

BTEC TECH AWARD IN HEALTH AND SOCIAL CARE

LEVEL 1 / 2

Component 2

Learning Aim B Student Workbook

Health and Social Care Services and Values



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Teacher:

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What's the Story?



Hello, my name is Rajiv and I'm eighty two years old and am married to Amiya who is eighty-four years old and we live in the centre of Wolverhampton. She has dementia and needs 'round the clock care' as she is extremely vulnerable. I like to go shopping in the city centre but tend to wander away from my husband and become lost. I have twice been brought home by the local police, very upset and confused. Also, I have now become incontinent which means that I have no control over her bladder and she needs to have her clothes changed several times a day. She also wakes up in the night and wanders around the house.

Why does this matter?

We are looking at the importance of treating service users with care and respect

- We are looking at the supporting individuals with special needs and demonstrating our understanding of care values
- We are reviewing our own practice and examining how it can have either a positive or negative impact on others
- We are justifying our actions, and upon reflection, we are making recommendations about our own practice and how we can improve it.

Sounds familiar?

You will have already looked at the different types of care in Human Lifespan Development, so now we are examining how we treat others when they are under our care



Demonstrate care values and review own practice



How can we empower and promote independence?



can we respect individuals?



How can we maintain confidentiality?



How can we preserve the dignity of individuals?



How can we show effective communication that displays warmth and empathy?



How can we promote anti-discriminatory practice?



How can we safeguard and show a duty of care?

Glossary

Respect	What does it mean?
Dignity	
Empowering	
Independence	
Confidentiality	
Safeguarding	
Duty of care	
Anti-discriminatory practice	

Empowering and promoting independence

Care values

When we are looking after other people we should ensure that we provide care that is effective and includes all the care values.

Care values include:

- Respect for others
- Preserving dignity
- Effective communication
- Empowering and promoting independence
- Maintaining confidentiality
- Safeguarding and duty of care
- Promoting anti-discriminatory practice

Using research to help you, put into your own words what the following mean

Give an example of a way in which you could empower someone that you are caring for.

Give some reasons why people may lose their independence

Caring for individuals who lose independence

When people lose part of all of their independence it is important to be patient with them. There could be a temptation to do everything for them, for example feed them, dress them and wash them, even talk on their behalf.

Where possible an individual should be given the tools to

- Do what they can for themselves
- Express their wishes

Research task

Imagine that you only have the use of a couple of fingers on just one hand. What computer and other equipment could help you to continue with learning?

Research your options and write down what you found in the box below:

Respect for others

What does respect mean to you?

Tolerance and acceptance

It seems that most people are very quick to judge others and form opinions. WE might even fall out with family and friends because we do not agree about our thoughts, actions and beliefs. Respect is about trying to reach an understanding of someone else's views and opinions.

- Being tolerant of others
- Accepting their views (as we hope they would accept ours)
- Accepting and keeping an open mind about different behaviours and faiths.

Activity

Read the scenario and answer the questions

Nathan will soon celebrate his 14th birthday. He has made a list of who he wants to invite to his party and is preparing his invitations, including his friend Jon, a Jehovah's Witness – they do not celebrate birthdays. Nathan invites Jon anyway; he does not want Jon to feel left out. He includes a note with the invitation

saying he understands if Jon chooses not to come. He values his friendship and also asks if Jon would like to spend a day with him at the weekend.

1. Do you think that Nathan was being a good friend and showing respect?

Give your reasons

2. How do you show respect and tolerance towards other people who have different views to yours? This might include your friend. Give three examples.

Respecting Privacy

Respect can also be about privacy. For example, how would you feel if someone read your text messages without your permission or came into your bedroom without knocking?

Imagine that you worked in an elderly residential home as a Carer. List 5 ways in which you could demonstrate respecting someone's privacy

- 1
- 2
- 3
- 4
- 5

Respecting mental health needs

People sometimes find it difficult to understand mental health problems. Because of this, those needing help with mental health issues may experience a poor quality of care. The views, care and opinions of people with mental health problems must be respected. This will help the individual return to positive mental health.

