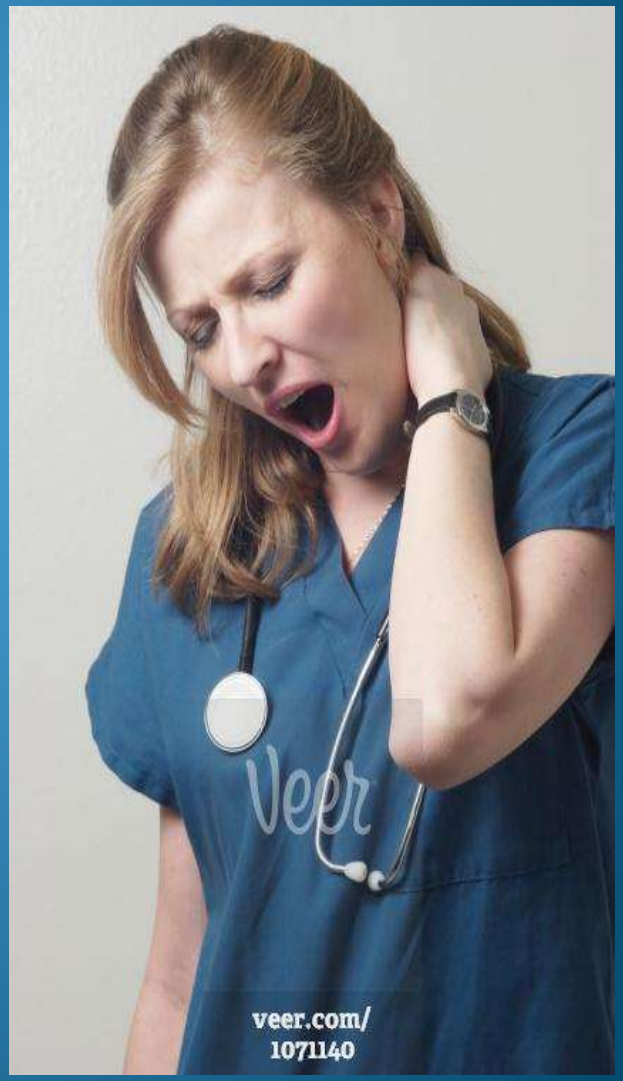
Think about these questions for your work:
Task:
1. Explain what tiredness and boredom means.
2. What would be the effect if the service worker was bored/tired?
3. What could happen as a result of the service user being bored/tired?
4. Example :

- **Who is the service user?**
- **Which service are they using?**
- **What are they doing/saying to the service provider?**
- **How is the service provider reacting?**
- **How has this made the service user feel?**
- **What effect will this have on them?**

5. How could this barrier be overcome?



Smithdon High School

Verbal and Non Verbal Barriers
Inappropriate Body Language & Language

Learning intentions:

To **understand** what the **verbal and non verbal barriers** are to **communication**.

To **describe** and **explain** how to **overcome** the **verbal and non verbal barriers**.

To be able to **apply** and **analyse** why **overcoming verbal and non verbal barriers** are important in **health, social** and **early years settings.**

Success Criteria:
Consider how you would feel (+ / -)
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Task:
Find three pictures that show poor body language and put it in your work.
Describe how the use of this body language would make someone feel in a H&SC setting of your choice.

Task:
Define each type of language you would not expect to be used. This would include:
- **Technical terminology/ jargon**
- **Slang**
- **Verbal abuse**

Describe how it would make someone feel ibn a H&SC setting of your choice.

Task:
How could you overcome these types of body language and language?
Think about what could be put in place for professionals to help them learn about how to conduct themselves.

Use the text book to help you.

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Verbal and Non Verbal Barriers

Aggression

The main factors that can lead to violent or aggressive behaviour and create a risk include:

- **mental instability;**
- **impatience (due to waiting, lack of information or boredom);**
- **frustration (due to lack of information or boredom);**
- **anxiety (lack of choice, lack of space);**
- **resentment (lack of rights);**
- **alcohol and drugs; and,**
- **poor design of premises.**

Why might a service user show aggression?
Examples
Patients with mental health issues and learning difficulties are amongst the most vulnerable patients to care for. They can also be challenging and exhibit abusive or aggressive behaviour.

