



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module LCHS4003 Introduction to Health and Social Care

WEEK 6

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Lecturer: [please insert name here]

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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WELCOME

Record the Session



Ice Breaker



Today we will...

- Learn about statutory guidance.
- Look at effective communication in the health and social care sector.
- Explore Berlo (1960) and Shannon and Weaver's (1948) communication models.
- Consider the barriers to communication.
- Discuss how to communicate with others and consider some of the barriers.
- Complete a weekly 'Infoskills Gym' activity.
- Provide time to undertake the group work activity and presentations.

Aims and Objectives of the Session

Aims

- To provide an outline of what is statutory guidance.
- To look at the communication process.
- To help you to reflect on the way you communicate with people and or groups.
- To provide you with Berlo's (1960) and Shannan & Weaver's (1948) models of communication.
- To look at the barriers to communication.
- To provide you with some principles for communicating effectively with service users.

Objectives

- By the end of the session, you should have an insight of what is statutory guidance.
- Why the communication process is important within your role as a H & SC worker.
- You should be able to have a broader insight to the communication process, the barriers to communication and understand Berlo's and Shannon and Weaver's communication models
- You should be able to appreciate why it is essential to communicate effectively with service users and groups.

SESSION 1

SETTING THE CONTEXT

statutory guidance and ideas

Relating to communication

What is statutory guidance?

- Statutory guidance is guidance from the UK government as it related the Acts of Parliament.
- Statutory guidance is advice written to help agencies do what the law says they need to do. For example, in education (schools, nurseries, colleges), health services and children's services.
- Statutory guidance is important to help agencies know how they should implement the requirements of a piece of legislation. For example:
- ***“Statutory guidance sets out what schools and local authorities must do to comply with the law. You should follow the guidance unless you have a very good reason not to” “There is some guidance that you must follow without exception. In these cases, we make this clear in the guidance document itself.”*** ([Schools: statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/schools-statutory-guidance) (25th January 2023).
- Below is a link to an example of statutory guidance for The Health and Care Act 2022 [Care and support statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/care-and-support-statutory-guidance)

The Health and Care Act 2022

Health and Care Act 2022

UK Public General Acts ► 2022 c. 31 ► Table of contents

Table of Contents Content Explanatory Notes ? More Resources ?

Plain View

What Version ?

● Latest available (Revised)

● Original (As enacted)

Opening Options ?

More Resources ?

Status: This is the original version (as it was originally enacted).

Collapse all -

Collapse -

Introductory Text

PART 1 Health service in England: integration, collaboration and other changes

NHS England

1. NHS Commissioning Board renamed NHS England
2. Power to require commissioning of specialised services
3. Spending on mental health
4. NHS England mandate: general
5. NHS England mandate: cancer outcome targets
6. Duties as to reducing inequalities
7. Duties in respect of research: business plan and annual report etc
8. NHS England: wider effect of decisions
9. NHS England: duties in relation to climate change etc
10. Public involvement: carers and representatives
11. Information about inequalities
12. Support and assistance by NHS England
13. Exercise of functions relating to provision of services
14. Preparation of consolidated accounts for providers
15. Funding for service integration
16. Payments in respect of quality
17. Secondments to NHS England

Integrated care boards

18. Role of integrated care boards
19. Establishment of integrated care boards
20. People for whom integrated care boards have responsibility

[Health and Care Act 2022 \(legislation.gov.uk\)](https://legislation.gov.uk)

Statutory guidance for The Health and Care Act 2022

Statutory guidance

Care and support statutory guidance

Updated 19 January 2023

Contents

[Using the Care Act guidance](#)

[General responsibilities and universal services](#)

[First contact and identifying needs](#)

[Charging and financial assessment](#)

[Person-centred care and support planning](#)

[Safeguarding](#)

[Integration and partnership](#)

Using the Care Act guidance

This publication is currently under review

The Health and Care Act 2022 revoked Schedule 3 and amended Section 74 of the Care Act 2014 on 1 July 2022. This means that certain parts of this guidance are out of date and in the process of being updated to reflect the relevant statutory changes.

Statutory Guidance for Care Support

Statutory guidance

Care and support statutory guidance

Updated 28 March 2024

Contents

Using the Care Act guidance

General responsibilities and universal services

First contact and identifying needs

Charging and financial assessment

Person-centred care and support planning

Safeguarding

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Using the Care Act guidance

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[Care and support statutory guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/care-and-support-statutory-guidance)

Key Principles of Communication

What are the different forms of communication?



You have one minute to log down your ideas, then we'll share them out in the class to come up with a comprehensive list.

Some of the different forms of communication are ...

- Verbal communication - spoken language
- Non-verbal communication
- Body language
- Listening
- Sign language
- Written
- Electronic/digital
- Morse-code
- Numerical
- Braille
- Music
- Film
- Signs, pictures, symbols



COMMUNICATION

- Good communication is essential in the H & SC sector.
- There are different approaches to communication.
- It is imperative for H & SC staff to communicate effectively and maintain best practice when communicating with service users, patients, clients or member of the interprofessional team.
- Good communication can maximise the potential to develop meaningful relationships with service users.
- Good communication and interpersonal skills are essential for effective practice which can lead to good outcomes.

Communication

- Communication is a process to exchange information.
- We communicate daily in all kinds of context.
- There is a sender and receiver.
- In the H & SC sector Lee (2021) confirms that there are two types of communication:
 1. Communication between health and social care workers.
 2. Communication between the patient/service user (and/or family members).

