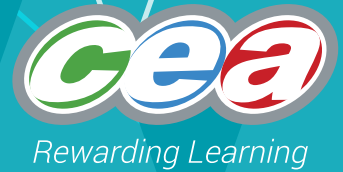


FACTFILE:

GCSE HEALTH AND SOCIAL CARE

UNIT 2 WORKING IN THE HEALTH, SOCIAL CARE
AND EARLY YEARS SECTORS



Values of Care

Learning Outcomes

Students should be able to:

- Demonstrate knowledge and understanding of the values of care that underpin all health, social care and early years practice, including promoting:
 - individual rights;
 - anti-discriminatory practice relevant to race, beliefs, gender, disability, cognitive ability, mental health and sexuality;
 - respect and dignity; and
 - effective communication;
- Analyse how staff can apply the values of care in their day-to-day work with service users.

Values of care

Values of care are principles that all staff working in health, social care and early years settings should apply in their day-to-day work with service users. When staff apply these values service users should receive quality care and feel respected and valued. Good relationships based on trust should be built, resulting in service users having a sense of control of their own lives. The values of care are based on the rights outlined in The Human Right Act 1998 and United Nations Convention on the Rights of The Child.

Anti-discriminatory practice relevant to race, beliefs, gender, disability, cognitive ability, mental health and sexuality

Respect and Dignity

Values of Care

Individual Rights

Effective communication

Individual rights

Service users whether in a care setting or receiving care in their own home have rights. Staff providing care for these service users must respect these rights. Examples of rights include:

- The right to confidentiality, for example service users' personal and private information should only be shared with those who need to know. Such information should only be shared with the service users' permission. Confidentiality cannot be maintained however if the service user intends to harm him/herself or others, is at risk of harm from others or is involved in criminal activity.
 - An occupational therapist may apply this in his day-to-day work with service users by following the guidelines on maintaining confidentiality as outlined in the policy of his organisation. He shares information on a need to know basis and stores all records securely in a locked filing cabinet or password protected on a computer. The occupational therapist does not have informal chats about service users whilst on coffee breaks and conducts discussions with service users about their care in a consulting room with the door closed.



- The right to independence means staff should encourage service users to do as much as possible in their daily lives whilst remaining safe.
 - A support worker can maintain service users' right to independence by involving them as much as possible in decisions about their care and support and not making decisions for them. When undertaking everyday activities the support worker encourages service users to undertake activities such as washing and dressing by themselves just giving assistance when necessary.
- The right to choice means service users should be encouraged by staff to make choices regarding their care. This may include being offered a range of activities in a care home or being given the option of attending a day centre or having support provided in their own home.
 - A midwife can maintain this right by discussing the various birth options and the pain relief methods available with an expectant mother to enable her to make an informed choice.
- The right to safety and security is important for all service users especially those who are particularly vulnerable. Service users should be cared for in a safe environment, staff should have appropriate training and any equipment used such as hoists should be in good working order.
 - A care assistant working with a frail elderly service user gives assistance when walking and makes sure that there are no trip hazards. She also follows the actions outlined in the care plan, for example, cutting food into small pieces and supervising at mealtimes to reduce the risk of the service user choking.
- The right not to be treated in an inhuman (treatment causing extreme mental or physical suffering) or degrading (treatment that is humiliating or degrading) way is of particular relevance to vulnerable service users. Examples of inhuman or degrading treatment include not changing the bed when a service user has soiled it or not giving assistance to a service user who is unable to feed him/herself.
 - A home care worker providing care and support washes a service user with a physical disability daily, makes sure that her clothing and bedding is clean and that incontinence pads are changed regularly.

Service users in early years settings also have rights. The rights below are taken from the UN Convention on the Rights of the Child and include:

- The right to play and rest;
- The right to give your opinion and for adults to listen and take it seriously;
- The right to help if you have been hurt, neglected or badly treated;
- The right to special education if you have a disability;
- The right to choose your own friends and join and form groups as long as not harmful to others;
- No-one is allowed to punish you in a cruel or harmful way.

Activity

Take part in a group discussion and complete the table below on how staff in early years settings could apply the rights of a child in their day-to-day work.

Right	How staff could apply this in their day-to-day work
To rest and play	
To give your opinion and for adults to listen and take it seriously	
To help if you have been hurt, neglected or badly treated	
To special education if you have a disability	
To choose your own friends and join and form groups as long as not harmful to others	
No-one is allowed to punish you in a cruel or harmful way.	

Anti-discriminatory practice

Anti-discriminatory practice means not treating a service user unfairly because of their race, beliefs, gender, disability, cognitive ability, mental health or sexuality. It is the opposite of discriminatory practice which means treating a service user unfairly. Examples of discriminatory practice in an early years setting would be a play worker calling a child from the travelling community a gypsy rather than a traveller or staff in a day centre deliberately ignoring an Indian service user because his accent was difficult to understand. Staff in health, social care and early years settings can promote anti-discriminatory practice in several ways, for example, by treating all service users fairly and as an individual, by not treating some service users less well than others because of their age or disability etc., by using advocates and translators when required and by enabling service users to observe religious practices.