- **Care setting: An irate family visitor who considers that his relative has not been properly treated verbally abuses a residential care assistant manager'**
- **A catering assistant providing refreshments is hit by a confused elderly patient.'**
- **Early years: physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.**

Frustration
Anger
Hostility
Anxiety

Shouting
Swearing
Name calling
Threatening gestures
Displaying temper
Damaging or destroying property.
Pushing, hitting, slapping, punching, kicking or spitting.

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Verbal and Non Verbal Barriers Aggression

Ways to overcome aggressive behaviour:

Distract the individual
posters to remind service users that aggressive behaviour will not be tolerated
Respond calmly – through verbal and non verbal communication skills
DO NOT INVADE PERSONAL SPACE
appropriate senior staff will seek to resolve the situation through discussion and mediation.
Encourage the service user who is displaying aggression to file a complaint through the proper channel i.e. complaints procedure

Task:

1. **Define what aggression is**
2. **Describe some of the factors the may cause aggressive behaviour.**
3. **What effect will this have on communication between the service user and the service provider?**
4. **How would this make the service user feel?**
5. **How will this make the service provider feel?**
6. **Explain how you can overcome aggressive behaviour.**

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Verbal and Non Verbal Barriers Difference in Languages

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A barrier to communication is when the service user and the service provider don't understand each others language, including sign language.

Task: Watch the You tube clip and think about your barrier example you are going to write about:
A case study showing how language can be a barrier to communication.

1. **Who is your case study (nationality)?**
2. **Why are they at the x ray department?**
3. **What is the service provider trying to communicate?**
4. **What is the reaction of your case study?**
5. **What is the consequence of this barrier to communication?**

Examples of different names from different countries:
Alejandra-Spanish
Amelie – French
Ariana- Italian
Anja-Germany
Savanah -Spanish
Lola- Spanish
Isabel-Spanish
Ana-Spanish
Sofia-Spanish
Valentina-Spanish
Heidi-German
Martina-Italian

Now consider how you can overcome these barriers use google search to help you.

Speech Difficulties
&
How to Overcome Them

Speech Difficulties: Dementia

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The speech difficulties we will research and write about are:

1. Dementia
2. Hearing impairment
3. Downs syndrome

Task:
Decide how you want to present your work – table/ fact sheet/ paragraphs/ web diagram.

Watch the video and include in your work:
What is Dementia?
How does dementia affect communication

Overcome barriers:
Now research on the internet how you can over come any barriers or make it easier or someone to communicate who has dementia.
Use the booklet to help you describe how to overcome any barriers.

Success Criteria for a good piece of work:

1. **Main heading: Disability barriers: speech difficulties due to disabilities or illness**
2. **Clear heading 'dementia'**
3. **Give an explanation of illness**
4. **Explain how it affects communication and would make service user feel**
5. **How to overcome**

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Speech Difficulties: Hearing Impairment

Other barriers to communication include speech difficulties. Speech difficulties may occur due to disabilities or illness.

A service user who is partially dead will have difficulty hearing where there is back ground noise and other people talking. Or they may have forgotten to put in their hearing aid.

Task:

Watch the video and include in your work:
What is an hearing impairment ?
How does a hearing impairment affect communication?

Overcome barriers:
Now research on the internet how you can over come any barriers or make it easier or someone to communicate who has a hearing impairment.
Use the booklet to help you describe how to overcome any barriers.

Success Criteria for a good piece of work:

1. Main heading: Disability barriers: speech difficulties due to disabilities or illness
2. Clear heading 'Hearing impairment'
3. Give an explanation of illness
4. Explain how it affects communication and would make service user feel
5. How to overcome

Speech Difficulties: Downs Sydrome

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Task:

Watch the video and include in your work:
What is Downs Sydrome?
How does Downs Syndrome affect communication?

Overcome barriers:
Now research on the internet how you can over come any barriers or make it easier or someone to communicate who has Downs Syndrome.
Use the booklet to help you describe how to overcome any barriers.

Success Criteria for a good piece of work:

1. **Main heading: Disability barriers: speech difficulties due to disabilities or illness**
2. **Clear heading 'Downs Syndrome'**
3. **Give an explanation of illness**
4. **Explain how it affects communication and would make service user feel**
5. **How to overcome**