

SPECIFIC TRAINING REQUIRED TO MEET THE LEVELS AS OUTLINED IN THE FRAMEWORK

Level 1

The individual has responsibility for communicating with a limited range of people on day-to-day matters.

Level 1 communication skills training will address the following learning outcomes

- a) Understand how to communicate with a limited range of people, on day-to-day matters in a form that is appropriate to the individual and the situation
- b) Recognise the need for timely communication
- c) Understand the process that leads to effective listening and information giving, including the importance of non-verbal communication
- d) Understand how to reduce barriers to effective communication, including environmental (noise/ privacy) personal (health of patient) and social (language, ability to understand)
- e) Recognise how culture and ethnicity can impact on communication styles, expectations and preference
- f) Understands the importance of presenting a positive image of her/him self and the service
- g) Understands how to accurately report and/or records work activities according to organisational procedures
- h) Understands the importance of communicating information only to those people who have the right and need to know it consistent with legislation, policies and procedures, for example confidentiality, data protection act, complaints resolution, language interpretation, family dynamics.
- i) Reflects on their limitations with regard to communication and involve appropriate colleagues as necessary
- j) Recognise subjects that are inappropriate for general discussion in front of others, i.e. own social life etc
- k) Understands the emotional impact on people when coping with their illness and how that influences communication.
- l) Recognise the importance of giving clear explanations and gaining permission prior to carrying out any activity, and to understand the reporting procedures if permission is not obtained.

Competency elements and evidence

Any worker at level 1 will demonstrate the ability to:

1. Introduce themselves and discuss with the individual how they wish to be addressed.
2. Identify barriers to communication – environmental, personal, and social, demonstrating the ability to reduce these in practice.
3. Treat people with respect for cultural diversity when communicating with others.
4. Reflect on own behaviour and its effect on others.
5. Identify a communication problem, and show awareness of methods and aids to improve communication, seeking advice from a more senior member of staff where necessary.
6. Effectively communicate with people with palliative care needs, their relatives and carers as well as staff, in particular showing empathy and sensitivity.
7. Treat people with dignity and respect, with a non-judgemental approach.
8. Communicate effectively with colleagues.
9. Communicate a significant interaction/ events i.e. change in a person's condition, to an appropriate person in a timely manner.
10. Answer the telephone in an appropriate and professional manner.
11. Treat confidential information with respect and according to legislation and organisational policies and procedures.
12. Explain when permission is required to carry out an activity and the process to be followed if permission declined.

Target Audience

All staff with a responsibility for communicating with a limited range of people on day-to-day matters. (NHS KSF Core dimension 1 (Communication), level 1).

Types of Training / Methods to be used

The Leeds palliative care communication skills training strategy recommends training for level 1 communication skills may be undertaken through local induction/ customer services training. Training should cover all the learning outcomes as described. An **optional** supplementary learning package is available to support these learning outcomes.

Assessment process

Assessment of competencies should be undertaken by the individual's line manager, supervisor or mentor as part of the normal appraisal/review process. Assessment should be based on evidence provided by the member of staff and can take a number of different forms. This might include:

- Observation
- Verbal feedback from the individual, manager or others
- written work produced by the individual staff member
- electronic work produced by the individual staff member
- records of work (such as minutes/notes of meetings showing the individual's contribution)
- the individual's portfolio containing such items as reflections on learning/practice that they are prepared to share.