

**BTEC Level 3 National Extended Certificate in Health and Social Care**

**UNIT 5**

**ASSIGNMENT**

**PLANNER**

**Section 1 of The Report**

**Name:**

**Section 1 of your Report links to Learning Aim A**

**Start here to plan the content and structure of your report**

**Note:** *The deadline date to complete the first draft is* ***Thursday 15th October by 4pm*** *(uploading to Turnitin on Godalming Online)*

You are currently completing the Course Workbook for Learning Aim A. This will give the knowledge and understanding to produce Section 1 of your Report.

**What you will need to write Section 1 of your report:**

* Your two case studies and the profiles that you wrote for each one.
* An understanding of the **assignment criteria below** and the ability to explore the issues surrounding your two case study individuals
* How to structure your report and include content that informs the reader of the context and purpose of the report; identifies your role and understanding in explaining key terms; the ability to analyse, assess and evaluate the diverse care and support needs of your two case studies; drawing conclusions and recommendations

**Assignment criteria for Learning Aim A is:**

|  |  |
| --- | --- |
| **5/A.P1** | Explain the importance of promoting equality and diversity for individuals with different needs. |
| **5/A.P2** | Explain the skills and personal attributes necessary for professionals who care for individuals with different needs. |
| **5/A.M1** | Analyse the impact of preventing discrimination for individuals with different needs. |
| **5/A.M2** | Assess different methods professionals might use when building relationships and establishing trust with individuals with needs. |
| **5/A.D1** | Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs. |

**Report Structure**

Report Title: Ethical Care

Written by / Report produced by:

Date of Report: 15 October 2020

Introduction:

Main Body of Report:

Using sub-headings if required

Conclusions

Recommendations (Your recommended actions for each case study):

Bibliography:

**What to consider including for each section of your Report:**

**Title:**

**Date:**

**Written by:**

**Introduction:**

* **Start with a clear introduction for your report, for example:**

This report intends to identify and explore… / This report will examine … / This report aims to … / This report will provide a detailed analysis of … how working practices at a community hospital are used to meet the diverse care and support needs of two individuals with different needs.

* **Introduce your role and the community hospital setting you have been working in as a volunteer**…
* **Identify why you are writing this report and what issues you are reporting on, for example:**

This report will provide professionals working within the hospital an understanding of the care and support needs of two individuals, named … / This report highlights and explores the key issues identified for two individuals who are currently inpatients at the hospital.

It will report on the needs of the individuals and explain the importance of promoting equality and diversity when providing personalised care for the two individuals.

* **Introduce your two case studies by name and briefly outline their circumstances using your profile, their current health issues and reason for being in hospital**
* **Outline what you will be including in the report for your two case studies, for example:**
* Both individuals are not yet ready to go home, therefore my report will outline and explain their current needs. I will examine how to best support each individual with recommendations for health and social care services and professionals who can enable them to live independently / make their own choices / give appropriate support according to their needs.
* You can add: I will identify and examine the principles, values and skills which underpin meeting the care and support needs of these two individuals (LAA) and draw on legislation and theory to support my ideas, understanding and recommendations.

**Main Body of the Report:**

**Here is a checklist of what to include in the main body of your report:**

**Remember this is your task: Ethical Care -** You have been asked to produce a report that will show how working practices are carefully considered and used to successfully meet the diverse care and support needs of your two case studies.

Writing a report will demonstrate your understanding of the issues that are involved when meeting the needs of individuals who are in hospital, and preparing to go home. Your case studies have needs that require particular individual support that you will identify.

Your report will enable you to compile information and underpin this with theory and research (from your reading). You will explain and analyse the key issues for your two case studies and how you will respond. You will finalise this section of the report with clear and informed recommendations for your two individuals.

**P1**

**Explain the importance of promoting equality and diversity for individuals with different needs.**

|  |  |
| --- | --- |
| **Have you included these?** | **Yes / No** |
| Your definition of equality, diversity, discrimination in relation to health and social care, with a reference to support each of your definitions. |  |
| An explanation of why it is important for health and social care practitioners to promote equality, diversity and anti-discrimination |  |
| An explanation of why it is important for professionals in health and social care to prevent discrimination in a community hospital setting |  |
| Give examples of initiatives to prevent discrimination when caring for individuals – what have you identified for your two case studies and why?  Consider theory and research to support your decisions:  Include the following if they relate to your 2 case studies:   * The use of advocacy services. * Allowing service users to choose their own treatments and discuss their preferences and needs. * Treating them as an individual * Taking into account their abilities * Respect and value their beliefs, culture and background * Value and respect their differences e.g. age, disabilities, gender, religion and culture *(see the Equality Act 2010 and the 9 protected characteristics)* |  |
| Explain why it is important for all service users to be promoted with equality |  |

