

# Effective Communication Skills For Working In Care

## Module 2- Session Plan

### Communication – Using the telephone

Group:	
Teacher:	
Location:	

#### Aims

- To give confidence and improve practice of participants in face-to-face and telephone interactions with service users and colleagues
- To address identified areas for improvement in literacy.

#### Outcomes

Participants will:

- Understand the advantages and disadvantages of using the telephone
- Identify good and bad practice in using the telephone
- Understand the advantage of planning phone calls
- Identify checklist of good practice in taking telephone messages
- Encounter activities that address identified literacy needs.

Activity and time	Teacher activity	Participant activity
Welcome and review 10 mins	Review Module 1 Programme Journals	Listen and respond. Discuss previous session.
5 mins	Introduce Module 2 Content via <b>Power Point presentation</b>	Listen and respond

Activity and time	Teacher activity	Participant activity
'The way you say it' 30 mins	Introduce <b>Handout 1 'The way you say it'</b> and discuss content. <b>Introduce Activities 1 and 2</b>	Read Handout 1 and discuss content. Write thoughts re situational tone and manner. Complete Activities 1 and 2. SLlr/L2.1, Wt.2/L2
The telephone – friend or foe? 35 mins	Ask group for personal experiences of good and bad telephone transactions. Divide group into pairs. Introduce and work through <b>Handout 2 'The telephone – friend or foe?'</b> <b>Activities 3, 4 and 5</b>	Enter discussion re telephone use. Read, write, comprehend issues in handout and complete activities 3, 4 and 5 SLlr/L2.1, Rt/L2.3, Rt/L2.4
Word bank 20 mins	Distribute and discuss <b>Handout 3 Glossary of words related to Social Care</b> Hand out ' <b>Key words literacy' notebooks.</b> * <b>Activity 6</b> Conduct <i>look, learn, cover</i> exercise first page.	Read and respond. Focus on first page. Short spelling look, learn cover exercise – any difficult words into notebook. Ww/L2
Break 15 Minutes		
Literacy activities 40 mins	Introduce teaching/activities to support areas of identified literacy need recorded on individual learner Profiles.(from taster module) *	Carry out activities as required.
Evaluation Recap and close 30 mins	Introduce <b>Activity 7 summary multi choice assessment</b> Introduce <b>Programme journal.</b> Conduct evaluation using <b>Move On standard evaluation form.</b> Listen to feedback.	Complete activity 7  Complete journal and evaluation form



## Resources/aids

- PowerPoint presentation 2
- Key words Literacy Notebooks\* Available from Basic Skills Agency [ ISBN 1 85900 140 9] Admail 524 London WC1A 1 BR
- Evaluation Form
- **Supplementary activites/materials to support identified needs.**



## Effective Communication Skills For Working in Care

### Module 2

### Activity Summary And Guidance

#### Activity 1 & 2 – ‘The way you say it’

It's not what you say. It's the way that you say it! These activities explore the difference that tone and manner make to spoken communication. Talk through the handout and then let participants write down their own ideas. Participants have an opportunity to think about their own skills at work, with a simple checklist. Finally, working in pairs, ask participants to think of examples of the five types of communication.

#### Activity 3, 4 and 5 – The telephone, friend or foe?

The aim of this activity is to give confidence and improve practice when using the telephone. The first part is designed to cause participants to think about using the telephone as opposed to other forms of communication. This may work better in pairs. Participants list the advantages and disadvantages, and the second page gives suggested answers so do not turn over too soon.

Still in pairs, there is a short case study of a receptionist answering a call from a patient with space to identify six things that were wrong with the way the call was answered. Once again, suggested answers are on the next page so do not read on. A general, whole class discussion about pet telephone hates follows, and then advice upon planning a call.

#### Activity 6 – Word Bank

This activity uses a Glossary of words related to Social Care, Handout 3, which is a comprehensive list of words that commonly occur in a social care setting. Daunting, when taken as a whole, a look, cover spell session in each Module, or application of other appropriate spelling strategies, will break the list down to manageable sections with participants recording the spellings that they have difficulty with in a personal ‘key words notebook’

#### Activity 7- Summary multi choice assessment

The purpose of this activity is to provide a short summary assessment activity in a multi choice format that will help to build participants' familiarity with the Adult literacy Certificate format.

