Log Book Unit 1 Guidance (Work placement evidence for M1, M2 & D1)

- **M1** Assess the role of effective communication and interpersonal interaction in health and social care with reference to the theories of communication.

- **M2, D1** Review and evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interaction.

Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something – similar to evaluate
Review	To look over, study, or examine again. To consider retrospectively; look back on. To examine with an eye to criticism or correction
Evaluate	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

You are required to complete the following log book by recording examples of communication in your care setting. Aim to record **at least 5** interactions, relating to a range of different situations for eg:

- ✓ Interactions between staff who work in your care setting (one to one and group interactions)
- ✓ Interactions between clients in your care setting eg residents in a care home, children interacting with their peer/s (one to one and group interactions)
- ✓ Interactions between clients and staff (one to one and group interactions)
- ✓ Interactions between clients, clients relatives, and staff

Your records of each of your recorded interactions should show:
- o Evidence of the use of Communication Theory in practice in the care setting
- o Evidence of what you consider to be effective and ineffective communication in the care setting
- o Evidence of barriers to communication that you come across in the care setting
- o Examples of how practitioners overcame these barriers to communication in the care setting

VERY IMPORTANT: When recording your observations please make sure that you maintain the clients and staff confidentiality ie do not identify the names of the client/s or staff. Replace with child X, resident A, Nursery Nurse X etc.

Preparation for gathering unit 1 evidence

- In preparation for going out on placement revise the theory that we have covered in class for P1-P4:

  - Communication Theories in practice in the care setting
  - Effective and ineffective communication in the care settings
  - Barriers to communication that you come across in the care setting
  - How practitioners overcome these barriers to communication in care settings

- Re- read unit 1 chapter in your course text book.

Example of a log book record:

M1 Assess the role of effective communication and interpersonal interaction in health and social care with reference to the theories of communication.
M2, D1 Review and evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interaction.

One to one interaction Care Worker and elderly resident A
Resident's Room

The one to one interaction took place in the resident's own room. The care worker was asked to assist the elderly resident with washing and dressing. I noted that the care worker knocked on the elderly resident's door and waited for the reply 'come in' from the resident before she walked in. **This was an example of good communication as the care worker showed the elderly client respect as this is the residents own space, like the front door to their home.** The care worker on entering the room greeted the resident in a cheerful voice, smiling and giving the resident eye contact, calling the resident by his preferred name. **This again is good communication as remembering the names of the clients that you look after shows respect and interest because...etc. The non-verbal communication with the resident was very effective.** Eye contact with the resident was very good as....

(Evidence of what you consider to be effective and ineffective communication in the care setting)

The resident's room was gloomy, so to remove **this potential communication barrier the care worker asked the resident if she could turn on the bed-side light. This showed that the carer was aware that the environment, in this case light can be a barrier to effective communication.** The resident's eyesight had deteriorated through ageing. The room was made lighter and as a result the resident and carer could see each other more clearly. **This helped the carer and resident to read each other's body language more effectively.** The carer then asked the resident if she could help her to put her glasses on. **Again, this is another example of how a barrier to communication was prevented as..... etc** (Evidence of barriers to communication that you come across in the care setting; Examples of how practitioners overcame these barriers to communication in the care setting)

It was very clear that you could see Argyle's Theory of Communication in practice during this one to one interaction communication is essentially a two-way process that involves people sending, receiving and responding to each other's verbal and non-verbal messages. This was clear in the verbal and non-verbal messages that the resident and carer were sending to each other. The carer asked if the resident had had a good night's sleep. The resident responded by saying 'had a terrible night with pain in my hips'. The carer said 'sorry to hear that Beryl (name changed) your hips have been painful in the night? (concerned look on carers face) Did you ring your bell for the night staff for some pain killers?' **In this situation the carer showed empathy for the resident both verbally and non-verbally through her facial expression.** The nurse repeated back to the resident about the pain in her hips to check she had understood and received the message accurately. The carer then told the resident that she will make sure that the night staff checks that she has some pain killers before she goes to sleep and to make sure that she buzzes them in the night. **(Evidence of the use of Communication Theory and effective communication in practice in the care setting)**

Tips on making log book entries:

- Make a record of the basic content of each interaction. You can then review/assess and evaluate each interaction you have recorded at the end of each day on placement.**(this is in bold in the above example)**

- In addition make a record of any general communication barriers that you come across in your placement setting and record the strategies that you/staff put into place to overcome these.