**P2**

**Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.**

|  |  |
| --- | --- |
| **Have you included these?** | **Yes/No** |
| An explanation of which skills and personal attributes professionals would use to promote equality when working in a community hospital. |  |
| Identify and outline the main skills and attributes required to support and meet the individual needs of each case study. Why are these necessary for your particular individuals? |  |
| Explain the 6Cs (Care, compassion, competence, communication, courage and commitment). How do they enhance the professional standards in health and social care settings?  Explain how the 6Cs can be used by professionals to promote equality, prevent discrimination and establish trust with your individuals – relate them to how effectively they will enable you to understand the needs and support your case studies. |  |
| Identify relevant people skills to develop trusting relationships with your two individuals, then explain why you chose the particular skills (e.g. they promote equality and trust)  **People skills** - e.g.: Empathy, patience, enduring trust, flexibility, sense of humour, negotiating skills, honesty and problem solving. |  |
| Explain the importance of effective communication skills required by professionals and which strategies of communication would best support your two individuals and why during their stay and when making decisions about their individual care and support needs.  **Communication** **skills**- communicating with service users, colleagues and other professionals, e.g. clarifying information, questioning, active listening and responding, tone of voice and language and responding to difficult situations. |  |
| Explain the value of observation skills and the benefits of developing these skills for your two individuals. Why are observational skills used by professionals (consider these reasons: observing changes in an individual’s conditions, monitoring purposes and noting non-verbal cues) |  |
| Identify and explain the skills and attributes required for dealing with difficult situations in the context of your two case studies and their particular identified needs. |  |

**M1**

**Analyse the impact of preventing discrimination for individuals with different needs.**

|  |  |
| --- | --- |
| **Have you included these?** | **Yes / No** |
| Provide an overview of the different theories of empathy and the various methods of establishing positive relationships with individuals and their care. Relate to each of your case studies by identifying which empathy theory best supports the needs of each individual and why. Then consider best methods to promote and establish positive relationships with each individual, considering attachment theories you have researched. |  |
| Analyse attachment and emotional resilience theory and include the effect of secure attachments and support on emerging autonomy and resilience for your two individuals’ recovery. |  |
| Include the **Triangle of Care** and how this can be implemented to support the individual needs of your two case studies. |  |
| Analyse how the service could further promote anti-discriminatory practice in the future. |  |

**M2**

**Assess the different methods professionals might use when building relationships and establishing trust with individuals with needs**

|  |  |
| --- | --- |
| **Have you included this?** | **Yes / No** |
| An explanation of these empathy theories: Johannes, Robert Vischer, Martine Hoffman and Max Scheler, then your assessment of how professionals may use these different methods when building relationships and establishing trust. |  |

**D1**

**Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs**

|  |  |
| --- | --- |
| **Have you included this?** | **Yes / No** |
| Your evaluation of the success of promoting anti-discriminatory working practices for your two case studies. How could this be achieved for your two case studies.  ***Evaluation*** *means to form an idea or opinion to show your reaction to something you have read, understood and researched. Supporting your own ideas with theory, research and underpinning evidence.* |  |
|  |  |

**Conclusion:**

**Recommendations:**

**References / Bibliography:**

**Here are some helpful links to organisations, services and professionals providing health and social care support services for individuals:**

*Note: you can use information from these or other websites to identify care and support for your two case studies in your report.*

<https://www.nhs.uk/conditions/social-care-and-support-guide/>

NHS social care and support guide link

<https://www.nhs.uk/conditions/social-care-and-support-guide/care-after-a-hospital-stay/>

Care after a hospital stay link

<https://www.nhs.uk/conditions/social-care-and-support-guide/care-after-a-hospital-stay/care-after-illness-or-hospital-discharge-reablement/>

Care after a hospital discharge link

<https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/>

Social Services and charities link

<https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/getting-a-needs-assessment/>

Getting a needs assessment link

<https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/someone-to-speak-up-for-you-advocate/>

Advocacy service link

<https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/care-for-people-with-mental-health-problems-care-programme-approach/>

Care for people with mental health issues link

<https://www.nhs.uk/conditions/social-care-and-support-guide/care-after-a-hospital-stay/mental-health-aftercare/>

