

## MCN1 Communicate and interact with babies

### OVERVIEW

This standard is about communicating and interacting effectively with babies, as well as those involved in their care. The main focus of this standard is in relation to the health and well-being of the baby. Users of this standard will need to ensure that practice reflects up to date information and policies. Version No 1

### KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. The legislation which relates to your work including: health and safety, confidentiality and information sharing, the provision of services, the rights of mothers, fathers and babies, anti-discriminatory practice, valid consent and child protection
2. The statutory and professional standards and codes of practice for your area of work and how to interpret and apply these
3. How to manage your responsibilities as a professional with organisational and contractual requirements
4. The nature, aims, objectives, values, policies and systems of the organisation in which you work
5. The nature, extent and boundaries of your work role and its relationship to others in the organisation
6. The roles of other health and social care practitioners and how they relate between and across agencies
7. The legal framework for consent in childhood and the role and responsibility of those with parental responsibility for the baby in giving consent
8. Methods of obtaining valid consent and how to confirm that sufficient information has been provided on which to base this judgement
9. The situations when consent must be written, may be verbal or may not be required at all (e.g. in emergency situations)
10. How to deal with issues of confidentiality and who has the right of access to information and images that have been recorded
11. Your scope of practice when information sharing and how to ensure this is appropriate to your role
12. The guidance that is available for your own practice, and the sources of the guidance
13. Evidence based practice, and its role in improving services
14. The main trends and changes relating to the health and well-being of babies
15. The main conditions affecting babies in your area of practice
16. The differing needs of babies at different stages of their lives

17. Neonate development, including physiological, physical and psychological development taking into account gestational age or delivery
18. The impact of parenting capacity (mothers and fathers) on the health and well-being of babies
19. The impact of family and environment on the health and well-being of babies
20. How the needs of babies may affect others
21. The contributing factors that increase the risk of significant harm to babies
22. The importance of focusing on the baby as an individual
23. The types of non-verbal cues that babies give as part of communication (e.g. facial expressions, body posture, physiological change, alterations in tone)
24. The ways in which those involved in the care of babies should be involved in communication in order to deliver the most effective outcome for the baby
25. The ways in which communication can be modified to meet the different needs and development stage of the baby
26. The effects of environments and contexts on communication
27. The normal and altered development of neonatal behaviour
28. How the health status of the baby, and the treatment that s/he is receiving, may affect behaviour
29. The importance of acknowledging your own feelings, beliefs and values and those of others as part of the communication process
30. How an individual's feelings, beliefs and values can affect the communication process
31. How to avoid the inappropriate impact of your own personal feelings, beliefs and values on communication with the baby and those involved in their care
32. The range of other practitioners who are available to support communication
33. How to work with communication specialists in an effective way
34. The importance of avoiding the inappropriate use of jargon
35. What communication is, and the different forms it may take
36. The importance of not making assumptions about the communication and understanding abilities of babies and those involved in their care
37. How communication differences affect the communication methods that you use
38. The range of feelings which people may experience when there are communication differences
39. The principles of active observation and active listening and its application
40. The need to reflect back your understanding of what has been communicated
41. The reasons why communication may fail to develop or break down

## PERFORMANCE CRITERIA

You must be able to do the following:

1. communicate with the baby and those involved in their care in a way that shows respect and due regard to their human rights
2. ensure that the environment is as conducive as possible to effective communication
3. identify relevant information on the communication abilities of those involved in the care of the baby and record preferred ways of communicating
4. identify and record any potential communication differences that exist, and how these

- will influence your communication methods
5. communicate and interact with the baby in a way that is appropriate to their gestation and condition
  6. communicate with those involved in the care of the baby in a way that is appropriate to their age, role, understanding and preference
  7. recognise how your own feelings, beliefs and values may affect the communication process
  8. recognise how the feelings and wishes of those involved in the care of the baby may affect the communication process
  9. demonstrate active observation of the behavioural cues of the baby throughout the communication process to enable the most effective outcome for the baby
  10. demonstrate active listening of those involved in the care of the baby throughout the communication process
  11. enable those involved in the care of the baby to access appropriate information and seek clarification
  12. support those involved in the care of the baby to communicate with the baby
  13. maintain confidentiality and share information in accordance with legal, professional and organisational requirements
  14. produce records and reports that are clear, comprehensive, and accurate, and maintain the security and confidentiality of information

## **ADDITIONAL INFORMATION**

This National Occupational Standard was developed by Skills for Health. This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004): Dimension: Core 1 Communication