## Move On Carefully

### Effective Communication Skills for Working in Care

Module 2: Communication - using the telephone



#### Module 2: Aims

- To improve confidence and practice in face- to-face and telephone interactions in the workplace
- To brush up literacy skills, as identified in the taster session.



#### Participants will:

- Consider Speaking and Listening in different contexts
- Look at good practice in using the telephone
- Start to work through a glossary of words related to Social Care.



## MODULE 2: HANDOUT 1

### The way you say it!

It's not what you say. It's the way that you say it.  
That's what gets results!



People may react more to the tone of your voice, and your manner, than to what you say.

Probably you can tell by their voice if someone is angry with you, or is not being honest with you.

Maybe you can remember how you felt at being spoken to in a patronising or sarcastic way?

Your tone of voice and your manner of speaking should fit:

- The situation
- The person you are speaking to – not the way you are feeling at the time.

When you talk to colleagues at work, technical jargon and abbreviations may be appropriate, but it could be worrying to someone new.

Some people maybe able to follow the 'jargon' but others may be intimidated by it.

You may, without realising it, be talking to someone who:

Is hard of hearing

Is not fluent in English

Is unable to concentrate

Is under extreme stress

### ACTIVITY 1:

Use the boxes to add some of your thoughts on the way we vary our tone of voice, and our manner of speaking, in everyday situations. Some examples start you off.

Situation	Tone	Manner
Making a complaint to Local Council	severe	formal
Comforting a child who has fallen over	gentle	comforting

***Let your tone and manner reflect your personality, your audience and your organisation.***

## Communicating at work

Communicating well with people you care for and those you work with is essential in social care. You need to develop good speaking and listening skills for the job.

### ACTIVITY 2:

Tick all the skills you already have now and then look again at the checklist, at the end of the course.



Skills for communicating in care	Now	Later
Confident to communicate with a range of people at work		
Dealing with visitors		
Knowing what to say and how to say it		
Listening carefully		
Giving information accurately		
Dealing with difficult situations		





The main things that affect the way you communicate with people at work are:

- your **relationship** or **attitude** towards people,
- your **reason** for speaking or listening,
- any **problems** people may have in understanding you.





## Types of communication

When you speak or listen to someone at work, you might use one of these types of communication:

### Information; Instruction; Opinion; Explanation; Messages

Think of examples of each type.

**Information:**

**Instruction:**

**Opinion:**

**Explanation:**

**Messages:**

## MODULE 2: HANDOUT 2

### The telephone – friend or foe?

So much communication these days takes place on the telephone.

#### ACTIVITY 3:

Can you list some of the advantages of using the telephone over face- to- face contact?



What about the disadvantages?

Look at the suggestions on the next page.

**Plus points of using the telephone are:**

- It's often easier to phone someone rather than try to see them.
- It can be faster.
- It can be easier to be firm and to put your point across.

**Some of the minus points are:**

- You may pick an inconvenient time to call
- You can't see the other person's body language, so you may draw the wrong conclusions
- You can't emphasise your message with gestures or facial expressions
- It can be difficult to tell whether the other person is really listening and taking notice of what you say
- It's easier to let your attention wander and miss something important



Also, of course, you can get cut off, get a crossed line, or be overheard when you don't want to be.

## ACTIVITY 4:

### Answering a call

Look at the following 'script' of a telephone call:

