

Care Skillsbase: Skills Check 14

Reporting an Incident

Interviewer's pack

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| Summary | |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Suitable for | Care Worker |
| Skill checked | Writing |
| Covers | Language and concepts associated with reporting an incident |
| Learning for interviewer | Can the member of staff complete a written incident report? |
| Learning for member of staff | Writing an incident report |
| Approx time needed | Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback) |
| How it works | Offers information about incident reporting and asks the person to write a short incident report. Discuss the person's answers to check understanding. |
| Before you start | Read the general guidance in the Skills Check area of the Skillsbase website. |

We welcome suggestions to improve this Skills Check. Please use the contact form on our website at www.scie-careskillsbase.org.uk

Understand the Job: Reporting an Incident

For general use

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

1. Did you know?

For people to receive the best possible care, information-sharing in the care team is vital. Clear and accurate incident reports are an essential part of good communication within the care team.

2. Mrs H takes a fall

Yesterday Pat Smith, a care assistant at Marden Homes, found Mrs Hendry on the floor beside her bed. It had been a busy morning and Pat was late getting to Room E12 to collect Mrs Hendry for breakfast – it was 10 to 8 by the time Pat got to her. Pat helped her up. Mrs H said she had lost her balance when reaching for her glasses. She had a small cut on her hand which was bleeding a bit. Pat cleaned it for her and the bleeding stopped. Mrs H had no other injuries that Pat could see. Pat offered to sit with Mrs H for a little while but Mrs H said she felt fine and wanted to go for breakfast. She said she needed a cup of tea.

Pat let the supervisor know what had happened and put a note in Mrs Hendry's care log. After breakfast, Pat asked Mrs Hendry how she felt and checked her hand. Mrs H told Pat not to make a fuss. The cut was fine. Later that morning Pat sat down to fill in an Incident Report form.

Use the information above to complete the Incident Report form for Pat.

| Marden Homes | | INCIDENT REPORT FORM | | Report date: | |
|----------------------------------|-----------------------------------------|-------------------------------------|------------------------------------------|--------------|--|
| Name | | Date | | | |
| Reported by (Name, Job title) | | Time | | | |
| What happened | | | | | |
| Where | | | | | |
| Action taken | | | | | |
| Reported | Daily care log <input type="checkbox"/> | Supervisor <input type="checkbox"/> | Family informed <input type="checkbox"/> | | |
| Signature | | | | | |

3. Incident reporting in your workplace: questions to discuss with the interviewer

What is the procedure for reporting incidents in your workplace?

Where is the incident information kept? What is an 'incident'?

Effective communication is vital in social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

1. Did you know?

For people to receive the best possible care, information-sharing in the care team is vital.

Clear and accurate incident reports are essential for good communication within the care team.

2. Mrs H takes a fall at 4 Hennef Way, Newton NX12 4PL

Yesterday you found Mrs Hendry on the floor beside her bed.

She was on her own at home.

It had been a busy morning and you were late getting to Mrs Hendry's – it was 10 to 10 by the time you got there.

You helped her up.

Mrs H said she had lost her balance when reaching for her glasses just before you arrived.

She had a scratch on her hand which was bleeding a bit.

You cleaned it for her and the bleeding stopped.

Mrs H had no other injuries that you could see.

You offered to sit with Mrs H for a little while but she said she felt fine.

You got on with your tasks.

When you finished, you let the supervisor know what had happened by phone and put a note in Mrs Hendry's care log.

Before you left, you asked Mrs Hendry how she felt and checked her hand.

Mrs H told you not to make a fuss. The scratch was fine.

The next day you went to the office to do an incident report.

Use the information above to complete the incident report form on the next page.

3. Incident reporting in your workplace: questions to discuss with the interviewer

What is the procedure for reporting incidents in your organisation?

Where is the incident information kept? What is an 'incident'?

Incident report form

| PGH Care Ltd INCIDENT REPORT FORM | | Date reported |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------|
| Care worker name | | |
| Care worker address | | |
| Service user name | | |
| Service user address | | |
| Address where incident took place | | |
| Date and time of incident | | |
| Was the incident witnessed by anyone? | Yes <input type="checkbox"/> If yes, give name, address and relationship to service user No <input type="checkbox"/> | |
| What happened | | |
| Action taken | | |
| Reported | Daily care log <input type="checkbox"/> By phone to supervisor <input type="checkbox"/> Family informed <input type="checkbox"/> | |
| Reported by (Name, Job title) | | Signature |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------|---------------|------------|
| Feedback form | Date: | | | |
| Staff member's name | | | | |
| Staff member's job title | | | | |
| Interviewer's name | | | | |
| Interviewer's job title | | | | |
| 1. Interviewer's view | The member of staff... | No | Partly | Yes |
| a. Used writing skills effectively. | | | | |
| b. Understood what key words and ideas mean for their work. | | | | |
| 2. Interviewer's reasons | The member of staff's piece of writing... | No | Partly | Yes |
| a. Is clearly and legibly handwritten. | | | | |
| b. Includes the right information. | | | | |
| c. Presents information in a way that is logical and easy to follow. | | | | |
| d. Uses accurate spelling. | | | | |
| e. Uses accurate punctuation (e.g. commas, full stops, apostrophes). | | | | |
| f. Uses the right words in the right ways (vocabulary). | | | | |
| g. Uses standard English appropriately (grammar). | | | | |
| h. Was completed within the time allocated (ability to write quickly). | | | | |
| 3. Next steps to help develop skills and knowledge for the job | | Yes | No | |
| a. Interviewer will arrange monitoring, feedback and support from a supervisor. | | | | |
| b. Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas. | | | | |
| c. Interviewer and member of staff will plan personal development to improve member of staff's writing skills. | | | | |
| 4. Interviewer's signature | Staff member's signature | | | |
| | | | | |

Use the other side of this sheet for notes

| | | |
|------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--|
| Personal development form | Date: | |
| Staff member's name | | |
| Staff member's job title | | |
| Interviewer's name | | |
| Interviewer's job title | | |
| 1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following writing skills | Tick (✓) if "yes" | |
| a. General writing skills. | | |
| b. Care work writing skills. | | |
| c. Care vocabulary: to understand key words and ideas and how they relate to the job. | | |
| 2. How will the learning happen? | | |
| | | |
| 3. What support and resources will be needed to make the learning successful? | | |
| | | |
| 4. When will the learning happen? | | |
| | | |
| 5. How will we know the learning has been successful? | | |
| | | |
| 6. Progress review date | | |
| | | |
| 7. Interviewer's signature | Staff member's signature | |
| | | |