Communication Barriers

Very noisy in the residents day room. Care worker asked a resident to go back to their own room to chat about their medication. This strategy ensured that the environmental barrier of noise was overcome. This enabled the care worker to discuss the residents medication to

STUDENT NAME: Milissa Weston
WORK PLACEMENT DATES: 5.11.12 – 9.11.12
CARE SETTING: Primary School
CLIENT GROUP: Nursery Children

M1 Assess the role of effective communication and interpersonal interaction in health and social care with reference to the theories of communication.
M2, D1 Review and evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interaction.

Group interaction between teacher, client and client's parent.

The group interaction took place in the nursery as the teacher asked the relative to step in whilst she had a quiet word. **This means the teacher removed the potential barrier to communication by speaking in a quieter setting where there would be no interruptions that could cause ineffective communication.** The teacher wanted to speak to the parent about how the child had been that day. **The teacher used good communication skills as she was polite when asking the parent to come in, she remembered the parents name which would make them feel valued if they was called by their preferred name.** The teacher spoke to the parent in a nice tone of voice and was smiling when speaking; **this would make the parent feel valued. If the teacher did not use these things to make the communication effective then the parent may not be as willing to communicate.** The proximity between the teacher and parent was right and the teacher's body posture was relaxed, **this means the parent would be more likely to be relaxed.** Eye contact was used by both the teacher and parent, **this shows they was engaged and interested in what the other had to say. If one was looking away when the other was speaking then the parent talking may as felt as though what they had to say was not important, this would be an example of ineffective communication.** The teacher made sure that the light was switched on **so that they could all see each other's facial expressions and body language. It was important that they could see this** especially when saying the child had been a bit 'off' that day.

Argyles theory of communication took place in this interaction as the teacher, parent and pupil were all sending messages, responding to each other's messages and also reflecting back to one another. **The communication cycle was clearly used in this interaction as a message was coded, sent, received, decoded and understood. This was shown when the conversation was flowing.** The teacher said to the parent "he hasn't been himself today" then said to the child "we've been really worried about you haven't we". **This shows the teacher used empathy verbally, she also showed it non-verbally through her facial expression.** The teacher then said to the child "hope you feel better soon, see you tomorrow", **this also highlighted her concern and empathy towards the child.**

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Group interaction between parents and teachers in the PTA meeting.

This interaction took place in the parents and teachers association meeting in the schools meeting room. Everyone was sat around a round table, **this shows that whoever organised the meeting thought about the seating arrangements so that they wasn't a barrier to communication as it is important for everyone in the meeting to be able to see each other's facial expressions and body language, this also encourages interaction and turn taking as turn taking is usually promoted by facial expressions and eye contact.** The treasurer of the PTA introduced the meeting in a polite tone, she smiled and used eye contact, and **this was so that everyone felt welcome at the meeting.** She then gave everyone a chance to introduce **themselves this is an example of effective communication as people are more likely to feel comfortable when getting called by their preferred name, it also give others a chance to build relationships.** The light in the corridor was then switched off so the treasurer switched the light on in the room **so that the room was bright and people could see each other clearly and the communication was not affected.** The treasurer of the association then gave everyone a sheet with the meeting's agenda information on, **this was so that the structure of the meeting was clear to understand.** She then read them off the sheet one by one **making eye contact whilst doing this, this would make the committee feel as though she was speaking to them and involving them.** She then went on to explain each of these one by one, in a slow clear manner so that people could make notes, **this shows that they understood the message being sent.** The treasurer then asked everyone for their opinion and everyone took turns to contribute their ideas. **This is good communication because it is giving everyone else a chance a change to share their opinions and values instead of just listening to the one persons.** When someone contributed their ideas and views the treasurer would repeat it and write it down. **This is what is known as reflective listening, the treasurer done this to confirm the message that had been sent and ensure that she had understood what had been said. By her writing it down this made the committee feel as though what they had said had been taken into consideration which would make them feel valued.** The treasurer would then repeat the ideas she had collected and ask the committee as a whole if they had anything else to contribute, **this shows good communication skills because if she pin pointed one person and asked them they may feel intimidated, embarrassed and reluctant to share their ideas.** When the treasurer had spoken about everything on her agenda she then asked other members of the committee if they had anything that they wanted to discuss, **this made the committee members feel as though they had a say and their values were important.** The room was hot therefore one of the staff opened a window; **this was so that committee members did not become hot and stressed.** Tuckman's stages of group interaction **took place, with was because the group formed when introducing themselves, stormed when putting their different opinions across, normed when they agreed on a certain thing then they was going to perform in the future when holding the events that they had planned in order to raise money.**

m2/D1

M1

M2

M1

M1

m1

m1

m2

m2

M1 Assess the role of effective communication and interpersonal interaction in health and social care with reference to the theories of communication.
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One to one interaction between staff members.