The attitude of care staff towards individuals with mental health problems can influence whether a person continues or stops their treatment plan. So care staff must ensure that they:

- Respect the persons views and ideas
- Understand that their views and ideas may change
- Promote independence
- Do not treat the person as less of an individual
- Involve the person in decision making
- Support the persons choice of treatment without imposing their own views
- Are approachable and sincere; a person who has anxiety issues can often find it difficult to talk to people.

List some mental health problems that people may have below:

- 1
- 2
- 3
- 4
- 5
- 6

Respecting older people

Some older people’s views may vary from younger people’s views. They may prefer to be called by their title ‘Mr’ or ‘Mrs’ rather than their first name or they may not like people visiting without an invitation. When working with older people it is respectful to find out things that they prefer in order not to cause offence.

If your grandparents are around or your parents, are there any particular rules or ways in which they like to be treated with respect?

Respecting adolescents

Some people find that relating to adolescence is hard. Adolescence may feel that they are treated as a child one day and adult the next – depending on the circumstances or context of the situation.

Children in care can find this exceptionally difficult and they will have experienced changes in living arrangements, perhaps living with people they do not know. Care workers should be mindful of the difficulties that some adolescents face and demonstrate respect and tolerance.

Activity - Read the scenario and then answer the tasks

Tom lives in a residential school. He has challenging behaviours. Tom has previously been disrespectful towards care workers by swearing, damaging equipment and stealing.

Olwen is about to become Tom's key worker (the main person within social care that he will have contact with). He has a son Tom's age. Her son is respectful towards others and property. Olwen knows that she must respect Tom and respect that he is different from her own son.

Olwen's mentor has given her some tips to help her to demonstrate respect towards Tom, including:

- Give time for communication
- Take an interest in Tom's life
- Do not make assumptions (especially about previous behaviour and responses to situations)
- Give Tom a chance to be trust and to be trusted

List some more ideas that could help Olwen demonstrate respect towards Tom

Maintaining confidentiality

Imagine telling a friend something private that they then told someone else. Would you trust them again? Carers know about individuals that they care for. Individuals trust them to keep it private.

What is the purpose of The Data Protection Act 1998?

What is meant by a breach of confidentiality?

Give an example

Confidentiality and rights

It is a person's right by law to have information about them kept confidential (private). It is important that those that work in HSC sector know why they must keep information confidential. For example:

- Service users can be vulnerable (because of age and circumstance)
- Their information is often sensitive
- They may become embarrassed, upset or risk of danger if their private information is exposed.

They must know how to keep information confidential – for example where to store the information and who can retrieve it.

Those who work in HSC can learn a lot about the people they care from by looking at their records and talking to them.

What information do you think the school may keep on its students?

How do you think the school stores confidential information to keep it safe?

What are the dangers of information / data of a student getting into the wrong hands?

Using the question above to guide you, what information do you think hospitals may keep on its patients?

Breaches of confidentiality

If a care worker breaches confidentiality, what could be the consequences of their actions?

When is it legal to breach confidentiality?

Social media and breaches of confidentiality

Social media is a great way to share useful information. What are the dangers of social media in relation to maintaining people's confidentiality and privacy?

How can you keep your information on social media private?

Imagine that you work in a care home. How could you ensure that your residents' information is kept confidential?

Preserving dignity

Preserving dignity can help prevent someone from being embarrassed. It is about respecting a person's self-worth and treating them with care and respect.

Give two examples of treating someone with dignity

Give two examples of how a carer might not treat someone with dignity

Effective communication

Communication is a basic need and it is the key to all relationships, formally or informally. Poor and ineffective communication can lead to problem and a breakdown in communication can mean that communication has failed. It is important to build trusting relationships in HSC.

List as many ways to communicate electronically

When sending a text or e-mail, what should you check about it before it is sent to avoid offence caused?

What type of people in a HSC environment may need help with communicating?

How can you ensure that you deliver effective communication? Think of some key points that can help you communicate effectively to someone that you had a responsibility to care for. List them below:

How can you show you value someone that you are talking through when they are communicating with you? Think about verbal and non-verbal communication.

Safeguarding and duty of care

What would you do if you witnessed someone being unkind to another person? Would you recognise that they were doing something wrong?

