

Unit 5

Meeting Individual Care And Support Needs



Name: _____

Teacher: Mrs Sims

Course: BTEC Level 3: Health and Social
Care- Extended Certificate & Diploma

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
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Unit 5- Meeting Individual Care and Support Needs

Assignment 1

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

Pass	Merit	Distinction
AP1. Explain the importance of promoting equality and diversity for individuals with different needs	AM1 Analyse the impact of preventing discrimination for individuals with different needs	AD1: Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.
AP2. Explain the skills and personal attributes necessary for professionals who care for individuals with different needs	AM2 Assess different methods professionals might use when building relationships and establishing trust with individuals with needs	

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

Pass	Merit	Distinction
BP3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs	BM3 Analyse how an ethical approach to providing support would benefit specific individuals with different needs.	BCD2 Justify the strategies and techniques used to overcome ethical issues and challenges experienced by individuals with different needs when planning and providing care.
Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges.		
CP4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges.	CM4: Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	
CP5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs.		

Assignment 2

Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

Pass	Merit	Distinction
DP6 Explain why meeting the needs of the individuals requires the involvement of different agencies.	DM5 Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.	DD3 Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality.
DP7 Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals.	DM6 Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working.	DD4 Evaluate how multi-agency and Multidisciplinary working can meet the care and support needs of specific individuals.
DP8 Explain the arrangements for managing information between professionals.		

Case studies

Care Study 1: Valerie B. aged 24 years

Valerie B. was admitted to the community hospital, following surgery for her appendix which burst before she could reach hospital. Valerie has mental health problems which began when her parents died when she was six years old. Valerie's surgery was complicated due to her being obese. She has low self-esteem and cannot see why she needs to lose weight or change her lifestyle. Valerie lives in flat provided by a housing association but has been bullied by local teenagers because of her obesity. Valerie's surgical wound is healing, but she does not want to go home because she is afraid that the bullying will start again. She is unemployed and receives Universal benefit. Valerie has a hearing impairment but has never been assessed for any support to improve her hearing. Valerie is a vegetarian.

Case study 2: Tremayne M. aged 54 years

Tremayne M has autism. He was admitted to the community hospital after being transferred from a larger hospital in the city. Tremayne had fallen and broken his left leg in three places. Tremayne lives independently and has a team of carers who support him but do not live with him. He was transferred to the community hospital because he has continually tried to remove his cast and the staff felt that he was not ready to go home. Tremayne has a wheat allergy but does not understand why he keeps feeling ill. He tends to live on pizza and sandwiches bought from the local shop. Tremayne is quite disruptive and is subject to outbursts of temper, which cause other users of the service to become distressed.

Case study 3: Aisha H. aged 82 years

Aisha M. was admitted to the community hospital, to recover from a bout of pneumonia. Aisha has vascular dementia, which is becoming more severe. Currently, Aisha lives alone, having been single for all of her life so far. She has no family. Aisha is a practising Buddhist. The neighbour who visits Aisha, said that Aisha often wanders around late at night in the garden, muttering to herself. The neighbour doesn't think that Aisha is safe living at home, but has no one to look after her, as her siblings are now dead. The neighbour also said, that the flat was dirty and that Aisha didn't appear to have any food in the cupboards or fridge. Aisha has developed incontinence since being admitted to the community hospital and requires constant changing. Her vascular dementia is causing her to have delusions, where she appears to hear voices and can be heard speaking to her former friends who she no longer has contact with.

Case study 4: Billy G. aged 18 years

Billy is homeless and was admitted to the community hospital by a passing paramedic, when he had an asthma attack in the street. The city hospital did not have beds and so a place was found in the community hospital. Billy left home following an argument with his mother's partner, which resulted in a violent fight between Billy and the man. He has been living on the streets since this incident. The weather is cold and damp which contributed to the asthma attack. Billy has a visual impairment and finds street living difficult. He cannot clearly read road signs or find his way around the city easily. Billy has complained about stomach pains since being admitted to hospital, which could be due to him living mainly on food from rubbish bins, thrown out by local restaurants. Billy cannot go back home from hospital, because his mother has changed the locks and has refused to visit him.

Assignment 1

- Create a folder on your documents called **Unit 5- Meeting Needs EEY**
- Open a word document, save this as **"U5 Assignment 1 - followed by your full name"** e.g. U5 Assignment 1- Sarah Brown
- Font size must be no bigger than size 12 when submitted.
- You must reference all websites used. You can either use footnotes or create a bibliography.

