

# Health & Social Care

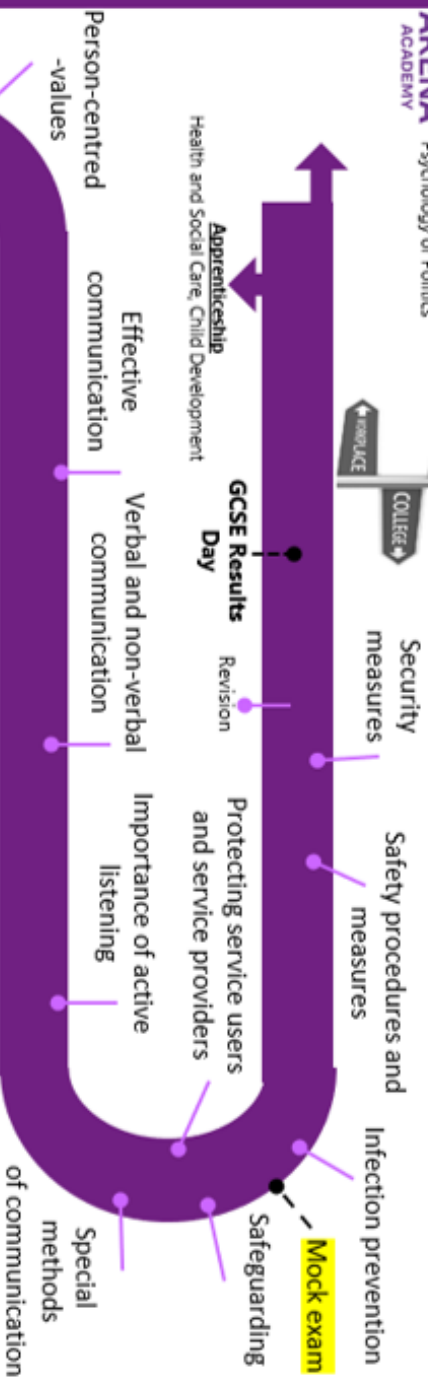


ARENA ACADEMY

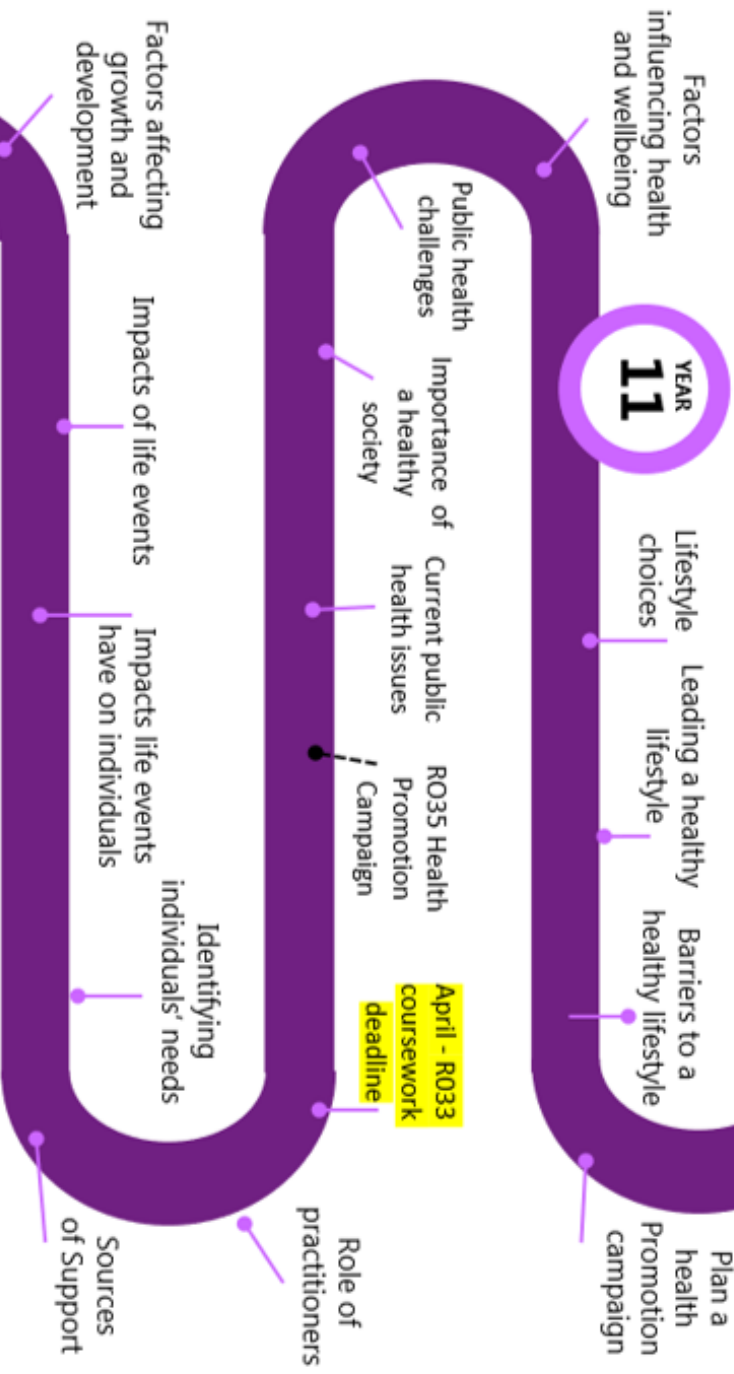
A Level  
Health & Social Care,  
Geography, Law, History,  
Sociology, Philosophy,  
Psychology or Politics