- Lee, (2021) affirms that communication within H & SC settings is considered effective when the receiver, either the patient, service user, family member, or the health and social care worker, understands clearly the message being conveyed by the sender.
- For communication to happen effectively the message has to be:

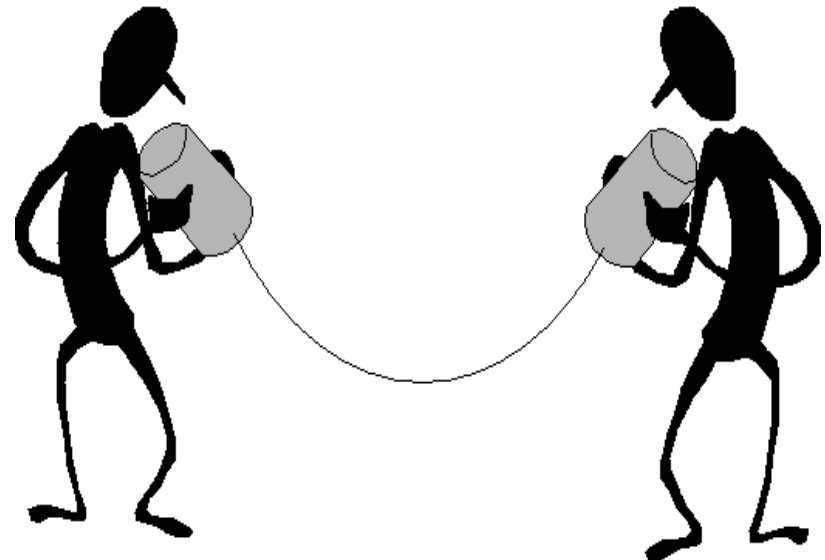
clear

consistent

transparent

accessible

inclusive



Self-reflection on a breakdown of communication

- Think of an example of when a communication process has broken down. Consider what you think had gone wrong in the communication process.
- Reflect on what could have been done differently to help improve the situation.



Conceptional ideas of communication

- White (2021) confirms that communication happens when information is transferred from one person or group to another (p.1).
- Communication can be straightforward, or it can be complicated involving several elements.
- Communication can have lots of complexities depending on the context.
- Decoding and interpretations can vary according to White (2021), as feedback may not be provided.

- The perception of nonverbal cues can have an influence on the communication process between the sender and receiver.
- Communication is indispensable for forming and managing relationships (White, 2021, p.3)
- There are several steps involved in communicating and it can cause confusion, misunderstanding if interpreted incorrectly.
- Communication must have some kind of feedback loop, this is a critical component for an effective communication process.

- When a misunderstanding occurs, or there is a breakdown in the communication process, the receiver should seek clarification or engage to ensure that the message is sent and has been understood correctly (White, 2021, p.6).
- The responsibility of the communication process fall's heavily on the sender of the message than the receiver.
- The sender therefore has to be precise in the communication process so that it is clear, and it can be understood by the receiver.

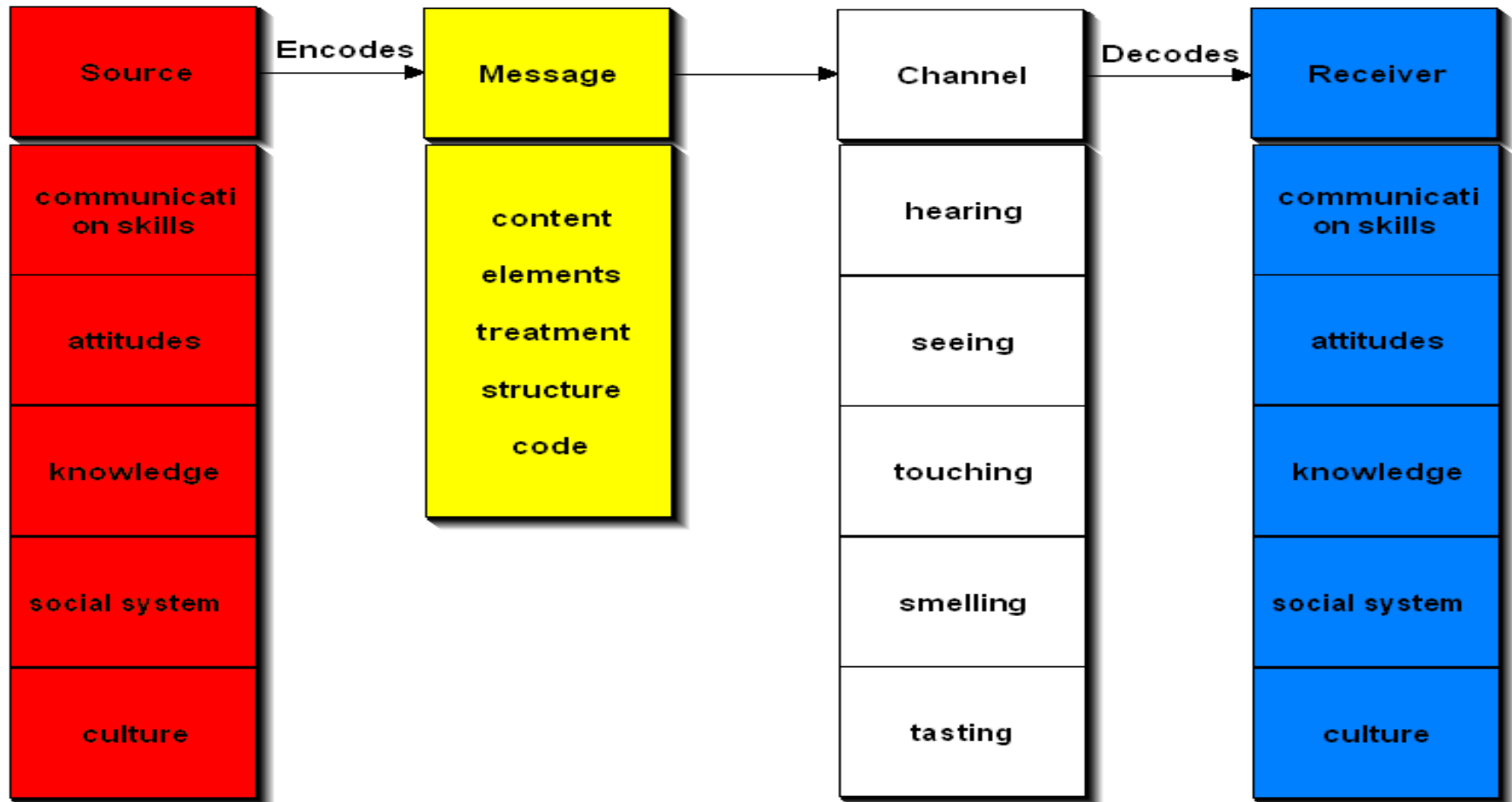
Berlo (1960)