This one to one interaction took place in the Nursery classroom. The learning development mentor came to speak to the nursery teacher about the children. The mentor knocked on the door and waited for a reply from the nursery teacher, she replied with "come in" in a polite cheery tone. **Waiting for a reply highlights respect for the other teacher and the cheery "come in" highlights the informality of the relationship which means both of them would feel relaxed. This all shows respect for one another and friendliness.** The two teachers then had a talk, asking how each other were and if they were well, **this shows that they value each other.** The nursery teacher then expressed her concern about the development of the children, **her facial expression showed her concern.** Both teachers used professional jargon; **however, this was not a barrier to communication as both participants knew what they were talking about. as both of the teachers were sending messages, responding to each other's and reflecting back Argyles communication theory clearly took place in this interaction.** A child then come over and interrupted the conversation between teachers, **in order to overcome this communication barrier the teacher explained in a calm soft tone that she was speaking to another teacher and she would come and talk to her as soon as she was finished doing what she was doing.** Hand gestures were used by the learning mentor teacher when she was explaining things that the nursery teacher could do to develop the child's knowledge, **this was so that the nursery teacher had a clearer view of what she meant and could understand it better.** The nursery class then went very loud, **this was a barrier to communication between the teachers as they wouldn't be able to hear what each other was saying as well, in order to overcome this barrier the teacher asked the class to play quietly.** The two teachers then went over to the listening area in the nursery **this was so that they could speak in a quieter environment,** the nursery teacher switched the light on **so that she could see the other teacher's facial expressions, body language and hand gestures.** When the learning mentor was giving the nursery teacher ideas of what sort of things she could do to help the children develop what they should have already knew before they came to nursery, **the nursery teacher would nod throughout the explanation, this was to show she understood what was being said.** At the end of the explanation she would reflect back what she had heard and write it down. **This would show that she would take into consideration what had been said and show that she had actually listened to the teacher, if the mentor thought she was not being listened to then this would cause ineffective communication as she would be reluctant to share her ideas and the flow of communication would be affected.**

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Group interaction between the Nursery teacher and the Nursery class.

The teacher asked the children to come and sit on their star in the listening area, their stars were laid in a circle, **this shows the teacher had considered where she placed the stars to encourage interaction. Also, this was done because successful turn taking often relies on people being able to see each other's facial expressions and when sat in a circle everyone is able to see** M1/M2 **each other, if the children were unable to see each other well then this would be a barrier to effective communication and the children would be less likely to interact with each other well.** The light was shining through the window therefore the children could not see, **the nursery teacher therefore shut the blinds, this overcome a barrier to effective communication as the** M2 **children could therefore see each other's facial expressions and the eye contact people were making with them.** She told the class that she wanted to talk about something important that had happened in nursery. **The tone of her voice highlighted the seriousness of the issue. In order for the children to understand what the teacher was saying she adapted the complexity of** M1 **her language to meet the child's needs as they were still only developing their language. This shows the teacher had thought about the communication cycle in order for the children to be able to send a message back.** The teacher asked the children what they thought wasn't nice to do to our friends in nursery, when the children would reply she would repeat their answer. **This is known as reflective listening and shows she listened and understood what the child has said; this would make the child feel valued. In order for the discussion to work the teacher made** M1 **the children involved this is so that they wanted to be part of the group discussion and it flowed smoothly,** she done this by asking questions and asking for the children's opinions. The teacher used hand gestures when talking; **this was so that the children had a better understanding of what she was saying.** Each child then put their hand up if they had a suggestion of what wasn't a nice thing to do to their nursery friends, the teacher then told the children she was very sad that one of the children had hurt one of their friends and said it was not to happen again, **she emphasised that the matter made her sad through her facial expression and body** M1 **language.** The nursery teacher then went round the circle and asked each child what they thought was a nice thing to do when playing with their friends and if they saw one of their friends playing alone what should they do. It then came to 'Child A' and the teacher asked her what she should do, the child didn't know the answer and therefore started to cry. **This was because she felt intimidated.** The teacher then explained to the child that it was ok that she did not know the M1 answer, **she done this so that the child didn't feel as upset.** She then gave her a hug until the child felt better; **this was so that the child felt safe and not upset.** If children would shout out the teacher would explain to them that they had to let their friends have a turn and have their say. **Therefore this was overcoming a barrier to communication as if a child kept interrupting whilst someone was talking everyone else would not be able to hear what the other was saying about** M2 **so other people are missing out on important information which could be a barrier to their learning.** All children were spaced out well and the area was not overcrowded, **this is good because** M1 **the child is more likely to be comfortable and relaxed.** Argyles communication theory clearly

took place in this group interaction because they formed in September and they are now at the storming and norming stage. This is because the children were being told by the teacher that hitting each other was not acceptable, however, some children got on well.