Some specific examples are included below.

- A pharmacist providing information in a suitable format for service users with sensory impairments, for example, having leaflets available in large print for those with visual problems;
- A playgroup leader having resources which reflect different cultures, for example, a range of different dressing up costumes and books and wall displays representing a range of cultures in an early years setting;
- A nurse asking all service users including those from minority religions about their religious beliefs, for example, if they would like to be visited by a religious leader or if they need time to pray at a particular time of the day;
- A support worker offering a gardening activity at a day centre to both male and female service users;
- An occupational therapist using picture cards to explain treatment to a service user with a learning disability;
- A heterosexual support worker accompanying a homosexual service user who requires supervision to a Gay Pride March.

Activity

The next time you visit the dentist, health centre, a hospital or any other health or social care practitioner look for examples of anti-discriminatory practice, for example, leaflets available in different languages.

Respect and dignity

Activity

Watch the following You Tube clips which clarify what is meant by respect and dignity

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

<https://www.youtube.com/watch?v=eiyVIOAhbH8>

Staff in health, social care and early years need to treat all service users with respect and dignity. This enables service users to feel valued and it helps to build relationships based on trust which in turn contributes to quality care.

Some examples of how staff can apply this value in their day-to-day work with service users are outlined below:

- By addressing the service user by their preferred title, for example Mrs Brown or perhaps by their first name Mary. Staff should not use terms such as 'pet' or 'dear' or 'hen'. In care homes a service user's name is usually on the bedroom door and this helps staff address service users by their preferred title;
- By being polite and considerate and behaving in a pleasant manner;
- By listening to service users' concerns and worries and responding appropriately;
- By including service users in conversations (not talking as though the service user is not there) and using an appropriate tone of voice and language, for example, not speaking to older service users like they are children;
- By respecting the service users' rights, for example, to choice and independence as discussed in the previous section;
- By putting service users at the centre of the care and support, for example, by asking for their opinions and involving them in decisions;
- By giving service users privacy, for example in a care home care assistants knock the service users' bedroom doors before entering;
- By ensuring that service users are dressed appropriately and that clothing is clean and buttons and zips are closed;
- By closing curtains and doors when providing personal care, such as dressing or undressing, or providing gowns and pulling the screens around the bed when carrying out a physical examination;
- By being patient and not making service users feel they are a nuisance or a burden.



Activity

- Watch an episode of Casualty or Holby City and note how the nurses and doctors apply the value of respect and dignity when caring for the service users.
- Watch the following You Tube video clip and note the ways that staff did not apply the principle of respect and dignity in their work <https://www.youtube.com/watch?v=xnlaeIfXrtI>
- The following You Tube video clips show how staff apply the value of respect and dignity in their work with service users. Discuss your observations in class.

<https://www.youtube.com/watch?v=MbFLcRtoW4k>

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

Effective communication

Staff and service users communicate in various ways, for example, verbal, written, electronic, through body language and other methods such as Makaton, braille or sign language.

Activity

Visit the websites <https://www.makaton.org/aboutMakaton/>
<https://www.royalblind.org/national-braille-week/about-braille/braille-facts>
 and <http://www.signcommunity.org.uk/british-sign-language.html>
 to find out more about Makaton, braille and sign language.

Effective communication between staff and service users is very important. Communication is used to exchange information between service users and staff. It is also used to explain procedures to service users and to get to know service users and their needs. Effective communication also promotes relationships between staff and service users and as a result the necessary support can be given. Service users' rights are also supported when communication is effective.

Some examples of how staff may apply the principle of effective communication in their day-to-day work with service users include:

- By taking time to talk to build relationships with service users;
- By finding out a service user's preferred method of communication, for example, some service users may prefer to communicate in a group situation;
- By using empathy to try and understand the service users' concerns;
- By using active listening;
- By allowing service users sufficient time to respond;
- By making sure the environment is appropriate, for example not too noisy;
- By not invading the service users 'personal space';
- By using an appropriate tone of voice;

- By using an appropriate level of language for the service user;
- By maintaining eye contact with the service users;
- By checking that the service users' communication aids, for example hearing aids, are worn, are at the correct setting and working effectively;
- By using alternative communication methods such as picture cards or sign language as required by the service user;
- By speaking at a suitable pace and volume;
- By using translators, interpreters and advocates as required.



Activity

- Watch an episode of 24 hours in A and E and note how the nurses and doctors apply the value of effective communication when caring for service users.
- Watch the following You Tube video clips and discuss in class why the communication between staff and service users was not effective.
<https://www.youtube.com/watch?v=DkFQZWuKE8o>
 and <https://www.youtube.com/watch?v=Wfq7YzYrBIA>
- Complete the table below to show how staff could apply the values of care in their day-to-day work with service users.

A care assistant in a care home	
A nursery assistant	
A learning disability nurse working in the community	
A midwife in a maternity unit	

References

UN Convention on the Rights of the Child in Child Friendly Language available at

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

<https://www.makaton.org/aboutMakaton/>

<https://www.royalblind.org/national-braille-week/about-braille/braille-facts>

<http://www.signcommunity.org.uk/british-sign-language.html>