Model of Communication

Berlo (1960) Model of Communication

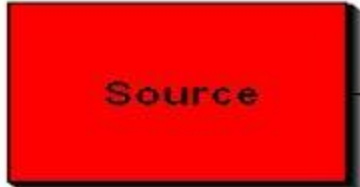
- In 1960, David Berlo came up with the Sender-Message-Channel-Receiver (SMCR) model of communication which was adapted from Shannon Weaver's Model of Communication (1949).
- Berlo (1960) described factors affecting the individual components in the communication process, making the communication more efficient.
- The model focuses on encoding and decoding which happens before the sender sends the message and before receiver receives the message respectively.
- Berlo's model (1960) has mainly, four components to describe the communication process. They are sender, message, channel and receiver. Each of the component is affected by many factors.

Berlo's Model of Communication



A Source encodes a message for a channel to a receiver who decodes the message:
S-M-C-R Model.

Components of Berlo (1960) Model of Communication



Sender is the source of the message or the person who originates the message. The person or source sends the message to the receiver. The following are the factors related to sender and is also the same in the case of receiver.

Communication Skills

- Communication skills of a person is a factor that affects the communication process. If the sender has good communication skills, the message will be communicated better than if the sender's communication skills are not good.

Attitude

- The attitude of the sender and the receiver creates the effect of the message. The person's attitude towards self, the receiver and the environment changes the meaning and effect of the message.

Knowledge

- Familiarity with the subject of the message makes the communicated message have its effect more. Knowledge on the subject matter makes the communicator send the message effectively.

Social Systems

- Values, beliefs, laws, rules, religion and many other social factors affect the sender's way of communicating the message. It creates difference in the generation of message. Place and situation also fall under social systems.

Culture

- Cultural differences make messages different (various beliefs, behaviours and languages).

Components of Berlo (1960) Model of Communication



Message

A message is the substance that is being sent by the sender to the receiver. It might be in the form of voice, audio, text, video or other media. The key factors affecting the message are:

Content

- Content is the thing that is in the message. The whole message from beginning to end is the content.

Elements

- Elements are the non-verbal things that tag along with the content like gestures, signs, language, etc.

Treatment

- Treatment is the way in which the message is conveyed to the receiver. Treatment also effects the feedback of the receiver.

Structure

- The structure of the message or the way it has been structured or arranged, affects the effectiveness of the message.

Code

- Code is the form in which the message is sent. It might be in the form of language, text, video, etc.

Components of Berlo (1960) Model of Communication



Channel

Channel

Channel is the medium used to send the message. In mass communication and other forms of communication, technical machines might be used as a channel like telephone, internet, etc. In interpersonal communication our five senses become important as the channel used may involve them.

- **Hearing** – We receive the message through hearing.
- **Seeing** – We perceive through seeing. We also get non-verbal messages by seeing.
- **Touching** – Many of the non-verbal communication happens from touching like holding hands.
- **Smelling** – We collect information from smelling.
- **Tasting** – Taste also provides the information to be sent as a message.

Components of Berlo (1960) Model of Communication



Receiver is the person who gets the message sent in the process. This model believes that the thinking pattern and all other factors mentioned above must be in sync to that of the sender for the communication to be effective. The message might not have the same effect as intended if the receiver and sender are not similar. The receiver must also have very good listening skill. Other factors are similar to that of the sender.

Communication skills – ability to speak, write, read and listen.

Attitudes – towards the audience, subject and one self

Knowledge – about the subject that will be communicated

Social Systems – values, beliefs and culture (where communication takes place)

Culture - Cultural differences make messages different (various beliefs, behaviours and languages).