Safeguarding is about keeping people safe from harm.

Why do we need to safeguard as a carer in a health and social care setting?



Types of abuse



There are many types of abuse that you should be aware of when working in care as you may come across them or deal with people that have experienced them.

Explain what happens in regards to the following types of abuse:

Type of abuse	What happens
Physical	
Emotional	
Sexual	
Financial	
Neglect	
Institutional	
Domestic violence	
Modern slavery	
Discriminatory abuse	
Cyberbullying	

What are some of the common signs of which could help identify if someone is being abused?

Safeguarding individuals

It is important that care workers recognise the signs and symptoms of abuse early so that they can protect people. Symptoms on their own do not always indicate abuse. Carers need to look at the whole picture. For example an individual with bruises may have fallen recently, but lots of unexplained bruises and different stages of healing would make you suspicious. Several signs together could make you strongly suspect abuse.

If you were a care worker and you suspected someone was being bullied or abused, here are some of the things that you would do.

- Report the abuse – the person could be in danger
- Never promise to keep abuse quiet
- Make it clear that you will need to tell someone more senior than you
- If you could not talk to someone in the workplace, you would tell a responsible adult who could help you contact the inspection team – a team that checks a care service is being properly run.

Activity

Look at the scenario and answer the questions

Lakeside view is a day centre for individuals with learning disabilities. Kim is 23 years old and lives with her parents and two brothers. She attends the centre several times each month and does many activities there.

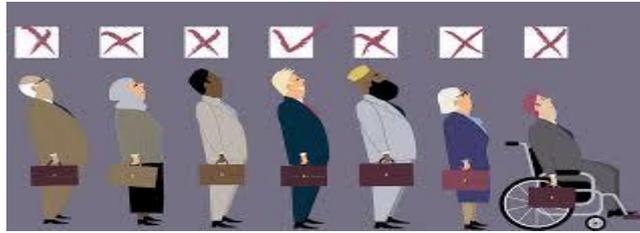
Recently Jenny, a carer at the centre, noticed that Kim was unusually quiet. Jenny observed that Kim had chosen to sit on her own rather than joining in with other people. Jenny encouraged Kim to join a group that were painting some views of the lake, which could be seen from the activity room.

When Kim was painting she knocked over a jar of dirty water and it splashed onto her trousers. Jenny took her to the bathroom to help her clean her trousers and Kim put on some spare jogging pants that she had with her. It was while Kim was changing that the carer noticed some signs of abuse.

Questions

1. What might make Jenny suspect that Kim had been abused

2. What types of abuse might Kim have experienced?



Promoting anti-discriminatory practice

What is discrimination?

It is against the law to discriminate. The Equality Act 2010 makes it illegal to discriminate against people based on these points

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Why do you think that some people discriminate against others?

Describe some forms of discriminatory behaviour

List some of the effect's discrimination can have on an individual

Anti-discriminatory practice

Nalia, who is Polish, is 15 years old, she has been in the UK for 6 months and is new to the local school. The students are celebrating Christmas and listening to carols. They ask Nalia about Christmas songs in her country and how she celebrates. They talk about different traditions and beliefs. Then they find some examples of traditional Polish Carols and listen to them.

How did the students in the class demonstrate anti-discriminatory practice?

Research task

Research New Cross Hospital, or your local GP surgery or medical centre. How do they prevent discrimination in their service? What do they do to prevent discrimination occurring?



Put your notes / findings below:

Applying care values in a compassionate way



What is compassion?

How you present yourself is more than what you say or do. How do you think that a care worker would present themselves to demonstrate the care value of compassion?

Empathy and caring

What do you think is meant by 'showing empathy'?

How can you show empathy and care as a nurse or a carer looking a patient?

The 6 C's



The 6Cs are embedded into everything nursing, midwifery and care staff do.



The 6 C's are that staff should demonstrate the following:

- Care
- Compassion
- Competence
- Communication
- Courage
- Commitment

Complete the following table, explaining what each of the 6 C's mean in relation to a nurse/ midwife/ Carer caring for a patient.

