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

**Course Workbook 1**

**Unit 5: Meeting Individual Care and Support Needs**

**Learning Aim A:** Examine principles, values and skills which underpin meeting the care and support needs of individuals

**Name: …………………………………………………………**



**Unit 5: Course information**

Unit 5 is a ‘Mandatory Unit’ for the BTEC Level 3 National Extended Certificate in Health and Social Care.

**Here is an overview of the course units for the two-year course and assessment:**

|  |  |  |
| --- | --- | --- |
| **Year 1** |  |  |
| Mandatory Units | Title | Assessment |
| Unit 1 | Human Lifespan Development | Exam (external) |
| Unit 5 | Meeting Individual Care and Support Needs | Assignment (internal)  **Task 1:** Report  **Task 2:** Presentation |

|  |  |  |
| --- | --- | --- |
| **Year 2** |  |  |
| Mandatory Unit | Title | Assessment |
| Unit 2 | Working in Health and Social Care | Exam (external) |
| Optional Unit | Title | Assessment |
| Unit 14 | Physiological Disorders and their Care | Assignment (internal) |

**Getting Started with Unit 5:**

Step 1: Attend College for the weekly teaching and learning sessions

Step 2: Your Course Materials are on Godalming Online *(teaching materials are added throughout the year)*

Access Godalming Online <https://online.godalming.ac.uk/>

Step 3: **Save and read the following documents:**

The Assignment Brief

The Case Studies

The Unit 5 Specification

An electronic copy of Chapter 5 from the course textbook

Step 4: Read through the choice of Case Studies

**Complete the profiles then Select 2 Case Studies** as the focus for your assignment tasks (the report and the presentation)

***The Assignment for Unit 5 is made up of two tasks:***

***Task 1:*** *A Report**and* ***Task 2:*** *A Presentation*

Step 5: **Read and become familiar** with the **four Learning Aims** for the assignment (see the Unit 5 Specification)

**Learning Aim A, B and C** are linked to **Task 1:** The Report

**Learning Aim D** is linked to **Task 2:** The Presentation

Step 6: The table below gives you the deadline dates for handing in your assignment work

Step 7: **You will be completing 4 Course Workbooks for Unit 5:**

* + - Course Workbook Learning Aim A
    - Course Workbook Learning Aim B
    - Course Workbook Learning Aim C
    - Course Workbook Learning Aim D

These are made up of activities, tasks, research, discussions and assignment writing practice that you will do in college:

Step 8: **You will be completing an** **Assignment Workbook** to help you plan your reading and to work on your assignment report and presentation

Step 9: Your assignment **must** cover a range of **Assessment Criteria** as shown on page 40 of your **Assignment Brief** and the **Essential Information for Assessment Decisions** on pages 42-44 of the Unit 5 Specification. You will be graded, and an assessment decision will be awarded for each task.

**You must complete the course work for Unit 5 and**

**achieve a Pass, Merit or Distinction Grade for your Assignment**

**(report and the presentation)**

Step 10: Each of the criteria needs to be achieved and clearly demonstrated in your assignment work. ***The table on page 3 of the Electronic version of Chapter 5 of the Course Textbook*** shows you what you must do in order to achieve a Pass, Merit or Distinction Grade. This is also on page 40 of the Unit Specification.

**The Assignment for Unit 5**

Plan time to work on your assignment during the year. You will complete course workbooks for each Learning Aim which will give you the knowledge and understanding to complete the report and presentation.

|  |  |
| --- | --- |
| **The Assignment** | |
| **Task 1** | **A Report** |
| **Task 2** | **A Presentation** |
| **What you need to get started** | **The Assignment Brief**  **Choose 2 Case Studies** |

As you work on your assignment remember to check that you have met ***all*** the ***Pass grade criteria.*** If you fail to meet one of the Pass grade criteria then you will be unable to gain a ***Merit or Distinction*** even if the rest of your work reaches the required standard.

To achieve a PASS you need to be able to EXPLAIN or DESCRIBE information clearly

and in detail in your assignment.

To achieve a MERIT, you need to be able to ANALYSE and ASSESS information, ideas and theories presented in your assignment.

To achieve a DISTINCTION, you need to be able to use the higher-order thinking and writing skills to EVALUATE and JUSTIFY key information, ideas, theories, practices, strategies and techniques that you include and present in your assignment.

**Glossary of Command Words**

|  |  |
| --- | --- |
| **Command word:** | **Meaning of command word:** |
| **Explain** | When you provide details about a topic, subject or issue with reasons showing why or how something is important/ relevant. Always include examples to support your explanation and to demonstrate your understanding. |
| **Describe** | When you write about a subject, topic or issue giving detailed information. Remember to use your own words when using information that you have researched. You can also paraphrase and include a reference to the sources to demonstrate that you are reading from a range of books, websites etc … |
| **Assess** | When you consider a range of information from your case studies or reading in order to make decisions. Then explain your reasons for these decisions, with any actions or recommendations considered. |
| **Analyse** | When you separate information into components and identify their characteristics (i.e. main features). |
| **Evaluate** | To form an idea or opinion to show your reaction to something you have just read or researched about relating to the case studies. |
| **Justify** | When you can show or prove something to be right or reasonable. For example, justifying the role of an advocate in providing support and more informed decision making for your case study individual(s). |