Shannon & Weavers (1948) Model of Communication

Shannon and Weaver (1948) Model of Communication

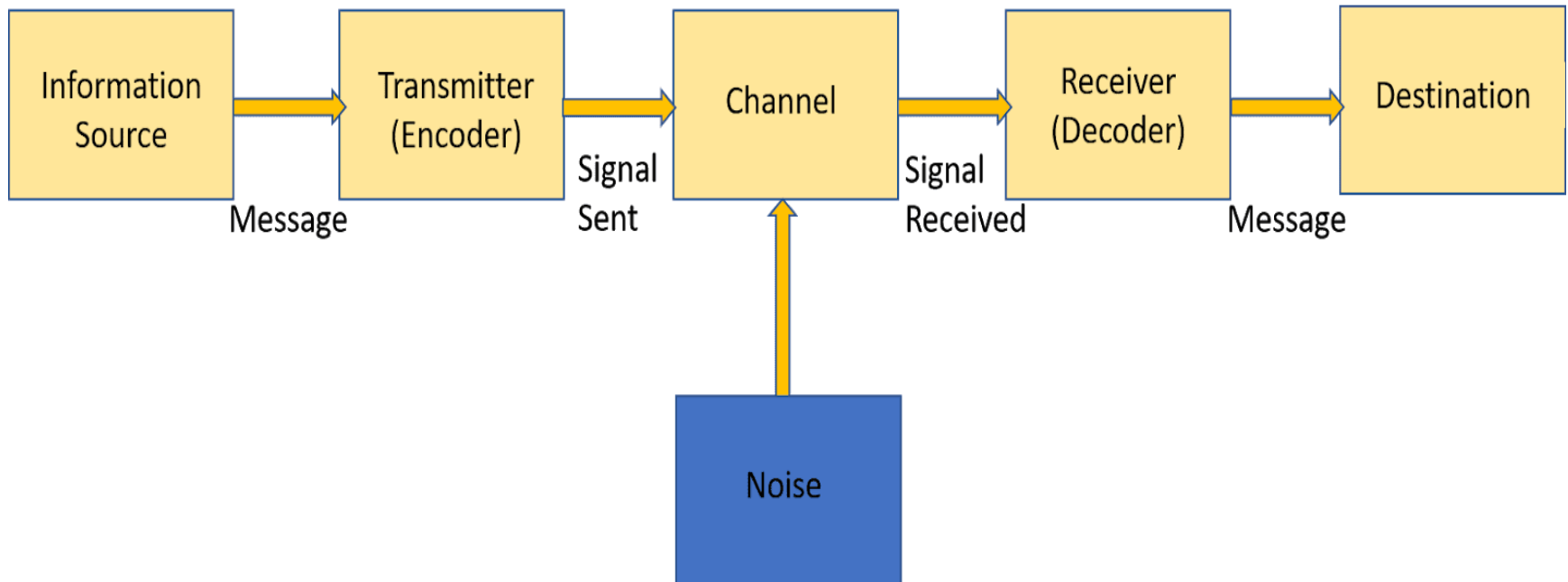
Background information:

- Claude Shannon and Warren Weaver were Engineers working for Bell Telephone Labs in the United States.
- Their goal was to ensure the maximum efficiency of telephone cables and radio waves.
- They developed a model of communication which was intended to assist in developing a mathematical theory of communication.

[From: Everything You Need to Know About Communication Theory \(g2.com\)](http://g2.com)

Shannon and Weaver Model (1948)

SHANNON AND WEAVER MODEL OF COMMUNICATION



Components of Shannon and Weaver's model

- Information source – produces a message
- Transmitter – encodes the message into signals
- Channel – to which signal are adapted for transmission
- Receiver – 'decodes' (reconstructs) the message from the signal
- Destination – where the message arrives
- A sixth element, noise is a dysfunctional factor: any interference with the message travelling along the channel which may lead to the signal received being different from that sent