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One to one interaction between teacher and nursery assistant.

The one to one interaction took place between the nursery teacher and the teaching assistant. The teachers discussed how the nursery class had been that day. The two of them were sat on a round table facing each other; this promotes effective communication as they can clearly see each other's facial expressions and body language. The teacher told the assistant how 'child A' had been distant and not engaging with others that well. The teacher showed her concern through her tone of voice and facial expression. The assistant shown interest in what the teacher was saying by nodding, this is known as reflective listening. The teachers took turns to talk and did not interrupt while the other was talking. Turn taking is good when communicating as it shows respect for the person you are talking to, if you interrupted someone whilst talking they may feel as though what they had to say wasn't important which can make them feel worthless,

The teacher then told the assistant that she was happy with how 'Child B' had responded in the day's class, her facial expression showed how she felt and she used eye contact when telling the assistant which shows she was talking to her as an individual and shows politeness. The teacher used body language effectively as she was not too relaxed, however, she was relaxed, and this would make the conversation more relaxed.

The room was dark therefore the teacher turned on the light in the classroom, this means the teacher overcome a barrier to communication so that the teacher and assistant could see each other when talking which makes it more effective as you can see each other's gestures, facial expressions and body language. The room was cold, therefore the teaching assistant went round and shut all the windows, therefore the teacher overcome a barrier to effective communication as if they was cold they may not be able to concentrate on what the other person was saying.

In the interaction, the communication cycle clearly took place this was because messages were sent and understood effectively.

<u>UNIT 1 DEVELOPING EFFECTIVE COMMUNICATION IN HEALTH & SOCIAL
CARE LOG BOOK</u>

STUDENT NAME: ~~Milissa Weston~~
WORK PLACEMENT DATES: 18.3.13 - 22.3.13
CARE SETTING: Nursery
CLIENT GROUP: Children aged 2-4

M1 Assess the role of effective communication and interpersonal interaction in health and social care with reference to the theories of communication.
M2, D1 Review and evaluate strategies used in health and social care environments to overcome barriers to effective communication and interpersonal interaction.

<u>Group interaction between child, child's parent and nursery nurse in the nursery</u>

This group interaction took place in the nursery. The child's parent had come to look around the nursery with the child in order to see if it was suitable.

The parent knocked on the nursery door, this highlights respect for the nursery nurse as if it was their own space and waited to be welcomed in rather than just walking in.

M1

The nursery nurse opened the door and smiled at the parent and said in a very cheery voice "Come in 'Parent A' ". Due to the nursery nurse being aware that the parent and child were coming to look around she was able to call them by their preferred names and said "hello 'Parent A', hello 'Child A' lovely to meet you". This shows that the nursery nurse has respect for them and is interested by her remembering their names. The non-verbal communication skills that were used such as smiling and using eye contact also shows effective communication skills as well as respect. This therefore built a relationship with both the child and the parent.

M1

Due to the children playing in the nursery, it was very loud. Therefore the nursery nurse said to the children "can we all be very quiet please as we have visitors. Can you all say hello to 'child A' and his mummy", this shows that the nursery nurse was aware of what was going on around her and also made the child feel more welcome. By her asking the children to be quiet she understood that the loud noise was a barrier to effective communication. When the nursery nurse was speaking to the child she bent down to his level and therefore the child felt more comfortable. As the nursery nurse could not see that well she opened the blinds so that she could see both the parents and the child's facial expressions better.

M1

M2

When communicating with the parent another child tripped, bumped her head and started to cry, the nursery nurse picked her up and showed empathy both verbally and non-verbally until she felt better. The nursery nurse removed the barrier to effective communication by comforting the crying child so that the nursery nurse and the parent were able to carry on their conversation.