**Report Section 1: Deadline Dates**

**Learning Aim A:**  **Here are the DEADLINE DATES for you to complete and submit Section 1 of your Report**

* **First Draft Deadline Date: Thursday 15 October by 4pm**
* **Section 1 of Report (Learning Aim A)** *(upload via Turnitin)*
* **Second Draft Deadline Date**: **Thursday 5 Nov 2020 Section 1 of Report**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning aim A**  **Section 1** | **First Draft Deadline** | **Feedback (verbal/written)** | **Second Draft Deadline** | **Final Draft of FULL REPORT** | **Resubmission Date: FULL REPORT** |
|  | Thursday 15 October 2020 by 4pm | Week commencing:  2 November 2020 | Thursday 5 November 2020 by 4pm | 1st April 2021 by 4pm | 26 April 2021 by 4pm |

**Understanding the Unit 5 Specification**

Read the Unit 5 Specification and the Assignment Brief for Unit 5 and answer the questions below:

1. Starting with the unit specification explain what Unit 5 is about? *(Highlight the key words in the unit introduction to help you)*
2. How many **Learning Aims** are there for this unit?
3. What are learning aims and why do we need these when doing an assignment?
4. **How many sections** is Learning A split into? List these **below in a table.**
5. Write Learning Aim A below as a mind map – with key words and phrases that relate to the content.

Learning Aim A:

1. Finally summarise in your own words below what you think you will be learning about for this **Learning Aim** (*see content pages 37-39 of the unit 5 specification*)

**Understanding the Assignment Brief for Unit 5**

Read the **Assignment Brief** and answer the questions below relating to the assignment:

1. What are the two assessment methods that you will be using to complete your assignment?
2. How many tasks will you have to complete and what are they?
3. Which learning aims are linked to Task 1 of your assignment?
4. Which learning aim is linked to Task 2 of your assignment?

**The Case Studies**

Read through the case studies set by Pearson. You will be selecting TWO that you will use throughout your assignment for Task 1 and Task 2

***Before you decide we will explore the case studies and get to know the individuals that you will be considering when planning their individual care and support needs***

**Activity:**

Get into groups of 3 – one person is the client (from the case study) the other is their family member/friend and the third is the professional.

Discuss their needs and care that you could provide. Remember to listen and make notes as the professional, summarise what they say and ‘get into character’. This is a good way to learn about the individuals and will help you decide the two that you will use in your assignment for the report and the presentation.

**The Learning Aims for Unit 5 are:**

**Learning Aim A -** Examine principles, values and skills which underpin meeting the care and support needs of individuals

**Learning Aim B -** Examine the ethical issues involved when providing care and support to meet individual needs

**Learning Aim C -** Investigate the principles behind enabling individuals with care and support needs to overcome challenges

**Learning Aim D -** Investigate the roles of professionals and how they work together to provide the

*We will explore each one in more detail with each course workbook*

**Let’s Get Started!**

**Learning Aim A is split into 3 content areas:**

* A1: Promoting equality, diversity and preventing discrimination
* A2: Skills and personal attributes required for developing relationships with individuals
* A3: Empathy and establishing trust with individuals

**This is the criteria to achieve a PASS, MERIT or DISTINCTION for your report (Learning Aim A)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Content Area** | **PASS Criteria** | **MERIT Criteria** | **DISTINCTION Criteria** |
| **A1**  **Promoting equality, diversity and preventing discrimination (see A.P1; A.M1; A.D1)** | **A.P1**  **Explain** the importance of **equality** and **diversity** for individuals with different needs | **A.M1**  **Analyse** the impact of **preventing discrimination** for individuals with different needs | **A.D1**  **Evaluate** the success of **promoting anti-discriminatory** practice for specific individuals with different needs |
| **A2**  **Skills and personal attributes required for developing relationships with individuals (see A.P2; A.M2)**  **A3**  **Empathy and establishing trust with individuals (see A.M2)** | **A.P2**  **Explain** the **skills and personal attributes** necessary for professionals who care for individuals with different needs | **A.M2**  **Assess** different methods professionals might use when **building relationships** and **establishing trust** with individuals with needs |  |

**Learning Aim A:** Examine principles, values and skills which underpin meeting the care and support needs of individuals

**Key Content Area A1:** Promoting equality, diversity and preventing discrimination

**The Assessment Criteria for A1 is:**

**A.P1** **Explain** the importance of **promoting the equality and diversity** for individuals with different needs?

**A.M1** **Analyse** the impact of **preventing discrimination** for individuals with different needs

**A.D1 Evaluate** the success of **promoting anti-discriminatory** practice for specific individuals with different needs

What does it mean to ‘Examine principles, values and skills which underpin meeting the care and support needs of individuals?’

**Read:** To be able to provide the best care and support that meets the needs of your case study individuals, you must first understand that the foundation to all of the care disciplines are ensuring that key principles, practicalities, values and skills are understood and applied to provide the most effective care and support.

**Effective Care and Support**

Skills

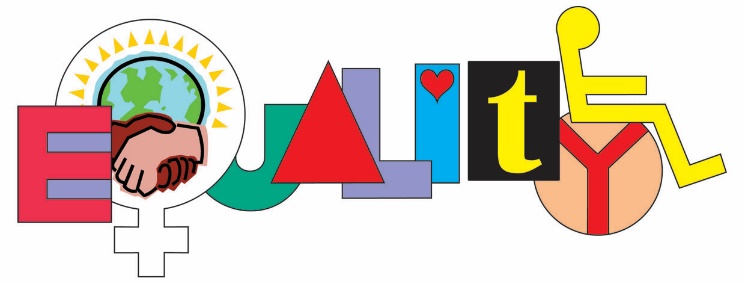
Values

Practicalities

Principles

**These are the Foundation blocks to Effective Care and Support**

**Equality, Diversity and Discrimination Section**



**Introduction:**

Promoting equality and diversity is about identifying the practical steps that health and social care professionals can take in their daily planning to ensure individuals are able to make informative decisions about their lives.