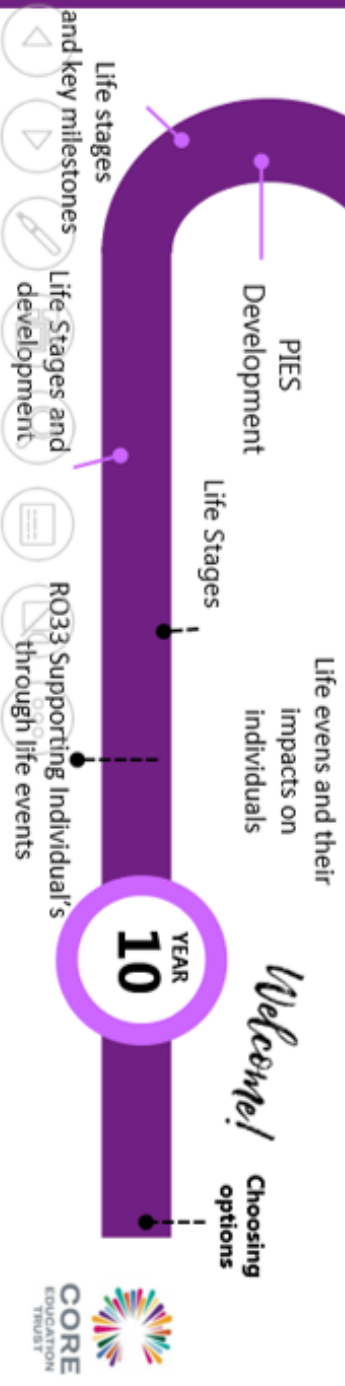
# Health & Social Care Learning Journey



11 YEAR



10 YEAR



CORE EDUCATION TRUST

ARENA ACADEMY



# Health and Social Care Knowledge Organiser



**Topic Area 1:** The rights of service users in health and social care settings.

1.1 Types of care settings

1.2 The rights of service users

1.3 The benefits to service users' health and wellbeing when their rights are maintained

**Links to RO33:** Supporting individuals through life events

**Topic Area 2:** Impact of life events

**Topic Area 2:** Person-centred values

2.1 Person-centred values and how they are applied by service providers

2.2 Benefits of applying the person-centred values

2.3 Effects on service users' health and wellbeing if person-centred values are not applied

**Topic Area 3:** Effective communication in health and social care settings

3.1 The importance of verbal communication skills

3.2 The importance of non-verbal communication skills

3.3 The importance of active listening skills

3.4 The importance of special methods of communication

3.5 The importance of effective communication

**Topic Area 4:** Protecting service users and service providers in health and social care settings

4.1 Safeguarding

4.2 Infection prevention

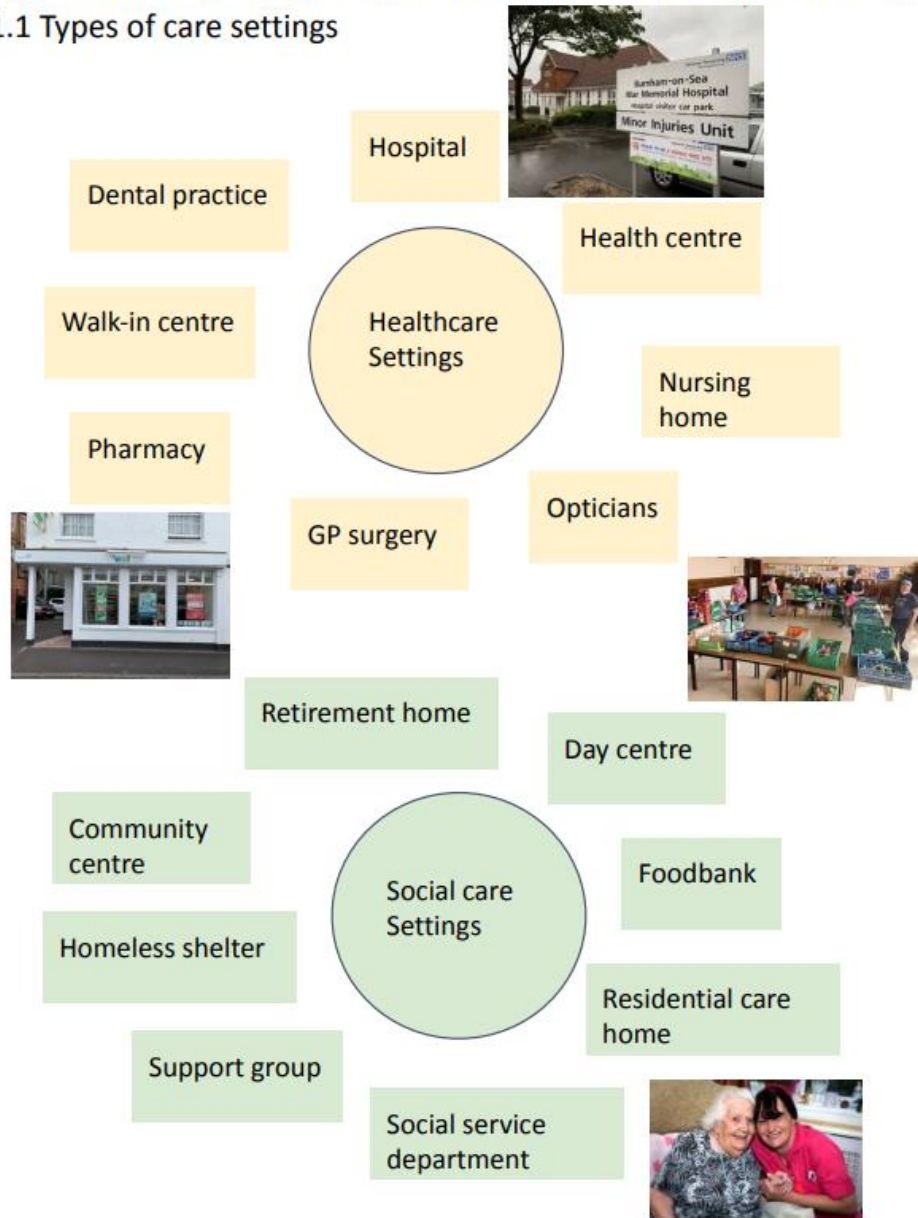
4.3 Safety procedures and measures

4.4 How security measures protect service users and staff

Command Words	Meaning
Identify	<ul style="list-style-type: none"> <li>Select an answer from options given,</li> <li>Recognise, name or provide factors or features,</li> <li>Give brief information or facts such as naming, stating or listening.</li> </ul>
State	<ul style="list-style-type: none"> <li>Give factors or features,</li> <li>Give short, factual answers.</li> </ul>
Describe	<ul style="list-style-type: none"> <li>Give an account including all the relevant characteristics, qualities or events,</li> <li>Give an account of all the relevant facts, features, qualities or aspects of something.</li> </ul>