The 'C'	What it covers
CARE	
COMPASSION	
COMPETENCE	
COMMUNICATION	
COURAGE	
COMMITMENT	

Working together

All care workers have a responsibility to uphold care values. If everyone works together, doing their 'bit', service users and colleagues alike will be able to have positive experiences.

Every care worker counts

A good health or social care provider will ensure that everyone is working to the care values. This should create consistency across care providers.

Staff training

Why do you think staff training is important for staff that work in health and social care settings?

What service users think

Health and social care providers are keen to know what service users think about their experiences with staff, levels of satisfaction and positive comments as well as negative ones.

How can feedback help a health and social care setting?

Making mistakes

Although we often try our hardest, we sometimes still make mistakes. The same happens when people work in health and social care settings.

What do you think some of the consequences could be if a nurse or a doctor made a mistake at work?

Activity

Read the scenario and then answer the questions

Alex works with the drugs team and is a support worker. Alex is there to help people when they are coming off drugs. It can be very difficult to withdraw from addictive drugs. It can result in the person being very restless, anxious and having difficulty concentrating.

Alex goes to work one day. He has been working long hours, is tired and his young child is not sleeping well.

Sam is a new service user and Alex is introducing him to the service.

Sam becomes very angry and starts shouting at Alex. Alex shouts back telling Sam how tired he is. Alex says he will not tolerate Sam's outbursts.

Afterwards Sam reflects on the situation and recognises he did not react in a professional way or demonstrate the care values..

1. Which care values did Alex not demonstrate?

2. should Alex have responded to Sam?

3. How can it make us feel if we make a mistake?



Most mistakes are easily remedied, as long as you go about things in the right way. How do you think you should approach dealing with a mistake that you made? List some key points that you could advise a nurse to do if he / she made a mistake whilst caring for a patient.



Watch the BBC's Panorama's documentary 'Behind Closed Doors' about abuse and neglect that happened in a few care homes.

In the table below list examples that you spot from the documentary that demonstrates the following:

Lack of respect	
Lack of safeguarding	
Lack of dignity	
Lack of privacy	
Lack of confidentiality	
No person-centred care given	

Case studies

As part of your studies, you will have learnt about the care values and how important they are in supporting people who use health and social care services.

You must now take part in two health and social care 'role play' situations to demonstrate your understanding of the care values.

1. You are a volunteer in a residence for older people. One of the residents has difficulty in dressing and has asked you to help them put on their jacket. The resident has a condition which affects her joints and this means that she needs help with everyday tasks, because of the pain in her wrists and elbows.
2. You are a volunteer at a training centre for young adults who have learning disabilities. The manager has asked you to work with a group to plan a birthday party for one of the staff at the centre.

This task is divided into three parts

Part 1

You must demonstrate all of the following care values, in each role play:

- Empowering and promoting independence.
- Respect for the individual.
- Maintaining confidentiality.
- Preserving the dignity of individuals.
- Effective communication that displays empathy and warmth.
- Safeguarding and a duty of care.
- Promoting anti-discriminatory practice.

Your teacher will complete an Observation Record of your role play demonstrations.

Part 2

Following completion of your role play demonstrations, you must produce a report describing what went well and what did not go so well in your demonstrations.

You will get some feedback from your teacher and you must comment on this in your report.

Part 3

You must now add a further section to your report which recommends improvements in the way you applied the care values, justifying (giving reasons for) your suggestions.

Your recommendations must take into account, and refer to, the feedback received from your teacher.

Examples of students work

Role Play

You are a volunteer in a residence for older people. One of the residents has difficulty in dressing and has asked you to help them put on their jacket. The resident has a condition which affects her joints, and this means that she needs help with everyday tasks because of the pain in her wrists, fingers and elbows. Ms Layla is the resident. Simran is the volunteer.

Ms Layla: Could you please assist me in putting on my jacket?

Simran: Yes, of course I can. Could you please grab the jacket you want to wear (*EMPOWERING AND PROMOTING INDEPENDENCE*)

(the resident brings her jacket and hands it to the volunteer)

Simran: Thank you. What a beautiful jacket! How are you doing today Ms Layla? (*RESPECT*)

Ms Layla: I'm doing well thank you, how are you?