Receptionist:	Hello
Caller:	I'm ringing about an appointment with the therapist.
Receptionist:	We're terribly busy at the moment – can you try later?
Caller:	No I can't. The appointment is this afternoon and I have to go out now. I'd like some help please.
Receptionist.:	Just a sec. then. (to a colleague) Can you carry on here – it's urgent - only I've got to deal with this call. (to caller) Do you want to cancel? Who is speaking?
Caller:	It's about Mrs Kathy Edmunds. She has an appointment.....
Receptionist:	Who with?
Caller:	I've no idea. I only know it's at 2.15 today. My car's broken down and.....
Receptionist:	All right Mrs. Edwards – I'll let the therapist know. (Writes down – Mrs. Edmunds – 2.15 – NO)
Caller:	No. I'm not Mrs Edwards or Mrs Edmunds, I'm Maggie Smith and Mrs Edmunds will be a little late, that's all I wanted to tell you.
Receptionist:	Right, I'll put you down for 2.30. Thank you. Goodbye.
Caller:	Just a minute – there's something else.....
Receptionist:	I'm sorry, I'm busy at the moment. I'll call you back.



Write down six things that were wrong with the way the call was answered.

1.

2.

3.

4.

5.

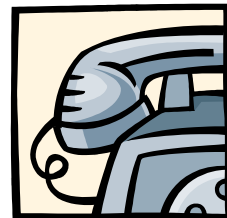
6.

This may be an exaggerated example of poor telephone skills (is it?), but we all know that similar things happen at times.

I'm sure you found the receptionist unhelpful, abrupt, and unprofessional. Probably you picked out the following mistakes.

### The receptionist:

- Did not give a greeting, her name or department.
- Did not ask important facts, such as which therapist.
- Used unsuitable language – *just a sec*.
- Carries on a conversation with someone else.
- Obtained facts in the wrong order – *do you want to cancel? Who's speaking?*
- Interrupted, not letting the caller finish speaking.
- Called the caller by the wrong name and never found out who she was speaking to.
- Assumed the caller wanted to cancel the appointment.
- Cut the caller off abruptly.
- Did not say when she would ring back.





## Things that annoy

### ACTIVITY5:

Surveys show that most people's pet telephone hates are:

- Not getting a reply fast enough – especially if you know someone must be there.
- Being put through to the wrong department.
- Being transferred several times to different departments.
- Being left hanging on with no explanation or apology.
- Not knowing who you are speaking to, or whether they can help you.
- Having to go through a list of recorded options.
- Someone jumping in with the wrong information instead of letting you finish.
- Hearing the speaker talking about you, or carrying on a conversation with someone else (despite their attempt to cover the mouthpiece)
- Someone ringing off before you have finished speaking

Can you think of any other pet hates?

**Do you think you are guilty of any of the above?**



## Planning a call

Have you ever made an important telephone call and realised that you have forgotten to say something important?

It always helps to plan what to say before you start. This may simply be jotting down a few points on a scrap of paper, but it can save a lot of frustration and expensive return calls.

Before you make the call, think about:

- **Who** you are calling/the approach to take.
- **Why** you are calling/what result you want.
- **What** the main points of the message are.
- **When** the deadline is for action or for a reply.

Fill in this chart and use it when you make your next important call.

<b>Who?</b>	
<b>Why?</b>	
<b>What?</b>	
<b>When?</b>	

## HANDOUT 3:

### GLOSSARY OF SOCIAL CARE WORDS

<b>abuse</b>	cruelty or mistreatment
<b>acceptance</b>	agreement with
<b>achievable</b>	reachable
<b>advocate</b>	someone who speaks on your behalf
<b>age appropriateness</b>	treating adults like adults and not like children because they have a learning disability or a sensory or physical disability
<b>agitated</b>	nervous, troubled
<b>alert</b>	a warning call or alarm - or – ready to take action
<b>allergic</b>	being sensitive to some substances or materials
<b>allergy</b>	a bad reaction to a particular substance or material
<b>alternative</b>	option or choice
<b>Alzheimer's disease</b>	an illness/disease that affects the brain, causing memory loss in particular
<b>analgesic</b>	a pain killer, e.g. aspirin
<b>anti-inflammatory</b>	a drug that reduces pain and swelling
<b>antibiotic</b>	a drug used to fight infections caused by bacteria
<b>apply</b>	put into practice e.g. use new learning from training in your every day work
<b>appraisal</b>	a system used in the work place to help the employee and the employer to assess progress and training needs, usually completed during an meeting/interview with a line manager
<b>arthritis</b>	disease that causes pain and stiffness in the joints
<b>assemble</b>	bring together e.g. service users from a care home when the fire alarm sounds
<b>assessment</b>	a review or check to make sure the support/care that a service user is receiving is appropriate or a staff members work being checked e.g. during an NVQ
<b>assessor</b>	a person who assesses and supports individuals during their NVQ or other qualifications
<b>assist, assistance</b>	help

