

## Care Skillsbase: Skills Check 15

### Making an Entry in the Communications Book

#### Interviewer's pack

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Summary	
<b>Suitable for</b>	Care Worker
<b>Skill checked</b>	Writing
<b>Covers</b>	Language and concepts associated with making an entry in the daily communications book
<b>Learning for interviewer</b>	Can the member of staff make an appropriate written entry in the daily communications book?
<b>Learning for member of staff</b>	Making a written entry in the daily communications book
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes feedback)
<b>How it works</b>	Offers information about using the communications book and asks the person to make a comms book entry. Discuss the person's answers to check understanding.
<b>Notes</b>	Uses colour but works printed in black and white.
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> 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](http://www.scie-careskillsbase.org.uk)**

# Understand the Job: Making an Entry in the Comms Book 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)

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## 1. Did you know?

Carers need to communicate with each other on a daily basis. They need to let each other know what has happened on their shift. When the shifts change, some teams have handover meetings in order to discuss the day's events. Others use communications books or daily logs to communicate between shifts. Useful entries give lots of information.

## 2. Assess the communications book entries below.

They are all about Mr Khan. Tick (✓) the entries you think are useful.

1. A good day!	Tick (✓) if useful →	
2. He woke up in a bad mood and stayed like that all day. Sometimes I wonder why we bother.		
3. Was upset this morning – stayed in his room. Joined us for lunch – ate a little. Better in pm. Had a bath. Ate well at dinner. Took all medication.		
4. Very tired and withdrawn. Went back to bed after lunch. Didn't want to talk. I'm worried he may be getting depressed.		
5. A lot's happened today! He fell over 3 times. I kept telling him to use the zimmer frame but he won't listen. I don't know what his problem is, but he's going to hurt himself soon if he doesn't do what he's told.		
6. Nothing to report. I'm off till Monday.		
7. Daughter visited. Walked in garden. Watched Eastenders. Ate well. Good to see him more cheerful and active.		
8. Another argument with Mrs V at lunch – this is getting to be a habit. Someone should talk to her.		

Note your reasons here:

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# Understand the Job: Making an Entry in the Comms Book For domiciliary 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)

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## 1. Did you know?

Communication books and work logs are official documents. The information they contain is important and may be read by many different people, including other carers and professionals such as doctors, nurses and social workers. For that reason, what is written needs to be legible, accurate and respectful of anybody referred to.

## 2. Assess the communications book entries below.

They are all about the same person. Tick (✓) the entries you think are appropriate.

	Tick (✓) if appropriate →	
1. All morning tasks complete. Mr K bright and chatty.		
2. He woke up in a bad mood and stayed like that. Makes you wonder why you bother! Refused breakfast so I left tea and toast by his chair for later.		
3. Was upset this morning – stayed in bed. Wouldn't eat breakfast (2 <sup>nd</sup> time this week). Took all medication. Drank a cup of tea. Reported to office.		
4. Very tired and withdrawn. Went back to bed after lunch. Didn't want to talk. I'm worried he may be getting depressed.		
5. I went into Mr K's room and the smell was terrible. He'd been poorly all night and was on the commode and feeling unwell. He had diarrhoea – it was in the bed, all over the mat, up the side of the cabinet. I've never seen anything like it! I had to clean it all up myself – it took ages. Got him back to bed. GP calling at lunchtime.		
6. Nothing to report.		
7. His daughter visited. She's lovely with him. They had a walk in the garden and then she made a delicious lunch. He ate well. It is good to see him more cheerful and active. I did the shopping and cleaned the bathroom. I had a little chat before I left. His daughter's going away soon for a holiday so she won't be visiting for a while.		

Note your reasons here:

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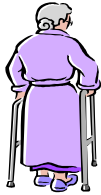


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**3. Write a communications book entry.**

Communication book entries should relate to the service user's **Care Plan**. Are the tasks complete? Is the service user okay or not? Are there any changes or concerns? Did anything happen that other carers/your organisation should know about. Entries should be as concise as possible so very busy people can get the information they need as quickly as possible. Writing too much is not a help!

**Here is some information from Mrs Cato's Care Plan**

	<b>Short term Goals</b>	<b>Action</b>
1 	To be independent in transfers and mobilising with wheeled zimmer frame	Supervise putting on knee brace and encourage her to stand. May take 2-3 attempts and a few mins till knee clicks and pain goes. Tends to panic so lots of encouragement needed
2 	To be independent washing and dressing	Attend to night pads and kylie sheet. Assist into raised slippers and supervise strip wash. Use perch seat at sink and assist as required
3 	To be independent in preparing breakfast	Supervise on to stair lift and downstairs. Encourage to make breakfast but assist as required.

**Here are some things that happened on your morning visit to Mrs Cato.**

Mrs Cato put on her brace herself and you did it up for her. She took a while to stand up but made it to the bathroom with her frame. She was unsteady getting on to the perch seat. Strip-washed herself – you just did her back for her. She dressed herself but it took ages. You put on her shoes and socks for her. Whilst she was dressing you sorted her bed, put the washing machine on and emptied the dead flowers out of the vase in her bedroom. All the effort had tired her out but Mrs Cato was really pleased with how much she had been able to do herself. You helped her downstairs and made her breakfast for her. There was no time for her to do it. You had to leave the washing up till your lunchtime visit. You think she could have done more but there was no time.

**What would you write in the communication book?**

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<b>Feedback form</b>	Date:			
Staff member's name				
Staff member's job title				
Interviewer's name				
Interviewer's job title				
<b>1. Interviewer's view</b>	The member of staff...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Used writing skills effectively.				
b. Understood what key words and ideas mean for their work.				
<b>2. Interviewer's reasons</b>	The member of staff's piece of writing...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
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).				
<b>3. Next steps to help develop skills and knowledge for the job</b>		<b>Yes</b>	<b>No</b>	
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.				
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>			

Use the other side of this sheet for notes

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