Health and social care workers must promote equality and diversity in all aspects of their job role, challenging any practice or decision that they think does not support a person-centred approach.

Through promoting equality and diversity, health and social care workers will support an inclusive approach that is adapted to meet the needs of each individual. The key is to treat each person with fairness, respect and dignity.

**What is equality?**

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**In the health and social care sector an understanding of the terms equality, diversity, inclusion and discrimination is important to ensure that the service provided is inclusive and non-discriminatory for individuals.**

Equality involves treating individuals fairly, regardless of their differences and ensuring that they have access to the same life opportunities as everyone else, i.e. they have equal opportunities.

* Equal life opportunities include:
* Health and social care support to maintain independence and daily activities
* Housing – warmth, shelter and food are basic human needs
* Education and employment
* Transport
* The ability to purchase goods, services

1. Read the definition of Equality from the textbook page 236 and define this in your own words:
2. Research one further definition of ‘Equality’ and write it below with a reference. It can be a direct quote or a paraphrase from the source.
3. Consider the similarities and differences between yourself and one other person that you know. *Think about appearance, likes, dislikes, lifestyles, food choices, music. How many differences did you find?*
4. What makes you individual?

**What is diversity?**



**Diversity means a range or variety of differences including an individuals’ race, ethnicity, gender, sexual orientations, age, social class, physical and mental abilities, personal attributes, religious or ethical values, origin, beliefs and preferences.**

We are all diverse and different. This makes us and meeting others more interesting and the diverse needs of others must be embraced when working in the health and social care sector.

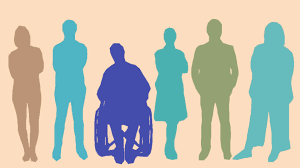
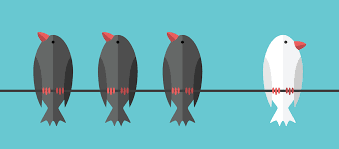
**Examples of diversity within a daily context:**

* Every high street or shopping centre has a diverse range of shops and restaurants;
* Every town, city or country has a diverse range of places to visit, sites to explore, different types of foods to try and local traditions and history to learn about.
* Even football teams have a diversity of roles, including goalkeeper, centre forward and winger.

Can you think of anymore?

1. Read the definition of Diversity from the textbook page 236 and define this in your own words:
2. Think about a family member or a friend. In what way do they demonstrate diversity?
3. Consider Case Study 1: Valerie B aged 24 years and identify her diverse needs below

**What is discrimination?**

**Discrimination means treating individuals differently or negatively without having good reason to do so. The Equality Act 2010 is a law which protects individuals from discrimination. It means that unfair treatment based on personal characteristics such as age, gender, disability or race is against the law.**

The law states that everyone should be treated as favourable as each other and must not be treated differently or less favourably because of their religion, gender, age or race.

**Examples of discrimination include:**

* Not offering a job to someone who meets the job criteria because of race, age, gender, sexual orientation etc …
* Identifying an individual for promotion, redundancy, a reward and not others without valid reason
* Talking to and treating one team member or client more favourably than another
* Paying one person a higher salary than another without good reason

Can you think of anymore?

1. Read the definition of Discrimination from the textbook page 237 and define this in your own words:
2. Read about the four types of discrimination from page 237 of the textbook then describe each one below, giving an example for each one.

In the health and social care sector **direct discrimination** can occur when someone is intentionally treated unfairly**. For example**, an individual is given less choice of services and little explanation of their rights to support based on them having English as a second language or a learning disability. Another example working in a health and social care team there could be harassment in the workplace based on skin colour, sexual orientation or religious beliefs.

Indirect discrimination occurs when rules or guidelines meant to apply to everyone unintentionally affect one group more than others, such as a company policy requiring everyone to do night shifts indirectly discriminates against single parents or individuals. Another example is a menu for a care home or a nursery indirectly discriminates against individuals with specific dietary needs or preferences.

**Watch these video clips and make notes to reflect on your learning:**



<https://www.youtube.com/watch?v=2EcYYMndHK4>

Equality, Diversity and Inclusion by BVS Training

NOTES:

<https://www.youtube.com/watch?v=X--LMPZp93Y>

Equality and Diversity

NOTES:



<https://www.youtube.com/watch?v=_TbvuqRMUO4>

Types of Discrimination

NOTES:

<https://www.youtube.com/watch?v=UcuS5glhNto>

Equality, Diversity and Inclusion - What you need to know

NOTES:

**Complete these tasks:**

* Go to the first two pages (236-237) of the course textbook. ***Read the definitions for Equality, Diversity and Discrimination*** and then **explain** them in your own words to yourself or the person next to you. ***You may need to read the definitions several times. Remember to listen attentively.***
* ***Create a POSTER*** for the three terms Equality, Diversity and Discrimination and come up with a definition for each one. Add this poster to your workbook.
* In groups discuss why you think it is important to promote equality and diversity for individuals that you would be supporting and caring for.
* Now write an explanation below about why you think it is important to promote equality and diversity when working in health and social care (A.P1)

NOTES:

* Task: Now write your own definition of each term (equality, diversity and discrimination) below and include a reference for each definition from the course textbook or another source.