M1/M2

The nursery nurse informed the parent about the different things they do in the nursery whilst Child A played and made friends. The parent asked many questions which showed interest and the nursery nurse answered. Therefore in this interaction Argyle's communication theory was used as all participants sent verbal and non-verbal messages to each other and also responded to them. m1

The nursery nurse then asked 'Child A' if he'd had a nice time playing with all the children in the nursery. The child showed his feelings verbally and non-verbally through his facial expression and tone of voice.

The parent then said that the child loved the nursery and that he would start next week. The nursery nurse then asked the parent if she had any questions and the parent replied with no. Therefore the communication between the parent, the child and also the nursery nurse had been effective.

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One to one interaction between two members of staff in the nursery

This one to one interaction took place in the nursery. Nursery nurse A and nursery nurse B were discussing how all of the children in the nursery had been that week.

The two members of staff spoke to each other in a friendly tone of voice which showed respect for one another. The members of staff were smiley and also used eye contact with one another which also highlighted respect. However, as the two members of staff were tidying up whilst talking, communication was not as effective as nursery nurse A kept telling nursery nurse B that she was M2 unable to hear her. This was due to nursery nurse B not focusing on nursery nurse A meaning that she may have felt that nursery nurse B was not interested in what she had to say.

The two members of staff were unable to see well due to the nursery being gloomy. In order to overcome this barrier to effective communication, nursery nurse B opened the blinds so that they m2 were able to notice each other's facial expressions and body language which was important as the staff showed how they felt about each child's behaviour through their facial expressions.

Due to both nursery nurses making comments on how each child has been that week Argyle's theory of communication took place as they sent, received and responded to each other's verbal and non- m1 verbal messages.

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One to one interaction between two children in the nursery

This one to one interaction took place in the nursery garden. The children were planting broad beans and telling each other how to do it.

The children smiled at each other, used eye contact and spoke in a cheery voice. This shows friendliness between the two children.   M1

"Have you got your plant pot?" Child A asked. "Yes, now what do I do?" asked Child B. This shows that argyles theory of communication took place in this interaction as the children sent, received and responded to messages from each other.   M1

The children were cold and to remove this potential barrier to effective communication they come inside. The children sat opposite each other on the table and were therefore able to read each other's body language and facial expressions.   M2

The room was dark therefore child A asked the teacher to switch the light on which therefore removed the potential barrier to effective communication.   M2

Group interaction between members of staff in the nursery's kitchen

This group interaction took place in the kitchen of the nursery and was between the two nursery nurses of different classes and also the cook.

The members of staff were discussing the preparation of meals for the children, nursery nurse A brightened the kitchen light due to it being gloomy, this means that the potential barrier to effective communication was removed so that they were all able to see each other's facial expressions and read each other's body language.   M2

When nursery nurse B entered the kitchen she knocked on the door, this highlights respect for the chef. Nursery nurse A then turned off the radio so they were able to hear each other better removing the potential barrier to communication.   M1

When communicating all members of staff used eye contact with made communication more effective as it showed that they were focusing and listening to what one another had to say, highlighting respect.   m (

Both nursery nurses informed the cook how many children they each had in their classes so he was able to prepare the meals. The chef looked confused and showed this through his facial expression which meant that both of the nursery nurses were able to see and read his facial expression. When the cook understood he repeated back to the nursery nurses to show he had understood and listened therefore the communication was then effective.   M 1   Barriers ?

Overall, this interaction was effective as the cook was able to understand what was said and the nursery nurses were able to read his facial expressions. The communication theory clearly took place in this interaction as verbal and non-verbal messages were sent, then received and also responded to by all participants.   M1

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One to one interaction between clients and staff in the nursery

This one to one interaction took place in the nursery between a nursery nurse and a two year old child. The child had fell and went to the nursery nurse due to him being upset.

The child went over to the nursery nurse crying, the nursery nurse showed empathy through her facial expression and also spoke sympathetically when asking the child what was the matter. Due to the nursery nurse not being able to understand the child due to him crying the nursery nurse cuddled him in order to show empathy and make the child stop crying before she asked him what was the matter, therefore the nursery nurse was able to read his facial expression and understand how he felt.   M 1

After the child has stopped crying the nursery nurse spoke to him calmly, as she was unable to hear him she asked the class to be quiet and removed the barrier to effective communication.

When speaking to the child she focused on him using eye contact so that she was able to read his facial expressions and sympathise. When the child informed the nursery nurse why he was crying she repeated "you fell and bumped your head?" which clarifies that she had understood the message correctly.   M1

Therefore Argyles communication theory had took place as the nursery nurse and child sent both verbal and non-verbal messages to each other then responded to them. Therefore the communication cycle was effective.   M1