Explain	<ul style="list-style-type: none"> <li>Give more depth and detail than a description. You will include relevant reasons for, causes of, purpose of or effects of something, Use words or phrases such as 'because', 'therefore' or 'this means that'.</li> </ul>
Justify	<ul style="list-style-type: none"> <li>Give good reasons for offering an opinion or reaching a conclusion</li> </ul>
Analyse	<ul style="list-style-type: none"> <li>Separate information into components and examine it methodically and in detail in order to explain and interpret it,</li> <li>Explain the pros and cons of a topic or argument and make reasoned comments,</li> <li>Explain the impacts of actions using a logical chain of reasoning.</li> </ul>
Discuss	<ul style="list-style-type: none"> <li>Give an account that considers a range of ideas and viewpoints,</li> <li>Present, analyse and evaluate relevant points (for example, for/against an argument).</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Give a reasoned judgement or opinion of the quality, standard or effectiveness of something, informed by relevant facts</li> </ul>
Evaluate	<ul style="list-style-type: none"> <li>Make a judgement about something by taking into account different factors and including strengths and weaknesses or positives and negatives</li> <li>Make a reasoned qualitative judgement considering different factors and using available knowledge/ experience</li> </ul>

## Topic Area 1: The rights of service users in health and social care settings.

### 1.1 Types of care settings



#### Healthcare settings provide:

- Medical Care
- Preventative screening
- Treatment for illness, diseases or injury

#### Key term:

Care setting - Anywhere where care is provided. Different care settings provide different types of care.

#### Social care settings provide a wide range of different types of care including:

- Domiciliary care: care or treatment provided in the individual's home.
- Providing protection services for adults or children at risk,
- providing support for adults and children in need,
- providing practical support, often in individuals homes with daily tasks,
- emotional and mental support,



