

L01 Understanding how to support individuals to maintain their rights

The rights of individuals	Choice
	Confidentially
	Protection from abuse and harm
	Equal and fair treatment
	Consultation
Why is it important to maintain individuals rights?	Make people feel valued
	Raised self esteem
	Empower people
	Instill confidence and trust in care services and in care workers
	Make people feel safe in the care setting
	Provide equality of access to services and treatments
	Ensure individual needs are met
How care workers can support individuals, to maintain their rights	By using effective communication
	Using vocabulary that can be understood
	Not being patronizing
	Adapting communication to meet individual or situation of need
	Listening to individual needs
	By providing up to date information
	By challenging discriminatory behavior
	By providing information about complaints procedures
	By providing advocacy

Key words for LO1	Definitions
Equality	Relates to being equal, especially to having the same political, social and economic rights .
Diversity	Involves recognizing and appreciating. Valued diversity means accepting and respecting individual differences such as faith, diet, ethnicity and customs, for example.
Discrimination	This is acting out of negative prejudices.
Legislation	A collection of laws passed by parliament, which state the rights and entitlements of the individual. Law is upheld through the courts.
Self Esteem	How much a person values themselves and the life they live
Empower	To give someone the authority or control to do something
Jargon	The use of technical language or terms and abbreviations used by a group or profession to understand on their terms
Interpreter	Converts a spoken or signed message from one language to another
Translator	Converts a written message from one language to another.
PECS	Stands for picture exchange system. A specialist method of communication, it was developed for use with children with autism
Dynavox	Speech generating software- contains text, pictures and symbols
Lightwriter	A text to speech device

Know it!

1. State five rights to which everyone is entitled
2. Give three reasons why it is important to maintain the individual's rights
3. Describe four ways of using effective communication when adapting communication to meet the needs or situation of an individual
4. Explain what action should be taken when challenging discretionary behavior
5. Describe four main steps to follow in order to make a complaint about receiving poor treatment at a care setting

**Case study: Using effective communication**

Naz enjoys working with children. She makes an effort to plan activities that they will enjoy as well as making sure that they will help them learn. She thinks it is very important to build up good relationships with the children so that they feel safe and secure in the care setting and will want to attend and take part in all the activities.

- 1 Consider the picture of the practitioner working in the nursery in Figure 1.3.
- 2 Identify and explain the ways that the practitioner is using effective communication with the children. Think about body language, facial expression, gestures and positioning.
- 3 How does the practitioner's effective use of communication benefit the children?
- 4 Share your thoughts with the rest of your class.



Figure 1.3 Using effective communication

Know it!

6. Give two examples of ways a health center could ensure that the information it provides is accessible to individuals with visual and hearing impairments
7. Describe two ways not to be patronizing when dealing with a service user in a care setting.
8. How can providing up to date information support individuals rights?
9. Define the term advocacy
10. Give five benefits of advocacy

Links to other units

Unit RO22: Communication and working with individuals in health, social care and early years settings (LO1 and LO3)

Unit RO28: Understanding the development and protection of young children in early years setting (IO3)


Unit RO31: Using basic first aid procedures (LO1)

For further independent learning stretch activities please see Health and social course textbook

L02 Understanding the importance of values of care	
The values of care in health and social care	The values of care to be applied in health and social care settings <ul style="list-style-type: none"> • Promoting equality and diversity • Maintaining confidentiality • Promoting rights and beliefs
	The values of care to be applied in early years settings <ul style="list-style-type: none"> • Ensuring welfare of child • Keeping children safe • Working in partnership with parents/guardians • Encouraging children learning and development • Valuing diversity • Ensuring equality of opportunity • Practicing anti-discrimination
Where the values of care are applied	Healthcare settings
	Social care settings
	Early years care and education settings
How the values are applied in health and social care settings	Promoting equality and diversity
	Maintaining confidentiality
	Promoting individuals' rights and beliefs
How the early years values are applied in care settings	Ensuring the welfare of the child is paramount
	Keeping children safe, and maintaining a healthy and safe environment
	Working in partnership with parents/ guardians and families
	Encouraging children's learning and development
	Valuing diversity
	Ensuring equality of opportunity
	Practicing anti-discrimination
	Ensuring confidentiality
	Working with other professionals
The importance of applying the values of care	Ensures standardisation of care
	Improves the quality of care
	Provides clear guidelines to inform and improve practice
	Maintains or improves quality of life
	How to be a reflective practitioners
The effects on people who use services if the values of care are not applied	Physical effects
	Intellectual effects
	Emotional effects
	Social effects

Key words for LO2	Definitions
Equality	Promoting equality means ensuring that people are treated equally, they are not discriminated against due to their age, race or sexuality. People are treated according to their own, individual needs.
Diversity	Involves recognising and appreciating differences. Valuing diversity means accepting and respecting individual differences such as faith, diet, ethnicity and customs, for example.
Designated child protection officer	A named individual who is the first point of contact for staff in a care setting if they have any concerns about a child, or need advice about the welfare of a child
DBS Check	Criminal record checks carried out by the Disclosure and Barring Service (DBS) to help to prevent unsuitable people working with vulnerable adults or with children.