<b>attendance</b>	how often you are at work, how much time you have off work
<b>attitude</b>	a way of thinking
<b>authorised</b>	given permission by someone in charge
<b>bereavement</b>	the death of a loved one
<b>breach</b>	to break a rule
<b>brief</b>	short and to the point
<b>carbon dioxide</b>	a gas used in some fire extinguishers
<b>card index</b>	system of filing where information is written on cards, usually sorted alphabetically
<b>Care Standards</b>	National standards that have been created to ensure social care services meet minimum levels that are set
<b>casualty</b>	someone who is injured
<b>catheter</b>	a tube inserted into the bladder to draw off urine
<b>catheter bag</b>	attached to a catheter tube to collect urine
<b>certify</b>	officially state or confirm
<b>challenge</b>	demanding or difficult task
<b>challenging behaviour</b>	behaviours that have a negative impact on a person's quality of life or the quality of life of the people who they live or interact with
<b>chiropodist</b>	someone who is qualified to treat people's feet
<b>choice</b>	the power or opportunity to choose
<b>circumstance</b>	a situation or condition
<b>clinical</b>	scientific or medical
<b>closed question</b>	a question that only invites a single (yes/no) answer
<b>cognition</b>	thinking skills
<b>cognitive impairment</b>	damage to a person's thinking skills, difficulties with remembering and memory
<b>collate</b>	collect and organise information
<b>combustible</b>	burns easily
<b>commence</b>	begin
<b>commode</b>	a type of toilet built into a chair
<b>communicate</b>	to share information and ideas



<b>communication aids</b>	equipment that helps with communication, e.g. hearing aid
<b>communicator</b>	person communicating with another person or for another person
<b>community</b>	a group of people with ties and connections to each other e.g. a religion, where they live
<b>companionship</b>	friendship, company
<b>competence</b>	skill, ability
<b>compliance</b>	acting according to the law or regulations
<b>compression</b>	action of pressing down firmly
<b>concepts</b>	ideas
<b>concerned</b>	worried, anxious
<b>confidential</b>	spoken or written information that is to be kept private
<b>confused</b>	feeling uncertain, disorder
<b>consent</b>	permission
<b>constructive</b>	leading to positive ways forward, e.g. constructive advice
<b>consultation</b>	talking with an expert
<b>context</b>	the setting or theme, e.g. residential home
<b>contract of employment</b>	legal documents with the details of your job, holidays, pensions, etc.
<b>COSHH</b>	pronounced as 'cosh' - an acronym meaning Control Of Substances Hazardous to Health
<b>criteria</b>	standards used to measure achievement e.g. NVQ evidence criteria
<b>culture</b>	the customs and behaviours of a particular group of people
<b>degeneration</b>	getting worse
<b>dementia</b>	a brain disease, leading to loss of memory
<b>dentures</b>	false teeth
<b>dependable</b>	reliable and trustworthy
<b>dependant</b>	a person who relies on another for support
<b>dependent</b>	a person who is unable to do without e.g. a drug addict

