

## Unit 2: Health and Social Care Services and Values

<b>Name of unit</b>	Unit 2: Health and Social Care Services and Values
<b>Why do we study this unit?</b>	This unit explores health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.
<b>By the end of the unit, students will be able to....</b>	Students will understand range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. Students will understand a range of social care needs and how these can be met by the social care services that are available. Students will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome. Students will understand the skills and attributes that are required when delivering care. Students will understand the values that are required when planning and delivering care. Students will understand the personal obstacles that individuals requiring and receiving care may face. Students will understand how skills, attributes and values benefit individuals when receiving care.
<b>Links to previous units</b>	<ul style="list-style-type: none"> <li>● A1: Human growth and development across life stages</li> <li>● A2: Factors affecting growth and development</li> <li>● B1: Different types of life event</li> <li>● B2: Coping with change caused by life events</li> </ul>
<b>Key vocabulary</b>	Infancy, Adolescence, Adulthood, Physical, Lifestyle, Emotional, Social, Cultural, Environmental, Economic, Wellbeing
<b>Week and summary topic</b>	<b>Knowledge and skills learned</b>
<b>A1 Healthcare services</b>	<p>Learners will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available.</p> <ul style="list-style-type: none"> <li>● Health conditions:</li> </ul>

	<ul style="list-style-type: none"> <li>o arthritis</li> <li>o cardiovascular conditions – coronary heart disease, cerebral vascular accident</li> <li>o diabetes (type 2)</li> <li>o dementia</li> <li>o obesity</li> <li>o respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)</li> <li>o additional needs – sensory impairments, physical impairments, learning disability. <ul style="list-style-type: none"> <li>● Health services available: <ul style="list-style-type: none"> <li>o primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments</li> <li>o secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology</li> <li>o tertiary care – specialist medical care to include oncology, transplant services</li> <li>o allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics</li> <li>o multidisciplinary team working – how services work together, including referrals between services.</li> </ul> </li> </ul> </li> </ul>
<p><b>A2 Social care services</b></p>	<p>Learners will explore a range of social care needs and how these can be met by the social care services that are available.</p> <ul style="list-style-type: none"> <li>● Social care – help with day-to-day living because of illness, vulnerability or disability.</li> <li>● Social care services: <ul style="list-style-type: none"> <li>o services for children and young people – foster care, residential care, youth work</li> <li>o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care</li> <li>o services for older adults – residential care, domiciliary care.</li> </ul> </li> <li>● Additional care: <ul style="list-style-type: none"> <li>o informal care – given by relatives, friends, neighbours, partners</li> <li>o voluntary care – community groups and faith-based organisations, charities.</li> </ul> </li> </ul>
<p><b>A3 Barriers to accessing services</b></p>	<p>Learners will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome.</p> <ul style="list-style-type: none"> <li>● Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.</li> <li>● Types of barrier and how they can be overcome by the service providers or users: <ul style="list-style-type: none"> <li>o physical barriers – issues getting into and around the</li> </ul> </li> </ul>

	<p>facilities:</p> <ul style="list-style-type: none"> <li>– ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists</li> <li>o barriers to people with sensory disability – hearing and visual difficulties:</li> <li>– ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas</li> <li>o barriers to people with different social and cultural backgrounds – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence:</li> <li>– ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups</li> <li>o barriers to people that speak English as an additional language or those who have language or speech impairments:</li> <li>– ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties</li> <li>o geographical barriers – distance of service provider, poor transport links:</li> <li>– ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes</li> <li>o barriers for people with learning disabilities:</li> <li>– ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, ‘Quiet Clinics’, quiet waiting areas, longer appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text ‘easy read’ leaflets</li> <li>o financial barriers – charging for services, cost of transport, loss of income while accessing services:</li> <li>– ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS), charitable schemes such as community transport.</li> </ul>
<p><b>B1 Skills and attributes in health and social care</b></p>	<p>.Learners will explore the skills and attributes that are required when delivering care.</p> <ul style="list-style-type: none"> <li>● Skills: <ul style="list-style-type: none"> <li>o problem solving</li> <li>o observation</li> <li>o dealing with difficult situations</li> <li>o organisation.</li> </ul> </li> <li>● Attributes: <ul style="list-style-type: none"> <li>o empathy</li> <li>o patience</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>o trustworthiness</li> <li>o honesty.</li> </ul>
<b>B2 Values in health and social care</b>	<p>Learners will explore the values that are required when planning and delivering care.</p> <ul style="list-style-type: none"> <li>● The 6 Cs: <ul style="list-style-type: none"> <li>o care – receiving correct and consistent care</li> <li>o compassion – empathy, respect and dignity</li> <li>o competence – skills and knowledge to deliver effective care, based on research</li> <li>o communication – involving individuals and/or carers and listening</li> <li>o courage – doing the right thing and speaking up when concerns arise</li> <li>o commitment – to improve care and experience for individuals.</li> </ul> </li> </ul>
<b>B3 The obstacles individuals requiring care may face</b>	<p>Learners will explore the personal obstacles that individuals requiring and receiving care may face.</p> <ul style="list-style-type: none"> <li>● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.</li> <li>● Potential obstacles and their impact on the individual: <ul style="list-style-type: none"> <li>o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress</li> <li>o time constraints – work and family commitments</li> <li>o availability of resources – financial, equipment, amenities</li> <li>o unachievable targets – unachievable for the individual or unrealistic timescale</li> <li>o lack of support – from family and friends</li> <li>o other factors specific to individual – ability/disability, health conditions, addiction.</li> </ul> </li> </ul>
<b>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</b>	<p>Learners will explore how skills, attributes and values benefit individuals when receiving care.</p> <ul style="list-style-type: none"> <li>● Individuals will: <ul style="list-style-type: none"> <li>o be supported to overcome their own personal obstacles</li> <li>o receive high quality care</li> <li>o receive person-centred care based on individual wishes</li> <li>o be treated with respect</li> <li>o not be discriminated against</li> <li>o be empowered and have independence</li> <li>o be involved in care decisions</li> <li>o be protected from harm</li> <li>o feel comfortable to raise complaints</li> <li>o have their dignity and privacy protected</li> <li>o have their confidentiality protected</li> <li>o have their rights promoted.</li> </ul> </li> </ul>