**For example:** *Equality is about the importance of ensuring that all individuals are treated fairly according to their needs. Billingham et al (2016) suggest that equality is about treating people as individuals when considering their beliefs and abilities, making sure that everyone has equal access to services that they may need to support them in their daily life.*

***My definition of Equality:***

***My definition of Diversity:***

***My definition of Discrimination:***

Preventing Discrimination (A.M1)

**Read the following about: Anti-discrimination**

To prevent discrimination the health and social care worker should be:

* Positive about an individual’s life history, their family and friends
* Allow independence without referring to another person
* Recognise an individual as a person of worth
* Not judge or stereotype an individual

Discrimination is when an individual is treated unfairly or not given equal treatment. Care workers need to make sure that they don’t make unfair judgements about an individual because of their own attitude.  Individuals can be discriminated against because of their gender, race, religion, age or ability.

Discrimination can take many forms such as verbal, emotional or physical abuse.

***Examples of discrimination*** ***in the care sector could include***:

* Situations where activities are organised in places with no wheelchair access;
* Forms and documents are provided in English only
* Meals being served are not inclusive of different cultures or are served within a limited time period such as 8am- 5pm.
* Another example could be women being served smaller portions than men at mealtimes.

**Examples of diversity in care could be:**

* Providing meals that meet individuals’ preferences
* Opportunities to speak to individuals and plan activities that they will enjoy
* Physical space, abilities and disabilities are considered to ensure individuals can take part in suitable activities such as walks, social events.

You can work in ways that promote equality diversity and inclusion and therefore reduce the likelihood of discrimination. This means providing care that is ***person centred***. **Every individual you treat is unique and should be treated as such**, you should always work in non-judgemental ways and follow the agreed ways of working to ensure that everyone is able to take part and is included.

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**Legislation**

**The Care Act 2014**

**The Care Act 2014 is the law that sets out how adult social care in England should be provided. This act requires local authorities to ensure that the following services are available in their local areas:**

* Services that prevent care needs from becoming more serious
* Information and advice so individuals can make good decisions about care and support
* A range of high quality, appropriate services are available
* Individuals have more control of how their care and support is organised
* This law also sets out what local authorities (and other organisation in the sector must do relating to these areas:
* Safeguarding adults (including a Safeguarding Adults Board)
* Promoting wellbeing, providing information and advice
* Integration of care and support within health services
* Promoting diversity and quality services
* Assessing people’s needs and deciding how to meet them
* Assessing people’s finances, setting personal budgets, making direction payments so people can buy their own social care services

Further information about the Care Act guidance can be found on the Department of Health and Social Care (DHSC) gov.uk website (<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets/care-act-factsheets>**)**

**The Coronavirus Act 2020 came into force on the 25 March 2020. This act addresses the key changes for local authorities relating to areas including hospital discharge teams, home care providers, residential and nursing care providers, as well as community social and health care workers.**

**Code of Conduct**

**The code of conduct for Healthcare Support Workers and Adult Social Care Workers includes the following principles**:

* Promoting and upholding privacy
* Dignity
* Rights health and wellbeing
* Work in collaboration
* Communicate in an open and effective way
* Respect a person’s right to confidentiality
* Strive to improve the quality of care and support
* Uphold and promote equality, diversity and inclusion and be accountable

These links gives you more information about the code of conduct: <https://www.skillsforhealth.org.uk/standards/item/217-code-of-conduct>

Code of conduct: <https://www.skillsforhealth.org.uk/images/services/code-of-conduct/Code%20of%20Conduct%20Healthcare%20Support.pdf>

*When working in care* ***you must*** *challenge discrimination when you witness behaviour that you know is not right* and doesn’t promote the wellbeing of individuals be courageous and willing to confront or challenge it.  **If you believe that any individual is being treated unfairly** report it to your manager.

**The Care Certificate –** *Do you know what this is?*

The [Care Certificate](https://www.skillsforhealth.org.uk/images/projects/care_certificate/Care%20Certificate%20Standards.pdf) ([www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)) is an identified set of standards that health and social care workers adhere to in their daily working life. Designed with the non-regulated workforce in mind, the Care Certificate gives everyone the confidence that workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high-quality care and support.

The Care Certificate is based on 15 standards, all of which individuals need to complete in full before they can be awarded their certificate:

* Understand your role
* Your personal development
* Duty of care
* Equality and diversity
* Work in a person-centred way
* Communication
* Privacy and dignity
* Fluids and nutrition
* Awareness of mental health, dementia and learning disability
* Safeguarding adults
* Safeguarding Children
* Basic Life Support
* Health and Safety
* Handling information
* Infection prevention and control

 Each standard is underpinned by full learning outcomes and assessment criteria.

**The Equality Act 2010**

*Write below your current understanding of this important Act*

NOTES:

Watch this video to understand what the Equality Act 2010 says about disability discrimination

<https://www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination>

**Answer these questions:**

1. What does The Equality Act mean for individuals that are supported in health and social care?
2. What are the different types of discrimination?
3. What is classed as a disability?
4. When can disability discrimination occur for individuals?

NOTES:

**Research time!**

**Look at the following websites to research and make notes of what you found interesting and relevant to the topic area of equality, diversity and discrimination:**

<https://www.equalityhumanrights.com/en/equality-act-2010/what-equality-act>

<http://www.ed.ac.uk/equality-diversity/about/equality-diversity>

<https://www.equalityhumanrights.com/en/advice-and-guidance/what-discrimination>

NOTES:

Why is it important to prevent discrimination as a health professional?