<b>dexterity</b>	skill in doing things using hands and fingers
<b>diagnosis</b>	name of illness after examining the symptoms
<b>dietary requirements</b>	food/drink suitable for a particular person
<b>dignity</b>	the state of being worthy or honour and respect
<b>disciplinary action</b>	action taken when someone has done something wrong or has not followed the rules
<b>disclosure</b>	revealing information
<b>disinfect</b>	to get rid of germs and infection by using a strong chemical cleaner
<b>distressful</b>	very upsetting
<b>diversity</b>	differences
<b>duties</b>	the things you have to do for your job
<b>efficient</b>	well organised
<b>efficiently</b>	working in a well-organised and professional way
<b>elements</b>	sections that make up an NVQ unit
<b>encourage</b>	persuade in a supportive way
<b>equality</b>	being the same as or equal to other people
<b>ethnic origin</b>	country or culture of birth
<b>evacuation</b>	getting people out (of a building)
<b>evaluate</b>	to think about, consider carefully
<b>evidence</b>	ways of showing something, proof
<b>External Verifier (EV)</b>	person who works for an organisation that accredits qualifications such as NVQs and checks that all the processes have been carried out in the way they require
<b>factual</b>	information based on real life, not made up or exaggerated
<b>flammable</b>	easily set on fire, e.g. paper
<b>formal language</b>	spoken or written language using standard English – no use of casual/relaxed language
<b>gender</b>	a group of characteristics that are given to either males or females
<b>generic</b>	general, not specific, typical/average/all encompassing

<b>gestures</b>	movements of the body, usually the hands or head, that express meaning or feeling
<b>Halal meat</b>	meat prepared according to Muslim law
<b>Hazardous</b>	dangerous
<b>Human Rights</b>	The rights and freedoms awarded to all individuals
<b>impaired</b>	not working well, damaged
<b>impressions</b>	ideas about something or someone from the way it or they behave
<b>incident</b>	an event or something that happens
<b>incinerated</b>	burnt
<b>incontinence</b>	having no control over the bladder or bowels
<b>independence</b>	the ability to do things for yourself
<b>induction</b>	the period of introduction to a new job during which you receive training
<b>informal language</b>	casual/relaxed way of speaking
<b>inhale</b>	breathe in
<b>Internal Verifier (IV)</b>	person who checks that the assessment of NVQs and other qualifications has been carried out according to the rules
<b>jargon</b>	language or words used by a particular profession that are usually difficult for others to understand
<b>kosher</b>	food that meets the requirements of Jewish law
<b>job description</b>	a document describing the exact tasks in your job
<b>labelling</b>	categorizing a group of people as the same and not seeing their individual characteristics
<b>LDAF</b>	Learning Disabilities Award Framework (abbreviation) – accredited qualifications for people working in learning disability services
<b>learning disability</b>	an impairment of intelligence which was acquired before adulthood that prevents individuals from coping on a day-to-day basis with their own lives
<b>legislation</b>	the law
<b>leisure pursuits</b>	hobbies or interests, e.g. walking, football, films
<b>line manager</b>	member of staff in charge of you and your work



<b>mandatory</b>	compulsory, must be done; required by law
<b>manicure</b>	cosmetic treatment of the hands and nails
<b>mobility</b>	ability to move the joints or limbs of the body easily
<b>monitor</b>	to check progress
<b>neglected</b>	ignored or not looked after properly
<b>next of kin</b>	closest family member or relation, usually a spouse, parent or oldest child who takes on legal responsibility
<b>N.O.S</b>	National Occupational Standards – the standards set for people working in social care (abbreviation)
<b>notify</b>	inform or tell
<b>NVQ</b>	National Vocational Qualification (abbreviation)
<b>objective</b>	aim, intention, goal
<b>Occupational Therapist</b>	A professional who assists recovery from disease or injury through mental or physical activity
<b>open question</b>	a question that invites more than a single-word (yes/no) answer
<b>ophthalmologist</b>	a professional who treats eye problems
<b>opinion</b>	a personal view or belief; not necessarily a fact
<b>Parkinson's disease</b>	a disease of the brain that causes shaking and mobility problems
<b>pedicure</b>	cosmetic treatment of the feet and toenails
<b>person centred</b>	a way of working that ensures the needs and wishes of the service user are central to the care or support offered
<b>personal possessions</b>	list of the service user's possessions, clothes,
<b>inventory</b>	jewellery, etc.
<b>phobia</b>	strong fear of something
<b>physical impairment</b>	difficulty with movement
<b>physio</b>	short term for physiotherapy, treatment using massage and exercise (can also be short term for physiotherapist)
<b>physiotherapist</b>	professional that treats diseases and injuries with exercise and massage