Health and social care

MERCYONE.

#### Health screenings by age:

<b>AGE 18-39</b>	<ul style="list-style-type: none"> <li>• Cervical cancer - women every three years</li> <li>• Cholesterol - once if normal</li> </ul>	<ul style="list-style-type: none"> <li>• Flu vaccine - annual</li> <li>• Wellness visit - annual</li> </ul>
<b>AGE 40-65</b>	<ul style="list-style-type: none"> <li>• Blood Pressure - every two years</li> <li>• Cervical cancer - women every three years</li> <li>• Cholesterol - once if normal</li> <li>• Colon cancer screening - start of age 45</li> </ul>	<ul style="list-style-type: none"> <li>• Flu vaccine - annual</li> <li>• Mammogram - women starting yearly at age 40</li> <li>• Shingles vaccine - start of 50</li> <li>• Wellness visit - annual</li> </ul>
<b>AGE 65+</b>	<ul style="list-style-type: none"> <li>• Blood pressure - every two years</li> <li>• Cervical cancer - women every three years</li> <li>• Cholesterol - once if normal</li> <li>• Colon cancer screening - start of age 45</li> </ul>	<ul style="list-style-type: none"> <li>• Flu vaccine - annual</li> <li>• Mammogram - women starting yearly at age 40</li> <li>• Pneumonia vaccine - start of 65</li> <li>• Shingles vaccine - start of 50</li> <li>• Wellness visit - annual</li> </ul>



## **Topic Area 2:** Person-centred values

### 2.3 Effects on service users' health and well-being if person-centred values are not applied



Examples of person-centred values of care not being applied include:

- incidents of inappropriate breaking of confidentiality - gossiping about patients, records being left around.
- equipment and aids not safety checked, not repaired, not PAT tested.
- failure to carry out risk assessments
- no provision for special diets
- no provision for different cultures
- no provision for disabilities - learning, mobility, communication
- no safeguarding procedures
- no policies on; health and safety, equal opportunities bullying etc.
- no planning or reviewing of activities
- lack of communication with patients or other care professionals
- failure to challenge incidents of discrimination.