Answer here:

Give an example of discrimination that can occur and how you would prevent this in your own life?

Answer here:

**Advocacy Services in Health and Social Care**

What is an advocacy service?

What do they do?

Why are they important?

**Read the information from the link and write your own revision notes.**

<http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/advocacy-services.aspx>

**Research** the following advocacy services and find out what do they do

* SEAP (Support, Empower, Advocate, Promote)
* Mencap
* Empower Me
* British Institute of Learning Disabilities
* NOTES:

There are also a range of support services for individuals such as Research these support services that provide such as:

* Mind
* Age UK
* Headway

***Research what these services do?***

Why do you think they are important?

NOTES:

**Finally** watch the clip to see how professionals promote equality and diversity. ***Make some notes below:***

<https://www.youtube.com/watch?v=PrImwgBFMYE>

Dignity in care: Choice & Control

NOTES:

ASSIGNMENT WRITING PRACTICE

**TASK 1 - THE REPORT**

**The Assessment Criteria for A1 is:**

**A.P1** **Explain** the importance of **promoting the equality and diversity** for individuals with different needs?

**A.M1** **Analyse** the impact of **preventing discrimination** for individuals with different needs

**A.D1 Evaluate** the success of **promoting anti-discriminatory** practice for specific individuals with different needs

**When addressing A.P1 you need to consider:**

As a health professional why is it important to plan care that supports the individual and different needs of each person?

**Explain**

For the A.P1 criteria you need to read both of your case studies and **explain** by giving a detailed account of how and why it is important to promote equality and diversity for these individuals and their needs.

Your writing should have clarity and you will need to clearly define key terms, i.e. ***what is equality, what is diversity and what is discrimination***.

Provide evidence with ***relevant research and referencing*** of ***why equality, embracing diversity and preventing discrimination*** are important in health and social care, particularly for the **two** individuals from your case studies.

**Learning Aim A.P1**

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

My Notes for Case Study 1: Assessment Criteria A.P1

**Assess the needs of your case study individual and decide how you can meet them**

My Notes

Case Study 2: Assessment Criteria A.P1

**Assess the needs of your case study individual and decide how you can meet them**

**Learning Aim A.M1**

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

**When addressing A.M1 you need to consider:**

As a health professional why is it important to prevent discrimination for individuals with different needs and how can this best be achieved?

**Analyse**

For the A.M1 criteria, you need to look in depth at your case studies and use supporting arguments and evidence to discuss the impact of preventing any kind of discrimination from taking place for each individual and their particular needs. *How will this make the individual feel and behave towards the service being provided?*

It is important to analyse the issues and break these down into separate parts with awareness and understanding of how you will support anti-discriminatory practice when providing for the care and support needs of patients during their stay and planned aftercare.

Notes for Case Study 1: Assessment Criteria A.M1

**Assess the needs of your case study individual and decide how you can meet them**

Notes for Case Study 2: Assessment Criteria A.M1

**Assess the needs of your case study individual and decide how you can meet them**

**Use this checklist for the information you have just written!**

|  |  |  |  |
| --- | --- | --- | --- |
| **Have you:** | **Yes** | **No** | **Partly** |
| Explained what discrimination is?  Given examples of discrimination |  |  |  |
| Explained what equality is?  Given examples of equality |  |  |  |
| Explained the importance of equality and diversity when working with individuals |  |  |  |
| Explained how you would promote equality and diversity for your two case study individuals, with examples  Suggested ways in which discrimination can be overcome with examples that link to your individuals |  |  |  |
| Explained what diversity means  Given examples of diversity and why it is important |  |  |  |
| Related to legislation and strategies that prevent discrimination |  |  |  |
| Explained what an advocate is and how they may support your individuals |  |  |  |

**Learning Aim A:** Examine principles, values and skills which underpin meeting the care and support needs of individuals

**Key Content Area A2: Skills and personal attributes** required for **developing relationships** with individuals

**The Assessment Criteria for PASSING A2 is:**

**A.P2** **Explain** the **skills and personal attributes** necessary for professionals who care for individuals with different needs

**Here are the some of the key roles in health care:**

Doctors (GPs); Consultants; Specialist Doctors (Oncology, Radiotherapy etc..); Nurses

(Adult; Child, Learning Disabilities, Mental Health etc…); Midwives; Healthcare Assistants,

Occupational Therapists; Paramedics; Dental teams; Pharmacy teams; Psychologist teams;

Physiotherapists; Speech and Language Therapists; Dietitian; Dietetic Assistant; Orthoptists;

Audiologist; Radiographer; Art Therapist;

**The NHS website gives you more information about the growing roles in the sector:**

<https://www.healthcareers.nhs.uk/explore-roles>

**Here are some of the key roles in social care**

Social Workers; Social Work Assistants; Care Managers; Care Assistants; Youth Workers;

Support Workers; Residential Workers; Occupational Therapists; Day Care teams; Care

Workers; Activities Co-ordinators and Activities Workers; Personal Assistant; Rehabilitation

Workers; Advocacy Workers;