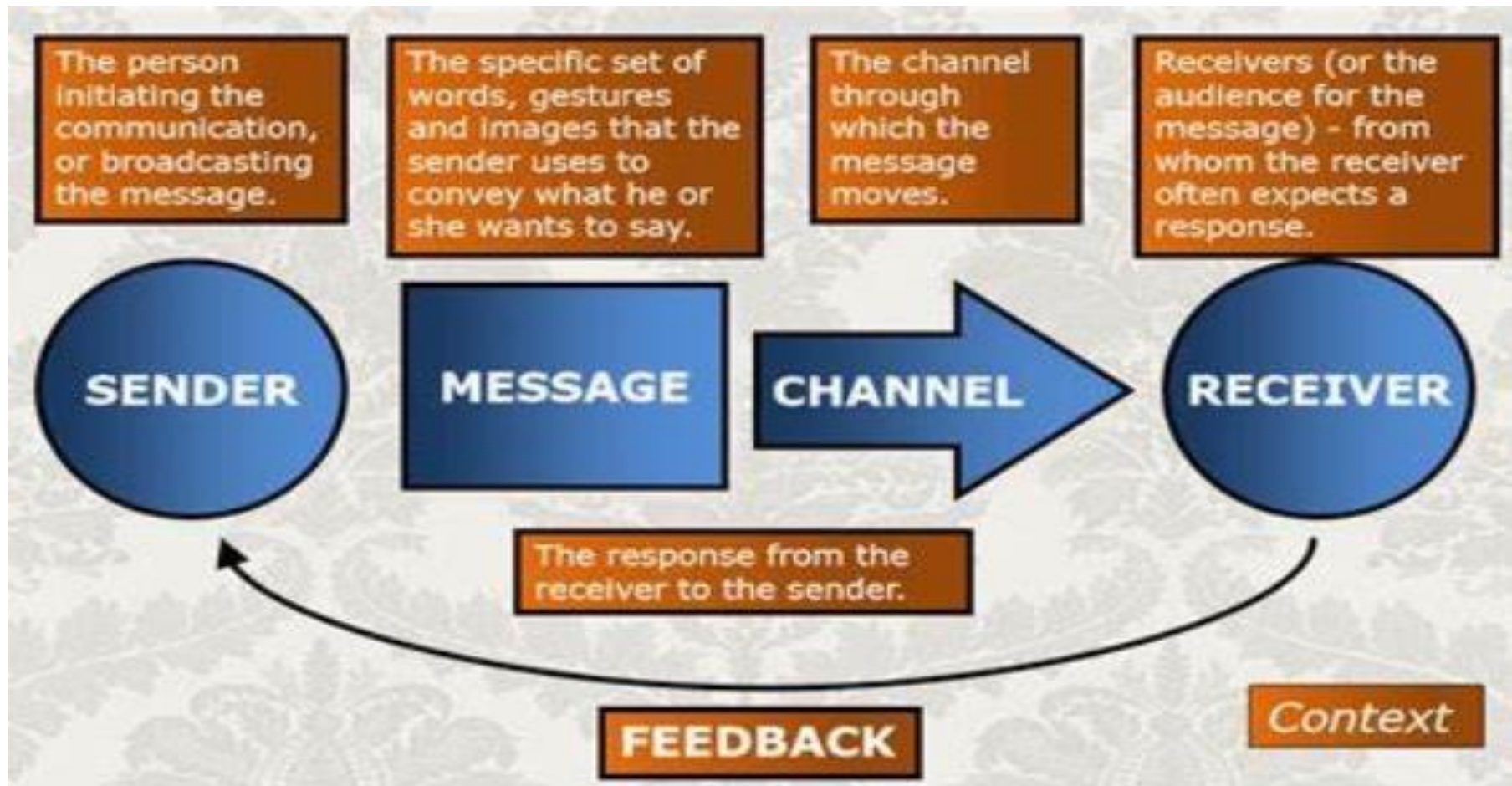
Refreshment Break

SESSION 2

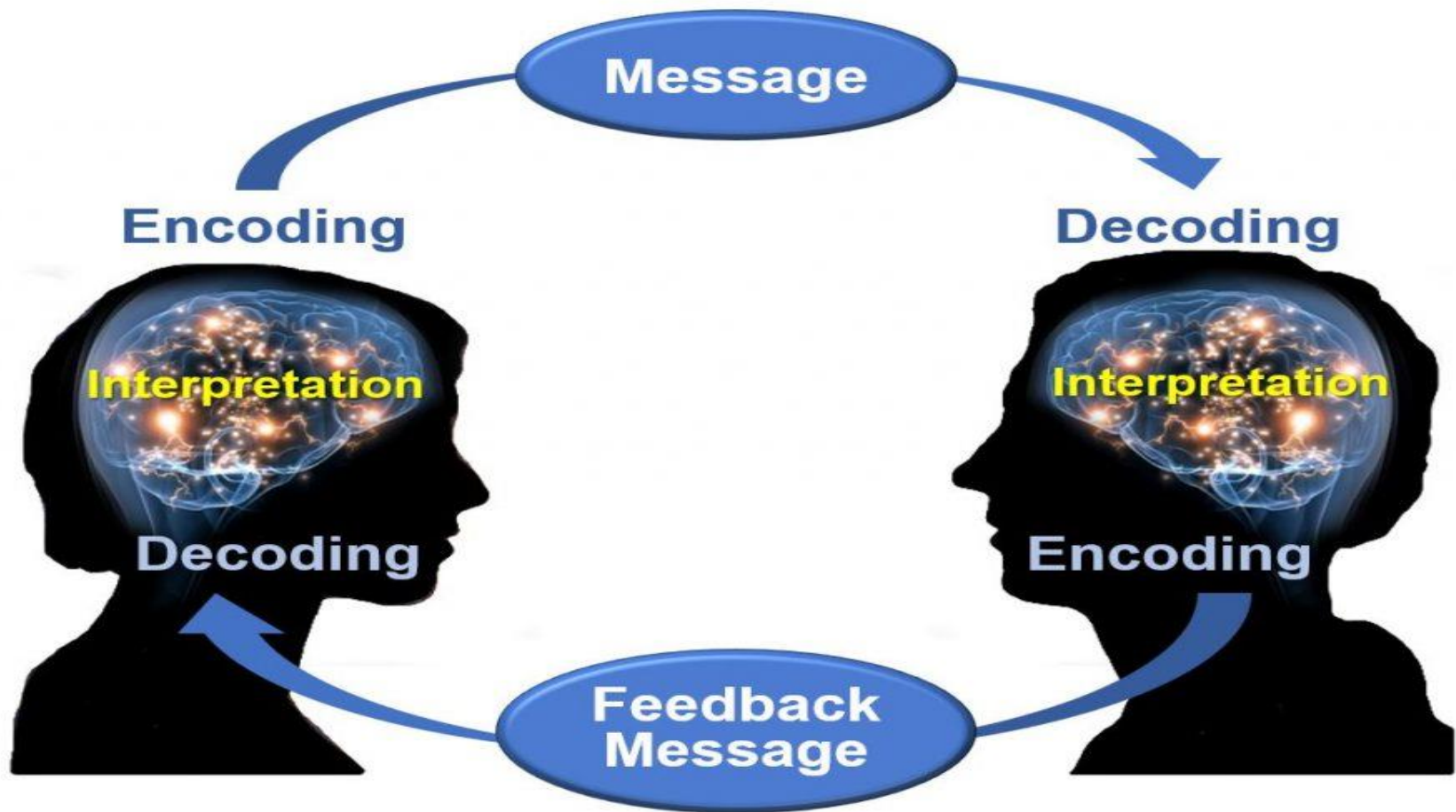
PRESENTATION OF WIDER IDEAS

Effective communication in service delivery

Communication is essentially about...

