

SFJ AB8

Communicate with people from vulnerable groups



Overview

This standard is about effective communication with people from vulnerable groups. These groups include:

- 1 Children and young people
- 2 Other vulnerable individuals

It includes skills and knowledge around the assessment of communication needs as well as communicating difficult messages.

There are three elements

- 1 Assess the language and communication capacity, preferences and needs of vulnerable people
- 2 Communicate with vulnerable people
- 3 Communicate difficult or sensitive messages to vulnerable people

Target group

This standard is for individuals who work with people from vulnerable groups.

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Performance criteria

Assess the language and communication capacity, preferences and needs of vulnerable people

- You must be able to:*
- P1 gain information about communication capacity, preferences and needs from vulnerable people and others involved in their care
 - P2 assess the communication capacity, preferences and needs
 - P3 develop a communications plan in consultation with others
 - P4 arrange for additional support to be available for formal and informal contact with vulnerable people
 - P5 promote and implement an individualised approach to the communication needs of vulnerable people taking into account their capacity, preferences and needs
 - P6 support vulnerable people to develop positive social skills

Communicate with vulnerable people

- You must be able to:*
- P7 use techniques and approaches of communication suited to the capacity, preferences and needs of the vulnerable person
 - P8 check the vulnerable person's understanding and adapt your approach as necessary
 - P9 check using suitable methods that the vulnerable person understands the processes and procedures they are involved in
 - P10 explain to the vulnerable person your duty to pass on any information about harm or abuse
 - P11 check that the timing, place and environment are supportive for effective communication
 - P12 assess the vulnerable person's wellbeing, emotional state and capacity to communicate
 - P13 take account of gender, sexual orientation, cultural and religious differences
 - P14 respond appropriately to behaviours presented
 - P15 maintain records of the discussion and its outcomes in line with organisational requirements

Communicate difficult or sensitive messages to vulnerable people

- You must be able to:*
- P16 establish the scope of a vulnerable person's understanding of their situation according to age, needs and abilities
 - P17 identify and clarify, if needed, when the vulnerable person may have inaccurate or misleading information
 - P18 confirm by questioning, that difficult messages are understood
 - P19 explain situations and be aware of the need to:
 - P19.1 explain difficult words and concepts
 - P19.2 set out what has happened previously or will happen next

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- P19.3 provide reasons for actions to be taken
- P20 obtain, where required, the informed consent of the vulnerable person
- P21 and where appropriate their families to an agreed course of action
- P22 explain to the vulnerable person what information you may have to share with others and why this is necessary

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Knowledge and understanding

Legislation, standards, policies & procedures

You need to know and understand:

- K1 legislation which relates to working with vulnerable people including:
 - K1.1 the various definitions, including legal, of children, young people and other vulnerable individuals
 - K1.2 information sharing, confidentiality and consent
 - K1.3 the provision of services
 - K1.4 children's and adult's rights
 - K1.5 anti-discriminatory practice
 - K1.6 child protection and safeguarding
 - K1.7 statutory supervision requirements
 - K1.8 definitions and types of vulnerability
 - K1.9 consent in relation to sexual activity
- K2 statutory and professional standards and codes of practice for your area of work and how to interpret and apply these
- K3 your organisation's policies and procedural requirements in relation to your area of responsibility

Your practice

You need to know and understand:

- K4 how to manage your responsibilities as a professional with organisational and contractual requirements
- K5 the nature, extent and boundaries of your work role and its relationship to others in your and other organisations
- K6 roles of relevant practitioners and how they relate between and across agencies and sectors
- K7 the importance of working within your sphere of competence and when you should refer to others
- K8 sources of help and support for yourself in addressing the emotional consequences to you of cases involving abuse of individuals from vulnerable groups
- K9 the importance of not working in isolation, consulting with appropriate others when required and how to do this

Handling information & consent

You need to know and understand:

- K10 ethics concerning consent and confidentiality, and the tensions which may exist between a person's rights and the organisation's responsibility
- K11 legislation and legal processes relating to consent, including capacity issues and consent in childhood and vulnerable people
- K12 the importance of involving the vulnerable person in decisions made on their behalf where they lack capacity to consent
- K13 the rights of people to make decisions for themselves and to take risks
- K14 how to deal with issues of confidentiality

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- K15 the information that it may be necessary to share with others, and how to make sure that the vulnerable person and others involved in their care are clear about this

Children, young people & other vulnerable individuals

You need to know and understand:

- K16 the development of children and young people's communication skills
- K17 main stages of child development and how these impact on communication with children and young people
- K18 needs and demands of different physical, intellectual and sensory needs

Communication

You need to know and understand:

- K19 how to communicate effectively with vulnerable people and those involved in their care
- K20 the importance and methods of establishing rapport and respectful, trusting relationships with vulnerable people and those involved in their care
- K21 the impact of differences in power relationships on communication and relationships
- K22 the benefits of day to day contact in establishing effective working relationships
- K23 the importance of working in a facilitative and enabling way and how to do this
- K24 the importance of focusing on the vulnerable person as a unique individual
- K25 how and why those involved in the care of the vulnerable person should be involved in communication to deliver the most effective outcome, except where the carer poses the risk
- K26 ways that communication can be modified and altered for different needs, contexts, cultures and beliefs
- K27 how to assess the need for and arrange an interpretation service if required
- K28 how to utilise communication aids to support communication
- K29 ways in which vulnerable people communicate by behaviour, as well as through language, and how different forms of behaviour can be interpreted
- K30 the effects of environments, contexts and presence of others on communication
- K31 how the health status of the vulnerable person, and any treatment that s/he is receiving, may affect communication
- K32 how to communicate with vulnerable people with additional needs
- K33 the importance of acknowledging your feelings, beliefs and values and those of others as part of the communication process
- K34 how a person's feelings, beliefs and values can affect the communication

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- process
- K35 the importance of responding appropriately to a vulnerable person's emotional state
- K36 how to avoid the impact of your personal feelings, beliefs and values on communication with the vulnerable person, and others involved in their care
- K37 the importance of taking into account cultural differences as part of the communication process
- K38 how to work with communication specialists in an effective way
- K39 how communication may be misconstrued and the importance of checking understanding
- K40 the importance of avoiding the use of jargon
- K41 local sources of information, advice and support for vulnerable people, and others involved in their care
- K42 how to enable vulnerable people to develop their communication skills and have their own voice
- K43 how to inform, involve and help the vulnerable people to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps.
- K44 the importance of not making assumptions about the communication and understanding abilities of vulnerable people and others involved in their care
- K45 the range of feelings which you may experience when communicating with vulnerable people
- K46 why and how difficult messages may have to be delivered to vulnerable people
- K47 appropriate responses to hostility or conflict and how these are best utilised
- K48 principles of observation and active listening and their application
- K49 the need to reflect back your understanding of what has been communicated
- K50 types of non-verbal cues that people give as part of communication
- K51 that other cultures use and interpret body language differently
- K52 reasons why communication may fail to develop or break down

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Additional Information

Glossary

Safeguarding / protection

Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific people who are suffering, or are likely to suffer, significant harm.

Safeguarding has a wider remit and includes protection from maltreatment, preventing impairment of health or development, supporting the provision of safe and effective care, and enabling people to have optimum life chances.

Links to other NOS

This standard is based upon Skills for Justice's 'SFJCYPW1 Communicate with children and young people in contact with the justice and community safety sector' standard and Skills for Health's 'SFHCS1 Communicate with children and young people and those involved in their care' standard.

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Suite Providing independent sexual violence advice & advocacy

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