**The NHS website and Skills for Care website give you more information about the growing**

**roles in the sector:**

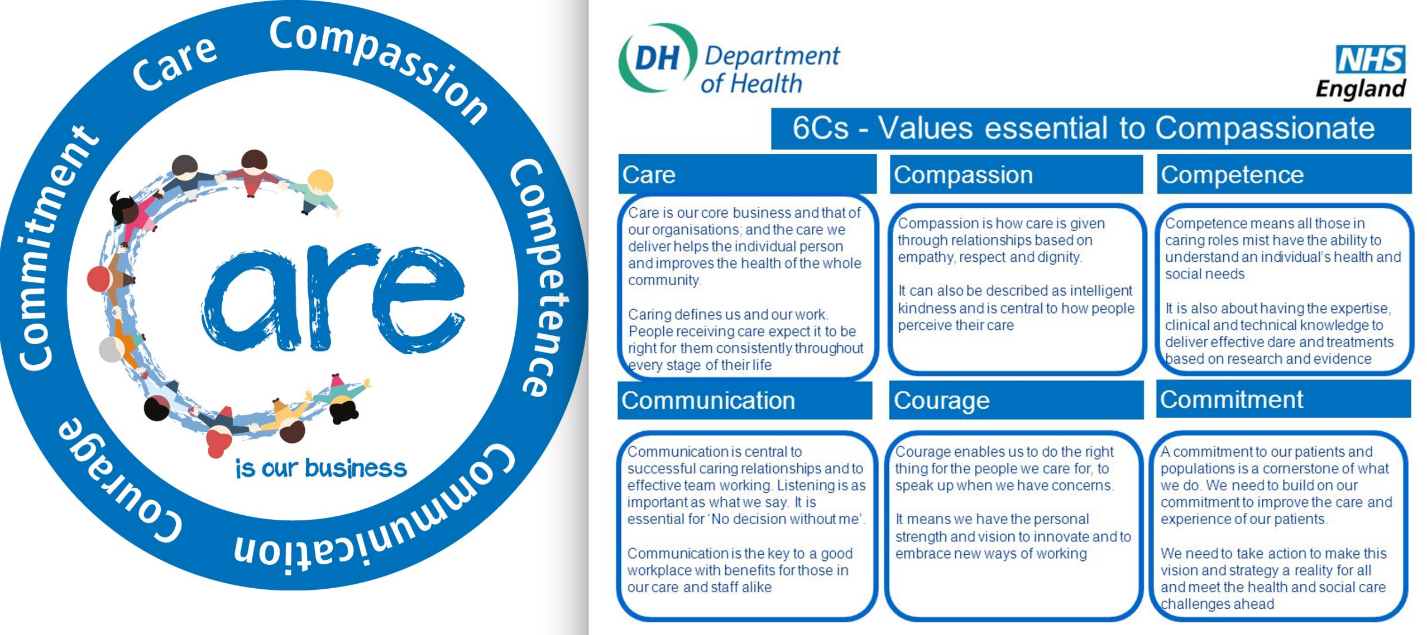
<https://www.skillsforcare.org.uk/Careers-in-care/job-roles/Job-roles-in-social-care.aspx>

All professionals working in health and social care require training and

qualifications to do their job effectively.

|  |  |
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|  |  |
|  |  |

**The 6Cs**



Watch the video and make some notes about what the 6Cs are and their

importance within a health setting context

<https://www.youtube.com/watch?v=cc0zxsGj104>

NOTES:

Read further about how the 6Cs are applied in practice and their relevance when

working with individuals. There is also a video to watch:

<https://www.nth.nhs.uk/about/trust/how-we-are-doing/compassion-practice/>

Make some notes here:

Watch this video and explain what is meant by the term ‘compassion’.

<https://www.youtube.com/watch?v=HVF0273iHus>

**Question:** What examples are given that demonstrate compassion?

The Health Foundation (compassion, dignity and respect in health care)

NOTES:

Watch the two clips below and then:

* **Create a poster** showing the 6 C’s and their importance
* Write an example of each of the 6 C’s in your notes
* What attributes and skills does the trust look for in their staff?

<https://www.youtube.com/watch?v=Vnn1TlRlpG4>

Compassionate care: delivering the Six Cs

<https://www.youtube.com/watch?v=IPGn0pV3dU0>

Northamptonshire Healthcare NHS Foundation Trust

NOTES:

**Watch these two clips about Winterbourne View and reflect on what you have seen below**

<https://www.youtube.com/watch?v=subMgwyJOK8>

Brutality by social workers in UK Disability Centre Winterbourne View

<https://www.youtube.com/watch?v=hhCx3K8XJJM>

Winterbourne View abuse scandal - DAMNING REPORT is published

NOTES:

**Explain** how you think the use of the 6 C’s would help to prevent this situation happening again?

NOTES:

Now watch this clip and discuss with the person next to you how the 6 C’s may prevent this situation happening again?

<https://www.youtube.com/watch?v=iHXOFS9ec2Q>

Stafford - The Hospital That Didn't Care- Patients Left To Die- BBC Special

**Working in a health and social care setting**

Make a list of the skills and personal attributes that professionals require for caring for individuals with different needs in a health and social care setting

|  |  |
| --- | --- |
| **Job Role** | **Skills and Attributes** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Produce a list of questions to ask someone who is applying to work in a health and social care setting. You can include some of the following areas in your questions:**

* What skills they need to undergo their role
* What qualifications they need to enable them to carry out their job
* How they develop their skills
* What skills and personal attributes they feel a health/social care worker needs to have to be able to carry out their role
* Their experiences and understanding of health and social care

MY INTERVIEW QUESTIONS:

Carry out your interview with a partner in the class and write their responses in the box below. Are they suitable for the role? Yes/No (explain why)

INTERVIEW NOTES for the role of …..