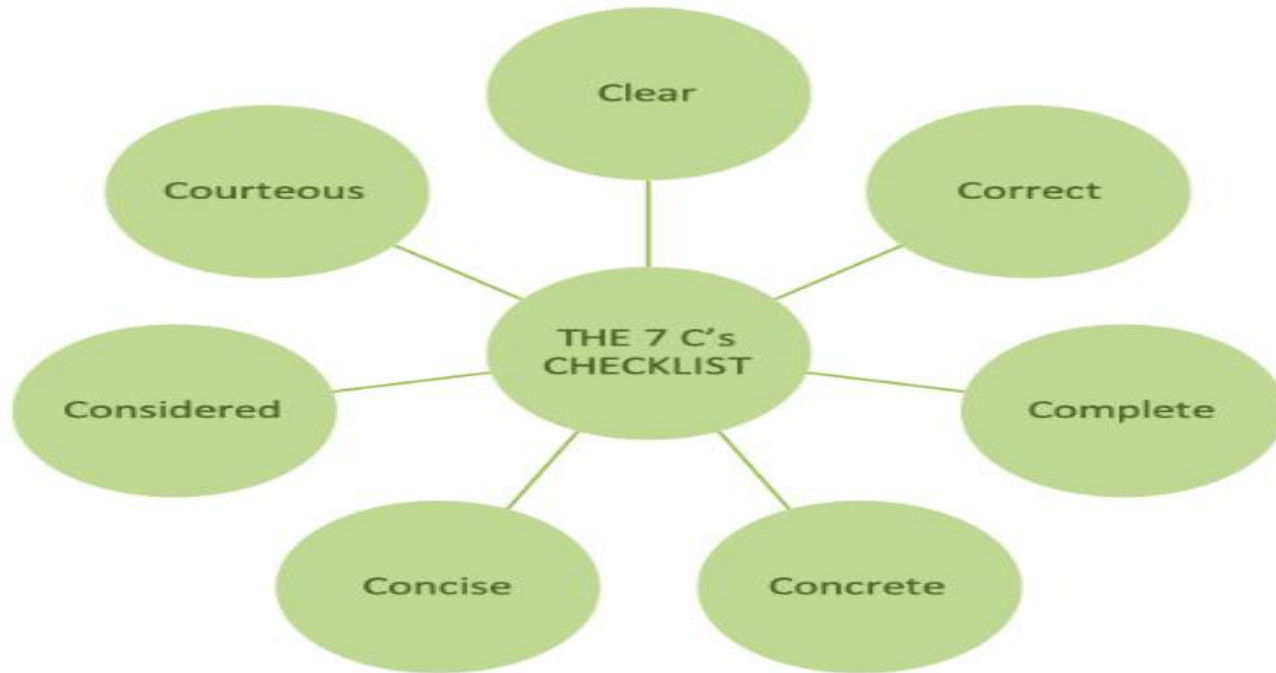


The Process of Communication



The 7 C's of Communication, Barriers to Communication and Best Practice Principles

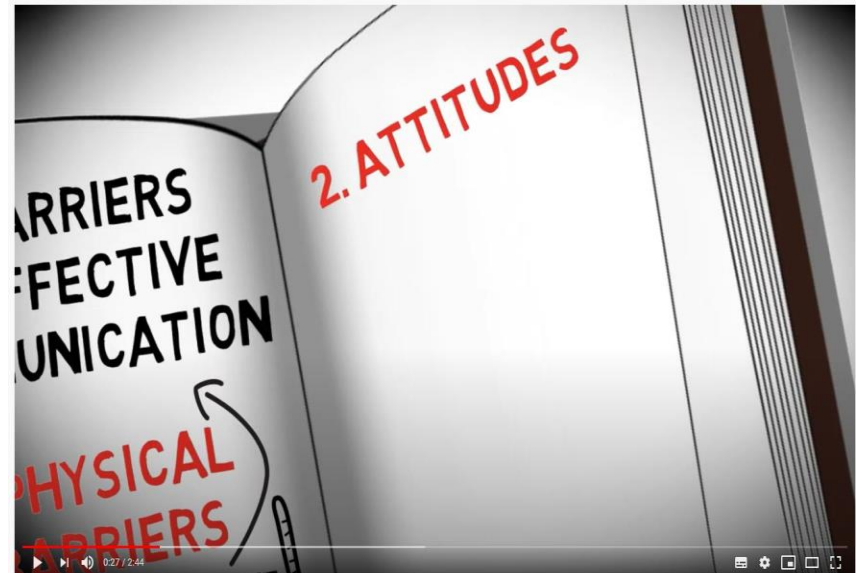
7 C's of Communication for Spoken Language



[The 7 C's of Communication - The World of Work Project](#)

Barriers to Communication

- The word barrier means an obstacle, a hindrance or simply a problem that comes in the way of transmission of a message and blocks the process, either completely or partially.
- Watch the video and note down what you have learnt.



[Barriers to communication video](#)