Mental healthcare link

<https://www.nhs.uk/conditions/obesity/treatment/>

NHS Obesity link

<https://www.rcn.org.uk/clinical-topics/public-health/obesity>

RCN Obesity link

<https://england.shelter.org.uk/housing_advice/homelessness/temporary_housing_if_youre_homeless/help_if_youre_16_to_25_years_old>

Homelessness and emergency housing link

<https://www.princes-trust.org.uk/help-for-young-people/who-else/housing-health-wellbeing/supported-housing>

Supported Housing link

<https://www.crisis.org.uk/>

National charity for homelessness link

<https://www.dementiauk.org/sources-of-support-for-families/>

Dementia Support kink

<https://www.nhs.uk/conditions/dementia/help-and-support/>

NHS Dementia Support

# Plagiarism Policy

Plagiarism is the presentation of another person’s words or thoughts as if they were your own. This includes; work from another student, internet sources or work copied from textbooks. **This is an offence that the exam board take very seriously, and may lead to withdrawal from the course**. The college also has a strict disciplinary procedure that will be undertaken.

Remember – all assignments submitted must be written in your own words and include your own ideas and judgements.

If you are including someone else’s ideas or words it must be acknowledged using correct referencing procedures.

Unfortunately plagiarism has in the past resulted in students’ marks being lowered, which has in in turn prevented them from progressing onto the second year of the course.

### **Plagiarism and how to avoid it by referencing your work**

In order to have an accurate record of what you have researched and therefore an accurate reference, it is important that you write down the details of your sources as you study. When you use a new source, clearly record the following information for future reference.

When you reference a source for the first time, you must provide full bibliographic information (information about the source). This includes:

* author(s) initial(s) and surname(s)
* name of the article, book or journal
* editors (if applicable)
* publisher name and location
* year published

You should give exact page numbers if your reference is a direct quotation, a paraphrase, an idea, or is otherwise directly drawn from the source.

## Direct Quote and Paraphrasing

When paraphrasing, use the same referencing style and conventions as you would for direct quotes, but with the material from the source put into your own words, and the inverted commas omitted. Below is a comparative example of the direct quote versus paraphrasing.

**Direct quote and paraphrasing from a source**

The DfEE suggest that each year ‘some have estimated the cost to the country of poor literacy and numeracy skills to be as high as £10 billion’1.

**OR - paraphrase**

The effect of low levels of adult numeracy and literacy skills could be costing Britain around £10 billion each year1.

1Department for Education and Employment (DfEE), (2001) *Skills for life: The national strategy for improving adult literacy and numeracy skills*, Nottingham: DfEE Publications.

**Paraphrasing** and **summarizing** are very similar. Both involve taking ideas, words or phrases from a source and crafting them into new sentences within your writing. In addition, summarizing includes condensing the source material into just a few lines. Whether paraphrasing or summarizing, credit is always given to the author.

Below is a passage taken from Raymond S. Nickerson's "How We Know - and Sometimes Misjudge -What Others Know” *Psychological Bulletin* 125.6 (1999): p737.

“In order to communicate effectively with other people, one must have a reasonably accurate idea of what they do and do not know that is pertinent to the communication. Treating people as though they have knowledge that they do not have can result in miscommunication and perhaps embarrassment. On the other hand, a fundamental rule of conversation, at least according to a Gricean view, is that one generally does not convey to others information that one can assume they already have.”

**Here is an example of what would be considered plagiarism of this passage:**

For effective communication, it is necessary to have a fairly accurate idea of what our listeners know or do not know that is pertinent to the communication. If we assume that people know something they do not, then miscommunication and perhaps embarrassment may result (Nickerson, 1999).

The writer in this example has used too many of Nickerson's original words and phrases such as "effective communication," "accurate idea," "know or do not know," "pertinent," "miscommunication," and "embarrassment." Also note that the passage doesn't have an opening tag to indicate where use of the Nickerson's material begins. A citation at the end of a paragraph is not sufficient to indicate what is being credited to Nickerson.

**Here is an example that would be considered acceptable summarizing of this passage:**

Nickerson (1999) argues that clear communication hinges upon what an audience does and does not know. It is crucial to assume the audience has neither too much nor too little knowledge of the subject, or the communication may be inhibited by either confusion or offense (p. 737).

Notice that the writer both paraphrases Nickerson's ideas about effective communication and compresses them into two sentences. Like paraphrasing, summarizing passages is a tricky endeavour and takes lots of practice.