Explain why these skills are important and what type of situation may occur where someone needs to use these skills. Discuss in small groups and record your results in the table below:

|  |  |  |
| --- | --- | --- |
|  | **Importance of skills** | **Situations** |
| Empathy |  |  |
| Patience |  |  |
| Engendering trust |  |  |
| Flexibility |  |  |
| Sense of humour |  |  |
| Negotiating skills |  |  |
| Honesty |  |  |
| Problem solving |  |  |

Watch the following video clip and consider the way in which the health care professional communicates with the service user.

<https://www.youtube.com/watch?v=8DTrVQIW5Cw>

Dignity in care: Communication

Discuss what type of language do they use? Why and how does it differ from one person to another?

**Listening Skills**

What is active listening?

Watch the video and make notes. Write your own definition of active listening.

<https://www.youtube.com/watch?v=oWe_ogA5YCU>

6 Tips for Active Listening #LittleThings

NOTES:

**Observation skills:**

Watch the following clip:

<https://www.youtube.com/watch?v=y1F35mUk4Oo>

CNA728R - The Nursing Assistant: Recognizing & Reporting Changes in a Resident's Physical Condition

Why do you think it is important for a health care professional to observe the service user?

NOTES:

**Monitoring children’s development:**

Why is it important to monitor a child's development?

What can you learn about the child and who can this be shared with?

How do professionals monitor a child’s development?

<https://www.youtube.com/watch?v=KrUNBfyjlBk>

Early Recognition Of Child Development Problems / Educational Video

Watch these two clips of children playing in a childcare setting: <https://www.youtube.com/watch?v=O6qh-gGf0Hk>

<https://www.youtube.com/watch?v=Z9tJBluH1Zw>

Write objectively what you see and hear without making any assumptions.

**Observation 1:**

**Observation 2:**

ASSIGNMENT WRITING PRACTICE

**TASK 1 - THE REPORT**

**Learning Aim A.P2**

**Explain** the **skills and personal attributes** necessary for professionalswho care for individuals with different needs

**When addressing A.P2 refer to this checklist:**

* Read both case studies and give a detailed account of the skills a professional who cares for individuals with different needs should have.
* For each skill explain why they need that particular skill.
* Give examples of situations where they may need to adapt that particular skill depending on the needs of the individual.
* Explain what personal attributes are.
* For each type of personal attributes a professionals who cares for individuals with different needs should have you need to explain it.
* Why are these attributes needed?
* Give examples of when a professional may use these attributes.
* Include relevant information to back up your work (6 C’s)!

Notes for Case Study 1: Assessment Criteria A.P2

**Explain**

From your case studies identify the important people skills that are necessary for the professionals that effectively show understanding for the two individuals and their different needs.

Give your insight by explaining the 6 Cs, relevant people skills, communication skills and observational skills needed. See the content bullet points in the unit specification, on page 37. This gives you a list of some of required skills and **attributes** for you to explain in your answer relating to each case study. Support your work with evidence of relevant research and referencing.

Notes for Case Study 2: Assessment Criteria A.P2

Learning Aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals

Key Content Area A3: Empathy and establishing trust with individuals

**The Assessment Criteria for PASSING A2 is:**

**A.M2** Assess different methods professionals might use when building relationships and establishing trust with individuals with different needs

**Theories**

You will need to have an understanding of the different theories of empathy

and the various methods for establishing positive relationships with individuals

and their different needs**.**

**John Bowlby’s Theory of Attachment:**

Bowlby defined attachment as a lasting psychological connectedness between

human beings, with 4 attachment types:

**Secure attachment characteristics**

His theory highlighted that a child will:

* Be able to separate from a parent
* Prefers parents to strangers
* Seek comfort from a parent or caregiver if they are frightened
* Become excited when they see their parent/caregiver

**Ambivalent attachment characteristics**

A child will:

* Be wary of strangers
* Become very distressed when a parent/caregiver leaves
* Do not appear to be comforted in the return of a parent/caregiver

**Avoidant attachment characteristics**

Children may:

* May avoid parents
* Don’t really seek comfort from parents of caregivers
* Show no real preference between a parent/caregiver or a stranger

**Disorganised attachment characteristics**

Characteristics change with age.

A child of at age 1.

* Mixture of avoidance and resistant behaviours
* Can seem confused and apprehensive

A child at 6

* May take on a parent role
* Some may act as a caregiver towards the parent

**Main Points to Know:**

1. **A child has an innate (i.e. inborn) need to attach to one main attachment figure (i.e. monotropy).**

There should be a primary bond which was much more important than any other (usually the mother).

1. **A child should receive the continuous care of this single most important attachment figure for approximately the first two years of life. (Critical period)**

Bowlby believed that babies needed to have developed their main attachment by the age of 1 year. During a child’s first three to four years, prolonged separation from this person would cause long-term psychological damage.

1. **Children need ‘parenting’** Simply meeting a child’s physical and care needs is not enough for health growth and development. Children need the main attachment in their early lives to give them consistent support.
2. **Short term separation from an attachment figure leads to distress**.

Bowlby outlined a pattern of distress that babies and children showed when

separated from their carers.

**A) Protest**: The child cries, screams and protests angrily when the parent leaves. They will try to cling on to the parent to stop them leaving.

**B) Despair**: The child’s protesting begins to stop and they appear to be calmer although still upset. The child refuses others’ attempts for comfort and often seems withdrawn and uninterested in anything.

**C) Detachment**: If separation continues the child will start to engage with other people again. They will reject the caregiver on their return and show strong signs of anger.