Task Details	Submission Deadline
<p><u>AP1: Explain the importance of promoting equality and diversity for individuals with different needs.</u></p> <p>Subheading <u>Equality:</u></p> <ul style="list-style-type: none"> • Define equality • Explanation of why promoting equality is important in HSC settings • How the use of equality meets the service users' needs <p>Subheading <u>Diversity:</u></p> <ul style="list-style-type: none"> • Define diversity • Explanation of why promoting diversity is important in HSC settings • How the use of diversity meets the service users' needs <p>Using 2 case studies as a subheading write a small paragraph for each:</p> <ul style="list-style-type: none"> • Explain why equality and diversity is important in meeting their individual need. • Give an example of how a specific health and social care practitioner (e.g., district nurse), could promote equality and diversity to meet their needs. • Explain the possible impact of equality and diversity not being promoted for each case study individual. <p><u>Model example:</u> Valerie has a range of needs and must be treated in a way that is fair and enables her to fit in to society and received the support she needs to do. She experienced the death of her parents during childhood and anyone working with Valerie will need to ensure that she is listened to and allowed to express herself. Valerie's mental health problems could lead to her being discriminated against because of the negative stigma associated with mental health. Valerie must have access to mental health services, and she may access a Mental Health Nurse. This nurse will need to ensure any barriers preventing her from receiving these services are overcome so she is treated fairly. This is important because without the right support she could become a danger to herself and others if her mental health deteriorates.</p>	
<p><u>AM1 Analyse the impact of preventing discrimination for individuals with different needs</u></p> <p>For your 2 case studies:</p> <ul style="list-style-type: none"> • Identify and explain at least one type of discrimination they may face e.g., direct, indirect, positive. • Explain the importance of preventing discrimination in order to meet individual needs. • Explain how the Equality Act 2010 aims to prevent discrimination in order to meet individual needs. • What initiatives/behaviours/actions can a health and social care practitioner do, to prevent discrimination to meet their individual needs? 	

<ul style="list-style-type: none"> ○ Suggested ways to prevent discrimination: <i>Advocacy, access, diet, support, care workers attitudes/body language/language, showing compassion/kindness, educating care workers on individual needs, following through on discussed matters</i> • Explain how each case study individual may face discrimination from health professionals / health care settings (type of discrimination and effects of any discrimination they may experience) • Analyse the impact of preventing discrimination for each person (initiatives that could be used and how the ensure individual needs are met). <ul style="list-style-type: none"> ○ Suggested language to use: <i>happy, content, included, valued, accepted, sense of belonging, increased self-esteem, supported, secure, safe, respected, improved self-concept, improved self-image, progress into employment, rapid recovery</i> <p>Model example: Valerie may be indirectly discriminated against as she may not be able to access the services due to her poor mental health. She may struggle to make appointments, and therefore miss out on treatment and getting better. Due to the negative stigma around mental health, Valerie may also not want to reach out for help. A mental health nurse should be empathetic and regardless of Valerie's circumstances she should relate to her and meet her needs accordingly, this could involve booking her in for a block of appointments. Valerie will feel supported and valued rather than excluded and forgotten about (add further analysis).</p>	
<p>AD1: Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.</p>	
<p>Consider if the different elements of anti-discriminatory practice listed below are successful. You should consider the strengths and limitations of them promoting anti-discriminatory practice</p> <ul style="list-style-type: none"> • Anti-Discriminatory practice: <i>policies, procedures, laws, initiatives</i> • Evaluation, are these barriers, or easy to implement? <i>staff attitudes, staff training, cost of implementing the initiatives, services users accepting the help, availability of the initiatives</i> etc. <p>Evaluate how successful the professionals or services have been in promoting anti-discriminatory practice for each of your 2 case studies including;</p> <ul style="list-style-type: none"> • The successful ways in which the HPS ensured each case study was not discriminated against • Possible further ways in which HPs could prevent discrimination for each case study • Possible impacts for each case study if anti-discriminatory practice was not put in place • Overall positive outcomes for each case study because of the anti-discriminatory practice put in place 	
<p>AP2: Explain the skills and attributes necessary for professionals who care for individuals with different needs</p>	
<ul style="list-style-type: none"> • Detail what are the 6 C's and why are they needed in general terms • Detail what the people, observation and communication skill are and why they are needed in general terms <p>For your 2 case studies:</p> <ul style="list-style-type: none"> • Explain how some of the 6 C's (minimum 3) people skills, observation and communication skills will help your case studies and their needs- give a minimum of 3 different skills. • Give reasons why these methods/choices would benefit them in their care/support. 	

AM2: Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.

Explain what empathy is and how it enables HP's to build trust with individuals and prevents discriminatory practice.

Give brief descriptions for each of the following:

- Attachment/resilience theory- how it impacts the building of relationships and trust
- Triangle of Care- how it impacts the building of relationships and trust
- Empathy Theories- how they are used to build trust (Robert Vischer, Johannes Volkelt, Max Scheler, Martin Hoffman)

For your 2 case studies, explain how attachment/emotional resilience could impact the way they can build relationships and trust their care workers

Points to consider: *Insecure attachment, poor resilience, can't trust anyone, unable to create good relationships, too many people involved can make it confusing, different opinions*

Model example: Due to Valerie losing her parents at such a young age, she may have difficulties with trusting adults especially within a care setting. Due to Valerie experiencing their parental loss, she may feel neglected and abandoned. She may feel that health practitioners are going to leave her, like her parents did. This will cause difficulties when the care workers are trying to make Valerie trust them. Valerie may not trust them in the run up to her surgery, and she may not confirm she is happy with the plan. This could cause frustrations between Valerie and the care workers. It is therefore really important that care workers understand her situation and show empathy. That they adapt their care to make her feel like she can trust them. This could be built by the care workers completing tasks/actions which they have said they would do e.g. telling Valerie certain nurses will be there when she wakes up from the operation. If they continuously do what they say they are going to do, Valerie will start to trust them.

Evaluate the use of each empathy theory in meeting needs and building relationships

- Consider the advantages and disadvantages of the theory in promoting equality and diversity, preventing discrimination and meeting individual needs.
- Reach a valid conclusion on how effective the theory is.
- Provide recommendations on how the theory could be adapted to better promote equality and diversity, prevent discrimination and meet individual needs.

