

Level 2

This level seeks to enhance the competences developed at level 1. The individual has responsibility for communicating with a limited range of people on a range of matters and can use a variety of communication skills e.g. verbal, written and non-verbal – and appreciate their complexity.

Level 2 communication skills training will address the following learning outcomes

- a) Understand how to communicate with a range of people, carers and staff on a range of matters in a form that is appropriate to them and the situation
- b) Recognise the need for timely communication
- c) Understand the range of skills and interactions that underpin effective communication.
- d) Understand the impact communication has on the well being of the person receiving care, their relatives and carers
- e) Understand how to constructively manage barriers to effective communication. Be able to change form/style of communication and monitor effectiveness of own communication.
- f) Demonstrate knowledge of culture and ethnicity issues that can impact on communication styles, expectations and preference. Able to access appropriate resources to aid communication.
- g) Reflect on their own communication skills and involve other appropriate persons as necessary.
- h) Demonstrate awareness of the principles and aims of caring for people with complex needs. (I.e. physical, psychological, social and spiritual complex needs)
- i) Understands 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.
- j) Understands how to keep accurate and complete records consistent with legislation, policies and procedures

Competency elements and evidence

Any worker at level 2 will demonstrate the ability to:

1. Introduce themselves and discuss with the individual how they wished to be addressed.
2. Identify any barriers to communication – language, environment, personal, social and confidentiality and demonstrates the ability to overcome these in practice.
3. Treat people with respect for cultural diversity when communicating with others.
4. Takes account of own behaviour and its effect on others.
5. Assess and identify communication problems and discuss the appropriate form of communication to use and demonstrates an awareness of methods and aids to communication.
6. Effectively communicate with people with palliative care needs, their relatives and carers as well as staff, in particular showing empathy and sensitivity:
 - a. Verbal i.e. listening and questioning skills
 - b. Non verbal i.e. body language
 - c. Demonstrates an awareness of the language interpretation service and other services to improve communication, and how to use them.
7. Builds a rapport with others demonstrating a non-judgemental approach, treating them with dignity and respect.
8. Communicate effectively with colleagues within and outside of their team, showing awareness of the different roles and functions within the multi-disciplinary team (MDT).
9. Understand the importance of promptly communicating any deviation from the care pathway, significant interactions or concerns to the appropriate individual.
10. Demonstrates the ability to answer the telephone in an appropriate and professional manner, providing support and advice whilst maintaining confidentiality.
11. Treat confidential information with respect and according to legislation and organisational policies and procedures
12. Clearly document all care in accordance with legislation and organisational policies and procedures

Target Audience

All staff with a responsibility for communicating with a limited range of people on a range of matters and can use a variety of communication skills e.g. verbal, written and non-verbal – and appreciate their complexity.

(NHS KSF Core dimension 1 - Communication at level 2).

Types of Training / Methods to be used

The Leeds palliative care communication skills training strategy recommends training for level 2 should cover all the learning outcomes as described. A learning package and ½ day teaching pack (presentation slides and exercises) are available to support these learning outcomes.

It is **not** necessary to complete both the learning package and the ½ day workshop.

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.