1. **The child’s attachment relationship with their primary caregiver leads to the development of an internal working model (IWM)**

 The first attachment between a baby and their caregiver provides the child with an internal working model or template for their future relationships. The attachment helps children to develop a view of themselves in relation to others.

**Mary Ainsworth’s theory: The Strange Situation**

Mary Ainsworth created an experiment to look at attachment in

children. This was called ‘Strange situation’

[**https://www.youtube.com/watch?v=m\_6rQk7jlrc&t=56s**](https://www.youtube.com/watch?v=m_6rQk7jlrc&t=56s)

**Watch the clip and make notes on the experiment that you see.**

NOTES:

Ainsworth categorised the behaviour into three types.

1. **Insecure- Avoidant Attachment**: (Type A)

* Relationship style of babies involved keeping a distance and avoiding closeness.
* Type A babies do not orient their behaviour towards their mother.
* They showed some distress at mothers departure but did not seek comfort from her return.
* They rejected the stranger’s attempts to comfort them.

1. **Secure Attachment: (Type B)**

* Use their mother as a safe base and were happy to explore the room when she was there.
* They showed distress by crying when she left the room.
* They welcomed their mothers return and settled down to play quite quickly

1. **Insecure-Ambivalent Attachment: (Type c)**

* These babies alternated between seeking closeness and wanting distance.
* They were very distressed at separation.
* They were not easily comforted when the mother returned, appearing angry and rejecting the mother’s attempt to comfort them.
* They kept a close eye on the stranger.

**Research the definitions for the following words:**

Attachment

Resilience

Autonomy

Watch this video clip about how Resilience is Built

<https://www.youtube.com/watch?v=xSf7pRpOgu8>

* Centre on the Developing Child at Harvard University

Create a POSTER about Bowlby’s and Ainsworth’s theories

explaining the phases of attachment and the importance of

building relationships and establishing trust with individuals

The Triangle of Care guide was launched in July 2010 as a joint piece of work between Carers Trust and the National Mental Health Development Unit

It enables all parties to be involved in someone's care. The individual, carer and professional all share information and work together to give a better quality of life for the individual.

<https://www.youtube.com/watch?v=JIj22Jjjwww>

Watch this clip and write some notes about the Triangle of Care.

<https://www.youtube.com/watch?v=2GsdsAxviQc>

Patient Empathy: It Starts with You

Watch this clip and list all of the things that you see that show empathy.

<https://www.youtube.com/watch?v=8BKN7RFhdq4>

The next revolution in health care? Empathy | Paul Rosen | TEDx Wilmington

Write some notes after watching this clip. What issues are mentioned and how can these be changed?

NOTES:

**Empathy Theories**

**( Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler)**

[**https://www.youtube.com/watch?v=baHrcC8B4WM**](https://www.youtube.com/watch?v=baHrcC8B4WM)

**The power of empathy: Helen Riess at TEDxMiddlebury**

**Watch the video clip and make some notes. It has some very good examples about empathy and how to be empathetic.**

**From watching the clip, how do you think empathy helps a professional to establish a trusting relationship with a person who needs care and support?**

NOTES:

**Johannes Volkelt** Johannes Volkelt (1848–1930) was a German philosopher. He said that you could only really appreciate an object, such as a work of art or piece of music, if your personal identity and the object become one, so you not only see an object or hear music but also feel it with your body

**Robert Vischer** Robert Vischer (1847–1933) was also a German philosopher. He invented the term Einfühlung, which was later translated in English as empathy. He said this word referred to when you imagine yourself as being one with a piece of art or literature and feel the emotions that the artist tried to reproduce, so imbuing the piece with relevant emotions.

**Max Scheler** Another German philosopher, Max Scheler (1874–1928) said that we should look at objects differently, so we didn’t just give the facts about an object, such as it being big and a particular colour, but also give our opinion of it, such as it being beautiful, ugly, bland or majestic.

**Martin Hoffman** Martin Hoffman is a contemporary American psychologist. His work is based on social and emotional development, especially empathy, and its bearing on how we develop morally. Our moral development includes our principles, how we behave and our sense of right and wrong.

TASK: Carry out some additional research into these theories. Why are these theories important?

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**Learning Aim A.D1**

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

**When addressing A.D1 for the assignment:**

Select material from the provided case studies which allows you to explore the issues surrounding equality and diversity, and preventing discrimination, and how successfully promoting anti-discriminatory practice has been achieved for each case study.

You will draw together your understanding of the empathy theories and how they are applied,

together with personal skills and attributes, to successfully promote anti-discriminatory practice. You must demonstrate clear understanding of the skills and attributes needed by professionals in order to meet individual care and support needs.

You must consider the advantages and disadvantages of theories and use detailed analysis and research to reach reasoned and valid conclusions and recommendations. Demonstrate clear understanding of all of the terminology used in a health and social care context.

**EVALUATE**

Give your verdict as to what extent a statement or findings within a piece of research are true, or to what extent you agree with them. Provide evidence taken from a wide range of sources which both agree with *and* contradict an argument. Come to a final conclusion, basing your decision on what you judge to be the most important factors and justify how you have made your choice.

Notes for Case Study 1: Assessment Criteria A.D1

Notes for Case Study 2: Assessment Criteria A.D1

NOW TIME TO PLAN AND WRITE SECTION 1 OF YOUR REPORT   
SEE THE ASSIGNMENT PLANNER DOCUMENT TO GET STARTED