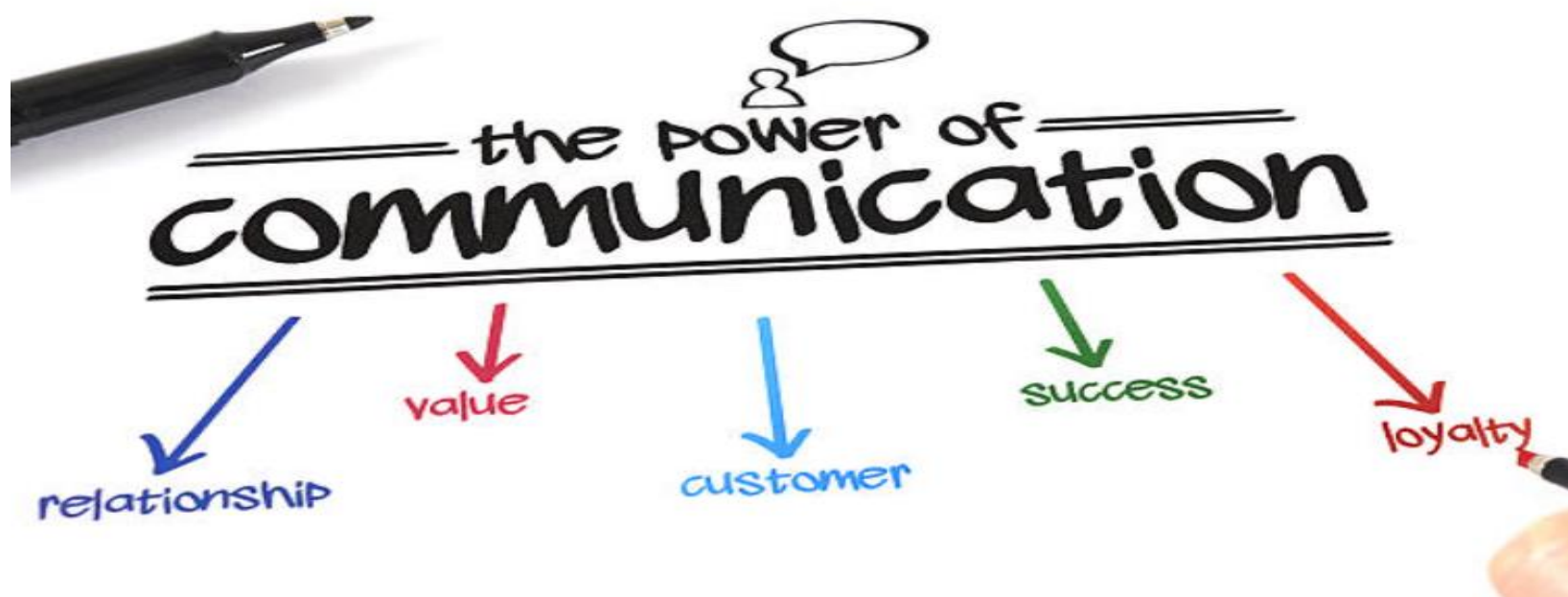
Other Barriers to Communication

- Hearing impairment
- Visual impairment
- Level of social awareness
- Physical disability
- Memory and recall difficulties
- Concentration ability
- Cultural differences
- Lack of trust
- Lack of something to talk about
- Stress and or anxiety



Communicating Effectively with Service Users and others

Best Practice Principles



Communication skills with those who have additional needs

- Are you being clear or are you being condescending?
- Are you aware of the individual's attention span?
- Have you considered the use of eye contact and body language to aid the communication process?
- Have you considered whether they need more time to process things?
- Are you listening attentively so that you hearing each word clearly?



LISTEN ACTIVELY

- When someone talks, we hear, but too often we do not listen affectively.
- Listening is an active search for meaning, whereas hearing is passive.
- In listening, the receiver is also putting effort into the communication process to show that they can understand what is being communicate.

CONSTRAIN EMOTIONS

- It would be naïve to assume that patients/service users always communicate in a rational manner when communicating with us.
- A professional or patient who is upset over an issue is more likely to misconstrue incoming messages and fail to communicate his or her outgoing messages clearly and accurately.
- What to do? The simplest answer is to remain calm and control your emotions e.g., such as frustration, or anger, before communicating with them.

WATCH NON-VERBAL CUES

- If actions speak louder than words, then it is important to make sure your actions align with and reinforce the words that go along with them.
- An effective communicator watches his or her non-verbal cues to ensure that they convey the desired message in their body language.

SIMPLIFY LANGUAGE.

- Because language can be a barrier, health and social care professionals should consider the audience to whom the message is directed and tailor the language for them.
- Remember, effective communication is achieved when a message is both received and understood.

Good Communication Tips

- Keep the conversation short and simple.
- Say or write the most important point first.
- Repeat the key points.
- Get the person to repeat back the key points, e.g., what they must do, or what you have told them.
- Follow it up with an easy read letter/email or a text if they prefer.

Good communication with patients waiting for care: Core Principles

Key theme	Key action
Personalised	All communications should give clear steps for the patient's care, including likely and honest timescales, and what they can expect to happen and when. This will enable the patient to have an informed discussion about their treatment.
Reasonable adjustments	NHS organisations have a legal duty under the Equality Act to make reasonable adjustments to enable people to access services and make informed decisions about their care.
Clear language	Language should be clear, accessible and easy to understand. Avoid language that may risk putting patients off from discussing their care. Additional considerations such as interpreters may be needed if English is not the patient's first language.
Shared decision-making	Patients should be supported to understand their care, treatment and support options and risks, benefits and outcomes of these options.

([NHS England » Good communication with patients waiting for care: core principles](#)
October 2023, Version 3, Accessed 31st May 2024)

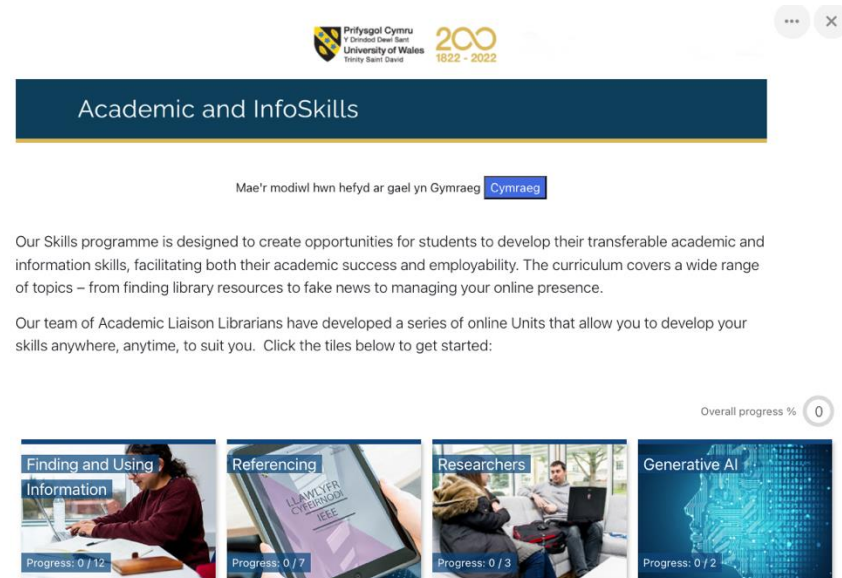
Contact point for patients	Ensure it is easy for patients to get information about their upcoming care and to raise any questions via communication methods that suit the person.
Managing appointments, delays and cancellations	If treatment is subject to delay, withdrawn or the patient decides not to go ahead, then alternative options should be discussed. Provide a clear message about upcoming appointments or cancellations. Provide clarity on what happens next and when, even if it's uncertain, and give commitment to follow up again.
Interim information and services	If care has been postponed, accessible supporting information should be provided to the patient to help them manage their condition e.g., health charities, partner organisations and/or other local support.
Communication methods	Ensure inclusive communications for each patient, taking their personal circumstances into account and making reasonable adjustments. Ensure there is a mechanism for the patient to get back in touch if required. All NHS organisations are required to meet the Accessible Information Standard.

