

**Health & Social Care - Communication Skills and Personal Qualities**

**This weeks' work - Tuesday 14 April**

From the 'What to Watch' document choose one of the following tasks:

<p><b>TASK A – Communication</b>                  Watch one of the <b>TV programmes</b> from start to finish (NOT A FILM)</p> <p>Choose one of the characters/people for a character profile.</p> <ol style="list-style-type: none"> <li>1. Tell me about their job – what do they do?</li> <li>2. What is special about their job? Why is the job important?</li> <li>3. Describe what verbal skills they use as part of their job to communicate?</li> <li>4. Describe what non-verbal skills they use as part of their job to communicate?</li> <li>5. From the watched TV programme describe how and when the character uses these skills. Describe the situation and how the skill is used.</li> <li>6. Explain how the skill is beneficial to the service user (people who use the NHS/service).</li> <li>7. What would happen if the carer/worker was not using these skills? How would the service user feel and why?</li> </ol> <p>Examples:                  Verbal skills: <b>clarity - tone - pace - empathy – para-verbal skills</b>                  Non-verbal: <b>body language - gestures - facial expressions</b></p>	<p><b>TASK B – Specialist communication</b></p> <p>Watch a TV programme or film from start to finish.</p> <ol style="list-style-type: none"> <li>1. What other ways do people who work in the NHS communicate?</li> <li>2. Research the following ways: <b>written, specialist, braille, sign language, Makaton, voice-activated software, advocates and interpreters.</b></li> <li>3. Explain what they are and why they are useful.</li> <li>4. Give 2 different examples in different care/health scenarios of how they can be used.</li> <li>5. Research 2 medical conditions that can be supported with specialist communication.                         <ol style="list-style-type: none"> <li>a. Describe the condition and how it affects someone through their lives. (Childhood through to older adulthood)</li> </ol> </li> <li>6. Explain how communication is affected by this condition.</li> <li>7. How it is helped with the specialist type of communication.</li> </ol> <p>Example:- <b>Voice-activated software – watch <u>The Theory of Everything</u></b></p>
<p><b>TASK C – Personal Qualities</b></p> <p>Watch one of the <b>TV programmes</b> from start to finish (e.g. 24 Hours in A&amp;E, The Children’s Hospital)</p> <p>Choose one of the characters/people for a character profile.</p> <ol style="list-style-type: none"> <li>1. Tell me about their qualities – what qualities do they show?</li> <li>2. What is special about them? Why are these qualities important?</li> <li>3. Describe all the personal qualities they use as part of their job?</li> <li>4. From the watched TV programme describe how and when the character uses these qualities. Give examples of what they say and say why they say it.</li> <li>5. Explain how the personal quality is beneficial to the service user (people who use the NHS/service).</li> <li>6. What would happen if the carer/worker was not using these qualities? How would the service user feel and why?</li> </ol>	<p><b>TASK C – Qualities</b></p> <p>The qualities that contribute to effective care:</p> <ul style="list-style-type: none"> <li>o <b>patience</b> (e.g. when dealing with an individual in a wheel chair)</li> <li>o <b>understanding</b> (e.g. by giving clear instructions for an activity at a day care centre so that they are understood)</li> <li>o <b>empathy</b> (e.g. with an individual’s circumstances when breaking bad news in a hospital)</li> <li>o <b>respect</b> (e.g. an individual’s personal religious beliefs about the type of food they can eat in hospital)</li> <li>o <b>willingness</b> (e.g. to support other individuals)</li> <li>o <b>sense of humour</b> (e.g. when working with young children in a nursery)</li> <li>o <b>cheerfulness</b> (e.g. the way a nursery nurse greets the children)</li> </ul> <p>Can you think of others that are important?</p>