Simran: I'm good as well. Is there anything else you would like me to help you with? (*EFFECTIVE COMMUNICATION WHICH DISPLAYS EMPATHY AND WARMTH*)

Ms Layla: Yes, if you wouldn't mind could you also tie my shoelaces?

Simran: Of course, where are your shoes?

Ms Layla: They are in my room, I go get them

(the resident leaves and arrives back with her shoes on her feet but untied, she trips on her laces)

Simran: Are you okay Ms Layla?

(rushes to help the resident up and checks for bruises) (*DUTY OF CARE*)

Simran: Here, sit down while I tie your laces up. We received a letter directed to you from the bank. Would you like me to read it, or would you prefer to read it yourself? (*MAINTAINING CONFIDENTIALITY*)

Ms Layla: I'd like to read it myself, thank you though

Simran: No problem. Someone is here to see you by the way; they said they're your friend. Her name is Amillia Johnson. Do you know her?

Ms Layla: Yes I do. I'm going to go out to the synagogue with her

Simran: Would you like me to fetch something that you can cover your head with? (*PROMOTING ANTI-DISCRIMINATORY PRACTICE*)

Mrs Layla: Oh yes please dear. I need to go to the bathroom before I leave

Simran: Would you like me to wait outside for you, or do you need assistance? (*PRESERVING THE DIGNITY OF INDIVIDUALS*)

Report

Empowering and promoting independence. This care value is important as care services do not aim for patients to be heavily reliant on them as this would not help the patient. The service user needs to learn to do things for themselves (however it is okay for them to use support or help) in order to help them develop. On the other hand, if care services did not promote independence, the service user would become reliant and depend too much on the care service, this would impact them physically.

Respect for the individual. Respecting everyone in general is an important care value one should consider thought their lives as it is highly significant. If care services show respect to their patients, the service is building trust with the patients, forming a relationship. Similarly, if the patient should respect to the care service, it makes the staff want to help the service user as much as possible. Additionally, showing mutual respect to one another makes the individuals feel more comfortable. This subsequently would improve their social and emotional development. However, had the staff not shown respect the service user (Ms Layla) may feel unsafe and would not feel comfortable. This could jeopardise the relationship between them as well as the wellbeing of the service user as they might not disclose important information to the member of staff.

Preserving the dignity of individuals. Dignity is a huge factor which impact people every day. It links to the way you approach the service user, if you look engaged, interested and friendly, or whether you look as if you wish to be somewhere else. Whether you ask the service user's permission to provide care or just get on and do it regardless of his or her wishes contributes to dignity. The way you speak to people also links to dignity. Dignity ties in with the steps you take to ensure the person's privacy and modesty are protected (closing screens, making sure the service user is covered and keeping your voice level down when discussing personal issues), or whether 'getting the job done' is uppermost in your mind. This, yet again, is associated with emotional and social development. This often links with communication. If you do not preserve their dignity, the patient might feel vulnerable and weak, as well as make them feel as though they are no longer human who deserves privacy – this could lower their self-esteem greatly. Therefore, they might not fully trust in the service, which would negatively impact their health.

The role has both positives and negatives. For example, Simran the volunteer promotes independence successfully as she asks the resident Ms Layla to get her jacket. This would subconsciously make Ms Layla feel like she has control over her life and doesn't make her feel weak and vulnerable. Moreover, the volunteer maintaining confidentiality by asking whether the resident would like to read the letter herself, also depicts encouragement and independence. This is because it suggests Ms Layla has a say in what she wants and isn't being forced to follow other people's wants, it shows how the resident can decide what she would like to do.

The volunteer does illustrate how they preserved the dignity of the resident, which is also a highly significant factor – preserving their dignity, would make the individual feel safe and independent as well as important, however, the role play could've gone into more detail about how it helped and the reaction of the resident. Furthermore, the volunteer does show effective communication that displays warmth and empathy, but she does not demonstrate it as much through her actions and body language which could

send mixed signals to the resident. If your words sound caring but you act cold, it confuses the receiver on whether you truly care or are just speaking for the sake of ending the conversation. Therefore I believe the volunteer could attempt to look more engaged via their body language to ensure the resident knows she cares.