



Course Start

Course Start is independent learning you need to complete as a fundamental part of your introduction to the course. It should take you approximately 5 hours to complete.

Course Name	Level 2 Award in Health & Social Care
How this Course Start fits into the first term of the course	In the first term you will be learning about communication methods that are used to support people communicate effectively in H&SC.
How will my Course Start learning be used in lessons?	You will be learning about a set of values called the 6 Cs, one of them is Communication. In lessons we will be covering verbal, non-verbal and alternative forms of communication. Your course start work will introduce you to the key terminology used so that you are familiar and prepared.
Course Start learning objectives	• To familiarise yourself with types of verbal communication • To familiarise yourself with types of non-verbal communication • To familiarise yourself with types of alternative forms of communication
Study Skills	• Literacy - reading textbook pages - writing up notes to meet the task brief • Research - using the internet or other sources • Observations skills - watching video

Expectations for: Health and Social Care

Our specification is: [Level 2 Award in H&SC](#)

What this course involves:		
Units:	September - December	January - May
	Introduction to H&SC	2. Safeguarding in H&SC
Coursework (internally assessed)	1. Working in a Person Centred Way	2. Safeguarding in H&SC

Health and Social Care - First Award

Course Start Work

Effective Communication in H&SC, which is an essential responsibility that all H&SC professionals have. Therefore we explore what these different types of communication are that are needed to communicate with service users (patients), the barriers they face and how they can be overcome.

You need to know what verbal and non-verbal and alternative forms of communication are.

Task 1: Verbal Communication

Read through and familiarise yourself with some of the important components of verbal communication:

Clear speech

Speaking clearly is essential, particularly when working with service users who may have difficulties when receiving or giving messages. Speaking clearly allows instructions to be absorbed and understood and if hearing or learning difficulties are involved then some service users can lip-read or use body language to gain further understanding.

Age-appropriate language

This means using language that can be understood by the person you are communicating with. Talking to a group of reception children about how and why they should clean their teeth would not be valuable if medical terminology and long sentences were used; they would understand the concept better if shorter words and pictures were used.

Pace, tone and pitch

To communicate effectively, you also need to pay careful attention to the way you speak. Tone of voice can convey different feelings. It is possible to say the same words in a different tone or pitch of voice, perhaps with a slight emphasis on some words rather than others, and yet convey a different meaning. Also don't rush, as information can be lost if you speak too quickly, especially if the person is hard of hearing, or has a language other than English as a first language, or if you are speaking to a child. In most cases, you will speak more slowly to ensure these people can understand you – they all have different barriers to communication.

Non-discriminatory use of language

Conversation topics such as jokes can be a source of misunderstanding and tension. Humour differs between people and between cultures, and what might be funny to one person might not necessarily be funny to someone else. Jokes about religion, for example, might not be unusual but can be offensive to a person with strong religious beliefs.

Task 2: Non-verbal Communication

Read through and familiarise yourself with some of the important components of non-verbal communication:

Facial expressions

Facial expressions tell us what people are thinking even when they do not realise it. Sometimes what we say is contradicted by what our body language is saying; body language does not lie and gives a true reflection of what we are thinking and many people feel this instinctively.

Gestures

Gestures are signals used with our body to convey messages. Gestures can be seen a lot when heated discussions are taking place and the message is important. Some gestures such as hand signals are universally recognised, for example 'okay' (when the finger and thumb form a circle). Different gestures can be offensive from culture to culture and not all gestures are universally recognised.

Appropriate use of touch and personal space

Touch or contact can be very comforting, but you must be careful to use touch respectfully and appropriately. For example, a person may be clearly upset and you might feel like giving the individual a comforting hug as you would with a friend or relation. However, you may not know this person well and you may be breaching personal boundaries if you were to do this – in which case, the individual would be embarrassed and possibly offended. Sometimes touch can be misunderstood, especially if someone is from a different culture. In some cultures, men and women do not touch, even to shake hands. Always ask first what service users would like you to do and tell them how you will need to touch them before you do so.

Non-threatening use of body language

Behaviour that is appropriate at home may not be appropriate at work. A family member may benefit from a hug, but a patient may be highly offended. Unwanted or inappropriate contact is unprofessional behaviour for care workers.

Task 3: Mind-map on verbal and non-verbal Communication

Using relevant information from the above passages that you have read through, create a mind map which informs people of key verbal and non-verbal communication skills.

Do NOT copy everything – select relevant information to write-up in ***your own words***. You can include pictures/images etc to make your mind map more visually appealing!



Task 4: Watch a minimum of 25 minutes from the following episode of Casualty 24/7

https://www.youtube.com/watch?v=YGEJZ_0y8q8

Task 5: Add to your mind map a specific example of where at least 2 of those verbal and 2 non-verbal skills have been demonstrated by H&SC professionals you witnessed in the episode of Casualty 24/7.

Can you also include how the communication skill benefitted the conversation taking place for the patient?

Task 6: Sometimes people need extra support with communicating because of an additional need they have e.g. they are visually impaired, they are hearing impaired, they have a learning disability or they have English as an additional language.

On a separate page, research **1** of the following **alternative forms** of communication and describe **what** it is, **who** uses it and **how** it benefits them:

- Picture exchange communication system (PECS)
- Sign language
- Braille
- Interpreter

Can you give an example of when it could be used in a H&SC setting?

If you have used the internet, record the website(s) you used to find your research. You can include pictures too.