InfoSkills Gym

Build up your academic skill base

- Access Academic & Infoskill via Moodle
- Enrol if you have not already
- Week 6:
Finding and Using Information
Unit 2 – Searching for information

15 minutes individual activity



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Academic and InfoSkills

Mae'r modiwl hwn hefyd ar gael yn Gymraeg [Cymraeg](#)

Our Skills programme is designed to create opportunities for students to develop their transferable academic and information skills, facilitating both their academic success and employability. The curriculum covers a wide range of topics – from finding library resources to fake news to managing your online presence.

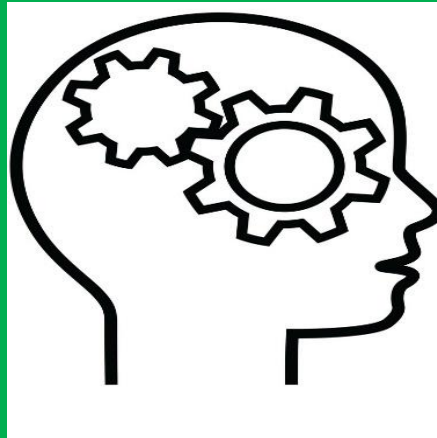
Our team of Academic Liaison Librarians have developed a series of online Units that allow you to develop your skills anywhere, anytime, to suit you. Click the tiles below to get started:

Overall progress % 0

- Finding and Using Information
Progress: 0 / 12
- Referencing
Progress: 0 / 7
- Researchers
Progress: 0 / 3
- Generative AI
Progress: 0 / 2

Refreshment Break

Reflection Point



Session 3

Group Work Activities



Group Work Activity

- The group work activity is based on the following article - Lee, E. (2021) Effective Communication in Health and Social Care. [Effective Communication In Health & Social Care | Techniques, Tips \(cpdonline.co.uk\)](https://cpdonline.co.uk/effective-communication-in-health-social-care-techniques-tips/)
- Your group will be allocated a section of the article by your tutor. Once you have read the allocated section consider other items which can be added to enhance the ideas presented in the article.
- In your group present back what is your view of the contents ideas and relate these ideas to a service user group of your choice.

Allocated Sections Per Group

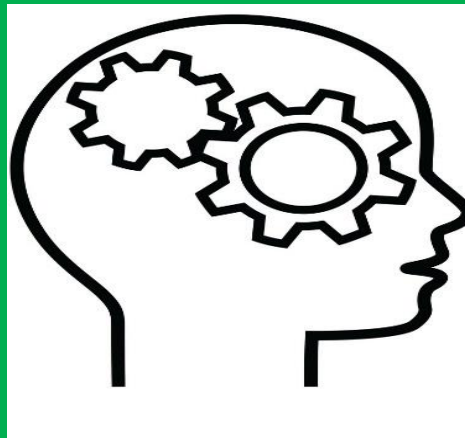
- **Red group** – What is poor communication and what are the knock-on effects? (section 10).
- **Blue group** – How is formal communication effective? (section 8).
- **Yellow group** – How to communicate effectively? (section 3).
- **Orange group** – How to promote effective communication? (section 2).
- **Green group** – How is verbal communication effective? (section 5).
- **Purple group** – How is written communication effective ? (section 7).

SESSION 4

GROUP PRESENTATIONS

Session 5

Recap and Final Reflection Point



Questions?



References

- [Barriers to communication video](#) (8th September 2022).
- Chambers, D. , Cantrell, A. and Booth, A. (2021) **Rapid evidence review : challenges to implementing digital and data-driven technologies in health and social care.** Report. The University of Sheffield , Sheffield.
- [Everything You Need to Know About Communication Theory \(g2.com\)](#) (24th September 2024)
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- Glasby, J. & Dickinson, H. (2014) **Partnership working in health and social care: what is integrated care and how can we deliver it?** Bristol: The Policy Press.
- [Healthcare UK - GOV.UK \(www.gov.uk\)](#) (Access 4th August 2022)
- Lee, E. (2021) **Effective Communication in Health and Social Care.** [Effective Communication In Health & Social Care | Techniques, Tips \(cpdonline.co.uk\)](#) (4th September 2022)
- Jijo's Skill Factory (2020) **10 Barriers to Effective Communication**, [video], Available at: <https://www.youtube.com/watch?v=f5Tao6KHV5w> (Accessed: 14th May 2020).
- [NHS England \(2023\) Good communication with patients waiting for care: core principles](#) (October 2023, Version 3) [NHS England » Good communication with patients waiting for care: core principles](#) (Accessed 31st May 2024). Publication reference: PRN00626.
- Rayudu, C., (2009) **Communication, Global Media, Mumbai.** Available at: ProQuest Ebook Central. (Accessed: 14th May 2020).
- [The 7 C's of Communication - The World of Work Project](#) (Accessed: 21st October 20230)
- White, D. (2021) **Communication Skills – Your Guide to Improving Social Intelligence, Developing Charisma, and Learning How to Talk to Anyone.** Kindle Book: ISBN: 9781954289543