Know it!
1. Give two examples of settings for each of health, social care and early years.
2. Name the values of care that apply to health and social care settings
3. Name three different values of care that apply to early years settings
4. What is the meaning of the term reflective practitioners
5. Give three reasons why it is important to apply values of care.



Case study: Improving patient experience

Read the following information about Oakleaf Surgery.

Jayne is the GP practice manager at Oakleaf Surgery. Part of her job is to regularly check the patient feedback forms completed by people using the surgery. She finds that, recently, several older patients have written on their patient feedback forms that they feel patronised by the way staff speak to them. Some also feel as though they are being treated as though they are stupid and incapable because their hearing is impaired and they have to ask for things to be repeated.

To address this problem, Jayne reflects on her own practice when speaking with patients and also discusses the issue with other surgery staff. Jayne reaches the conclusion that she, and the other members of staff at the surgery, would benefit from some training in effective communication skills. She thinks that this training will improve everyone's knowledge and understanding about effective communication with patients.

Topics covered by the training Jayne organises include:

- active listening
- adapting communication to the needs of the individual
- not being patronising.

Jayne also arranges for a hearing loop to be fitted at the surgery reception desk so that those patients with hearing impairments do not have to ask for information to be repeated all the time.

Two months later, when checking patient feedback forms again, Jayne finds that there are no complaints about poor communication – in fact there are some very positive comments from patients about how they have been treated with respect and how useful the hearing loop has been.

Questions

- Write down the following headings:
 - Evaluating specific incidents or activities
 - Identifying what might be done better next time
 - Identifying what went well
 - Exploring training and development needs
- Under each heading list the actions that demonstrate Jayne's reflective practice.
- How has Jayne's reflective practice helped to support the rights of service users?


Know it!
6. Name two expectations when confidentiality should be broken
7. Who should have a DBS check done
8. What does safeguarding mean.
9. Name four key points linked to being a reflective practitioner

L03 Understand how legislation impacts on care settings	
An overview of the key aspects of legislation	Who and how it protects
	Equality Act 2010 <ul style="list-style-type: none"> • Law covering discrimination, such a Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act
	Children's Act 2004 <ul style="list-style-type: none"> • Law covering to protect children at risk • Every child matters(ECM)- 5 outcomes • Children have the right to an advocate • Children have the right to be consulted • Children's needs must come first
	Data Protection Act 1998 (information and data should be) <ul style="list-style-type: none"> • Processed fairly and lawfully • Used only for the purpose for which it was intended • Accurate and kept up to date • Kept no longer than is necessary • Processed in line with the rights of the individual • Secured • Not transferred to other countries
	Health and safety at work Act 1974 (HASAWA) <ul style="list-style-type: none"> • Ensure the protection of employees and employers at work
	Mental health Act 2007 <ul style="list-style-type: none"> • Gives a definition of different types of mental disorder
The impact of legislation in health, social care and early years services	How legislation impacts on people who use services
	How legislation impacts on care practitioners
	How legislation impacts on service providers
	Legislation provides a system of redress

Key words for LO3	Definitions
Discrimination	When people judge others based on their differences, and use these differences to create disadvantage oppression. Discrimination could be based on race, disability or gender
Vulnerable	An individual who is unable to take care of themselves against significant harm or exploitation. This may be because of mental or physical disability or illness.
Dementia	A condition that causes memory loss, confusion and difficulty or illness
Disabilism	Behaviour that is abusive or discriminatory based on the belief that people with disabilities are inferior or less valued members of society
Sexualism	Discrimination or negative attitude towards a person or group on the basis of their sexual orientation or sexual behaviour- for example, against lesbian or bisexual individuals
Transphobia	Discriminatory behaviour against transgender or transsexual individuals on the basis that they do not conform to society's gender expectations
Redress	To obtain justice after being discrimination against or receiving inadequate care. This may take the form of compensation awarded by the courts or having your rights restored in some way

Protected characteristic	Refers to nine characteristics identified by the Equality Act. It is unlawful to discriminate against someone on the basis of a protected characteristic
Victimisation	Bad treatment directed towards someone who has made a complaint or taken action under the Equality Act
Harassment	Unwanted behaviour that has the purpose or effect of violating a person's dignity, or intends to intimidate or humiliate them.