Effects on individuals

can be:

PIES

Physical

Intellectual

Emotional

Social

#### **Key term:**

**Disempowerment:** Feeling that you have a lack of control over your life and lack independence.

**PAT tested:** stands for 'Portable Appliance Testing', used to describe the checking of electrical appliances and equipment to ensure they are safe to use.

**Learned helplessness:** When someone gives up trying as a result of consistent lack of achievement or reward - they become to believe that it is not worth trying because they will fail anyway.

**Marginalised:** Excluded from participating: feeling unimportant and not wanted by the majority of people.

#### Physical effects:

physical effects relate to an individual's body. Not applying the person centred values of care may lead to poor physical health and well-being.

Some examples are:

- dehydration - not consultation about what they like to drink
- malnutrition and/or eating disorders, stopping eating due to boredom or not liking what is provided. No appropriate food on offer (diet/ religious)
- self harm due to depression, lack of stimulation or social interaction or mental health issues
- injuries - cuts, grazes, bruises or broken bones due to abusive treatment or poor manual handling
- existing illness could get worse without proper treatment or if medications are not given at the correct time.
- general health could deteriorate due to poor care - could become unfit or gain weight due to no opportunities to exercise, or lack of energy due to poor diet.

#### Intellectual effects:

Intellectual means an individual's thought processes, such as thinking skills, understanding, learning, reasoning, comprehension and knowledge.

Some examples of possible intellectual effects if the person centred values of care are not applied are:

- lack of skills development: writing, reading
- not being able to communicate well, limited vocabulary
- lack of knowledge
- lack of process, restricting study and/ or employment opportunities
- lack of achievement
- failure to achieve potential
- lack of mental engagement
- loss focus/ concentration
- lack of interest
- lack of motivation
- poor mental health, depression



## Topic Area 2: Person-centred values

### 2.3 Effects on service users' health and well-being if person-centred values are not applied



#### Emotional effects:

Emotional effects relate to an individual's feeling.

- if patients are not consulted regarding their care, or if staff are too busy to answer questions or explain treatments and medications, over time the emotional impacts can be significant.
- if a person with learning needs is never praised for their work, or who is not helped when they are bullied, they can suffer long lasting and severe emotional distress.

#### Feeling disempowered:

- ❖ individuals experiencing disempowerment feel unwanted and unimportant.
- ❖ they may feel a lack of control over their life
- ❖ individuals become disengaged with life and lose interest
- ❖ an individual may feel demoralised and not motivated
- ❖ they may start to think that carers know best because their thoughts and feelings are ignored
- ❖ an individual may accept whatever happens and no longer be bothered to complain.
- ❖ it may lead to behaviour changes - they may become aggressive or uncooperative
- ❖ this may lead to loss of independence - they can't make decisions
- ❖ an individual can be left feeling betrayed - if their confidentiality is broken.

#### Loss of self- confidence:

- a lack of support restricts opportunities available to individuals, which prevents them from getting self-confidence and does not help to empower them.
- an individual could develop low self esteem and feel they are not capable of achieving anything.
- they may feel frustrated because they are not allowed to do anything for themselves
- it can result in learned helplessness and a loss of motivation.
- an individual may be scared to tell carers what they want or need

Emotional effects	Possible impacts on individuals
angry/ annoyed/ frustrated	becoming withdrawn and do not want to join in with others
devalued	
embarrassed	do not want to attend the care setting
scared/ frightened	
feel inadequate	develop behaviour problems
humiliation	
loss of trust	increased risk of injuries, accidents
low self confidence	
low self esteem	loss of concentration, leading to lack of progress and underachieving
feel unsafe	
stress	
unhappy and upset	failing to thrive, developmental delay (children)
feeling of worthlessness	

#### Social effects:

if the values of care are not applied, it can have social effects on a person. these relate to an individual's relationship with others.

Examples of possible social effects if the person-centred values of care are not applied:

- living alone and being socially isolated, feeling lonely
- becoming anti-social/ social withdrawn
- behaviour problems
- social exclusion/ feeling left out
- poor social skills
- less sociable / not wanting to interact/ talk with others
- inability to make relationships
- lack of friends
- feeling marginalised
- becoming uncooperative
- refusing to go to the care service or even to go out at all.