<b>policies</b>	sets of guidelines put in place by an organisation, to be followed by their workforce
<b>positive</b>	helpful and useful
<b>post-operative</b>	the time following an operation
<b>preference</b>	the thing a person likes best
<b>pressure</b>	pressing down firmly
<b>prioritise</b>	to decide what is most important
<b>privacy</b>	a person's right to be private and undisturbed
<b>prejudiced</b>	person who has a fixed negative opinion
<b>procedure</b>	the official way of doing things that is used in a particular place of work
<b>profile</b>	written information about someone – their background, what they are like and current needs
<b>proprietor</b>	the owner or manager
<b>punctuality</b>	being on time
<b>reality orientation chart</b>	chart used to help service users understand the actual time and date and therefore reduce confusion
<b>reassure</b>	to help someone feel safe and to reduce their worries and doubts
<b>recall therapy</b>	an approach sometimes used with older people to encourage them to think and talk about the past
<b>recreational activities/pursuits</b>	hobbies or things people like to do in their spare time
<b>regain</b>	get back to, return to
<b>relevant</b>	appropriate
<b>reliance</b>	having to depend on something or someone
<b>religious observance</b>	following the rules of a religion, e.g. going to church, chapel, mosque or temple
<b>request</b>	when someone asks you to do something, using polite, formal language
<b>resolved</b>	sorted out or brought to a satisfactory conclusion
<b>respect</b>	Treat with consideration, avoid harming, degrading, insulting, injuring or interrupting





<b>respond</b>	to say or do something in reply to an action or a person
<b>responsibilities</b>	the things you have to do as part of your job
<b>rights</b>	something due to you in law
<b>role</b>	position, job or task
<b>sedated</b>	made calm or put to sleep for a while using drugs
<b>self respect</b>	pride in yourself
<b>sensitive</b>	to be aware of and take account of other people's feelings
<b>sensory impairment</b>	problem with hearing or vision
<b>service user</b>	person using the services of a care organisation, person being cared for
<b>signed off</b>	signed by your assessor to say that you have completed a section (NVQ)
<b>Skills for Care</b>	the Sector Skills Council for the care sector
<b>social functioning</b>	the way in which a person acts and interacts with other people in society, in approved or appropriate ways
<b>Social Worker</b>	a specially trained professional who works to support those in need of help or welfare - often makes referrals to care agencies
<b>specialist</b>	person who gives expert information about a particular topic
<b>specific disorder</b>	particular illness
<b>strategy</b>	particular approach or way of doing something
<b>stress</b>	distress caused by physical or mental demands
<b>stroke</b>	an illness caused by poor/interrupted blood flow to the brain
<b>SU</b>	service user (abbreviation)
<b>substances</b>	materials or liquids
<b>summarise</b>	sum up by giving the main point or points of something
<b>support</b>	to help, encourage, assist
<b>tone</b>	the way in which something is said, e.g. aggressively



<b>transfer</b>	helping a service user to move from one place to another, e.g. chair to bed
<b>underpinning knowledge</b>	the supporting, necessary knowledge for the job
<b>vulnerable</b>	more likely to be wounded or harmed
<b>volume of work</b>	quantity of work, how much you do
<b>welfare</b>	the well being, happiness of a person
<b>witness statement</b>	a statement written by someone who has observed you doing something at work, to say what you were doing and how you were doing it

## ACTIVITY 7:

### Multi choice assessment

Use Handout 1 **The way you say it!** to find the information that will enable you to answer the following questions.

Choose **one** of the options **a, b, c or d**.

1. According to the information given your tone of voice and your manner of speaking should fit:

a.	the way you are feeling at the time
b.	your stress level
c.	the situation
d.	your mood

2. According to the information given what could be worrying to someone new?

a.	colleagues' accents
b.	technical jargon
c.	sarcasm
d.	shift patterns



## MOVE ON CAREfully in Cumbria .....

### PROGRAMME JOURNAL

Programme: \_\_\_\_\_

Module(s): \_\_\_\_\_

Date : \_\_\_\_\_

Venue: \_\_\_\_\_

What have you learned from this training session?

How have you used the skills you have learned in work related activities?