Know it!
1. What is the meaning of the term legislation
2. Identify four groups of individuals that are protected by legislation
3. List five key aspects of the Mental Health Act
4. Identify the nine protected characteristics named by the Equality Act
5. Describe two key aspects of the Health and Safety at work Act that apply services providers (employers) and two key aspects that apply to care workers.



Case study: Suresh

Suresh has a serious mental illness. He has been prescribed medication for his condition, but often forgets to take it and sometimes refuses to take it. Recently Suresh has become very aggressive and increasingly violent. He is becoming a risk to himself and to his family because of violent outbursts when he accuses people of stalking him and says he can hear voices telling him to attack certain people. His close family members are very concerned about Suresh and worried he will harm himself or someone else if things continue as they are. They decide to contact his social worker for advice. The social worker goes to see Suresh at his home. Suresh is very angry and aggressive, and refuses to speak to the social worker. The social worker is an Approved Mental Health Professional and is very concerned about Suresh. He arranges for Suresh to be detained under Section 2 of the Mental Health Act so that he can be kept in hospital for up to 28 days.

Access the mental health charity Rethink's website: www.rethink.org/resources. Find its Mental Health Act factsheet and use it to help you answer the following questions.

Questions

- 1 What is the purpose of Suresh being detained in hospital for up to 28 days?
- 2 How many people are needed to agree that someone can be sectioned?
- 3 Can Suresh be treated against his will?
- 4 What are Suresh's rights under Section 2 of the Mental Health Act?
- 5 What do you think are the benefits for Suresh of being detained in hospital for up to 28 days, and what are the negatives?

Know it!
6. What does the word vulnerable mean?
7. Explain the main points of the Children Act.
8. What does HASAWA stand for?
9. What does legislation do?

L04 Understanding how personal hygiene, safety and security measures protect individuals	
Personal hygiene	How personal hygiene measures protect individuals
	Ways to prevent cross contamination
	Spread of infection
	Safety measures
Safety procedures and safety measures	Emergency procedures
	Equipment considerations
	Moving and handling techniques
Security measures	Aspects of maintaining safety in a care setting
	Security measures
How individuals are protected	Methods for reducing the spread of infection <ul style="list-style-type: none"> • General cleanliness • Correct food preparation practices • Hand washing • Wearing disposable gloves • Protective clothing
	Methods for reducing risks and dangers <ul style="list-style-type: none"> • Carrying out a risk assessment • Reasons for risk assessment
	Procedures to prevent accidents and promote good practice
	How safety procedures protect service users

Key words for LO4	Definitions
Personal hygiene	Means to promote a high level of cleanliness by the individual and helps stop the spread of infection
Emergency considerations	Things put in place to improve safety and make awareness of hazards and risk
Intruders	A person who intrudes, especially into a building with criminal intent.
CCTV	Closed circuit television, used to watch individuals on site in care setting
Risk assessment	A process of evaluating the potential risks that may be involved in a projected activity or undertaking.
Procedures	An established or official way of doing something.
Service users	A term for a person who uses health and/or social care services from service providers.

Know it!

1. How does good personal hygiene protect individuals in care settings?
2. Give four examples of when a care worker wears disposable gloves and explain why this is important
3. Describe what should happen during a fire evacuation
4. What procedures should a residential home have in place for visitors?
5. What are the five stages of carrying out a risk assessment?

**Case study: Willowfield residential home**

Serena is the new manager at Willowfield, a residential home that has 25 residents aged between 75 and 96 years. Serena has been checking the accident book and has discovered that, over the past 12 months, there have been numerous occasions when residents have had falls, including one when a resident had to spend six weeks in hospital because of their injuries. Two staff have had back injuries due to lifting and handling residents.

Serena urgently wants to do something to address the problem and asks the staff for volunteers to be part of an 'accident reduction team'. You are part of the team and have been tasked with producing an action plan to reduce the number of accidents.

You must answer the following questions before creating the action plan.

Questions

- 1 The residents' bedrooms are personalised with their own furniture and belongings, including ornaments, rugs, lamps and televisions. How can the risk of falls be reduced in the residents' bedrooms?
- 2 Suggest what could be done at Willowfield to reduce the risk of staff getting injured when moving and handling the residents.
- 3 Create an action plan to help protect residents and staff, making Willowfield residential home a safer place.

Know it!

6. Give five examples personal hygiene
7. Give five examples of security measures
8. Describe the five steps to carry out a risk assessment
9. Name three procedures care settings should have in place to prevent accidents and promote good practice.