

Unit 5: Meeting Individual Care and Support Needs

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

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

Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges

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
Learning aim A: Examine principles, values and skills which underpin meeting the care and support needs of individuals		
A.P1 Explain the importance of promoting equality and diversity for individuals with different needs.	A.M1 Analyse the impact of preventing discrimination for individuals with different needs.	A.D1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.
A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.	A.M2 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		
B.P3 Explain how to incorporate ethical principles into the provision of support for individuals with different needs.	B.M3 Analyse how an ethical approach to providing support would benefit specific individuals with different needs.	
Learning aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges		
C.P4 Explain the strategies and communication techniques used with individuals different needs to overcome different challenges.	C.M4 Assess the strategies and communication techniques used to overcome different challenges faced by individuals with different care and support needs.	
C.P5 Explain the benefits of promoting personalisation when overcoming challenges faced by individuals with different needs.		
Learning aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs		
D.P6 Explain why meeting the needs of the individuals requires the involvement of different agencies.	D.M5 Assess the benefits of multidisciplinary and multi-agency working for specific individuals with care and support needs.	D.D3 Justify how organisations and professionals work together to meet individual needs while managing information and maintaining confidentiality.
D.P7 Explain the roles and responsibilities of different members of the multidisciplinary team in meeting the needs of specific individuals.	D.M6 Analyse the impact of legislation and codes of practice relating to information management on multidisciplinary working.	D.D4 Evaluate how multi-agency and multidisciplinary working can meet the care and support needs of specific individuals.
D.P8 Explain the arrangements for managing information between professionals.		

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

Unit 5: Meeting Individual Care and Support Needs

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

A.P1 **Explain** the importance of promoting equality and diversity for individuals with different needs.

A.P2 **Explain** the skills and personal attributes necessary for professionals who care for individuals with different needs.

A.M1 **Analyse** the impact of preventing discrimination for individuals with different needs.

A.M2 **Assess** different methods professionals might use when building relationships and establishing trust with individuals with needs.

A.D1 **Evaluate** the success of promoting anti-discriminatory practice for specific individuals with different needs.

Scenario

You are currently on work experience at a Community Centre. The centre provides a variety of services for people in the local area, most of whom have been referred by Social Services.

The centre is staffed by trained professionals who are supported by a team of volunteers. As a learner on work experience, you will take the role of volunteer, working with the team to provide support and care, within the boundaries of your role.

You have been asked as part of your work experience portfolio, to produce a **report**, which shows how working practices are used to successfully meet the individual care needs, of **three individuals**; Patrick, Brenda and Maria.

Importance of Promoting Equality, Diversity and Discrimination

A.P1 Explain the importance of promoting equality and diversity for individuals with different needs.

A.M1 Analyse the impact of preventing discrimination for individuals with different needs.

A.D1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.

A1 Promoting equality, diversity and preventing discrimination

- Definition of equality, diversity and discrimination.
- Importance of preventing discrimination.
- Initiatives aimed at preventing discrimination in care

Importance of Promoting Equality, Diversity and Discrimination

Referring to the checklist provided, you must complete the P1 Task:

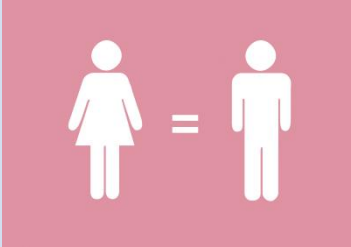





Guidance:

- Save your work document as P1 Equality, Diversity and Discrimination
- **Reference** all of the information you used
- Complete all of the points on the checklist, tick off as you complete
- Print your work with your **name** in the header with **page numbers**
- Once printed you must **send your work** to health@hohschool.co.uk

Deadline date: _____

What is equality and diversity?

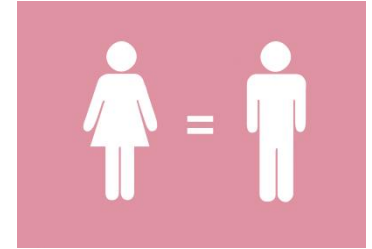
Use the pictures to create your own definitions of Equality and Diversity

Equality	Diversity
  	  

What is Equality?

What words or phrases come to mind when you think of the term 'equality'?

- Being equal - rights, status and opportunities
- ALL individuals should be treated equally but not the same
- Treating people as individuals by taking into account their different beliefs and abilities is crucial
- There are **laws** in place to ensure this happens E.g. The Equality Act
- To follow the law, HSC settings should have *equality policies* to ensure that everyone is treated equally.



Definition:

Equality is ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age.





What is Diversity?



What words or phrases come to mind when you think of the term 'diversity'?

Accepting and respecting differences by:

- ✓ Recognising people as being different, valuing and respecting differences (values, cultures and beliefs of others)
- ✓ If unwilling to do this and dismiss/ ignore other cultures/ beliefs of others, you will be unable to learn about them or from them.



Diversity should be supported when creating a service user's individual health and care plan to meet their needs.

How will this make the individual feel?

- Valued
- Respected
- Treated with dignity
- Positive

Definition:

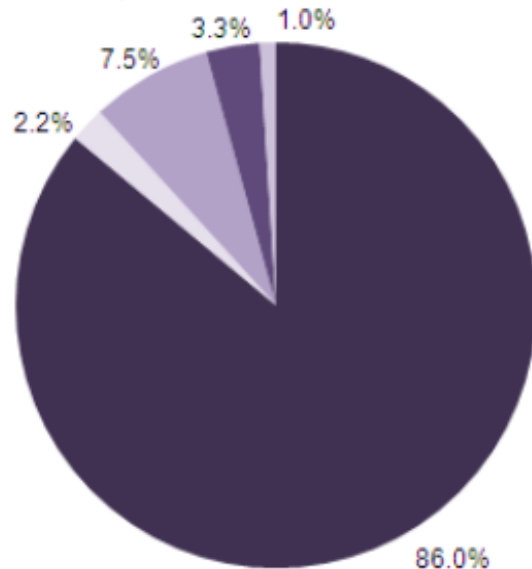
Diversity is about recognising that everyone is different in some way, it also means valuing the differences between people.

Diversity and Health Professionals

Britain is a multicultural society with a huge variety of people from different backgrounds. The figure shows white being the majority ethnic group in 2011 (86%), this had decreased from 91% in 2001 (Office for National Statistics published 2012).

Figure 1: Ethnic groups, England and Wales, 2011

■ White
■ Mixed/ Multiple Ethnic Groups
■ Asian/Asian British
■ Black/African/Caribbean/Black British
■ Other Ethnic Group



- Health professionals will work with and treat people from diverse backgrounds who will bring with them a range of behaviours and beliefs.
- This helps them understand different traditions and cultures about care and treatment.
- A good service provider will be open to other people's life experiences and differences, will value their diversity and form good relationships with their colleagues and the service users.

What is discrimination?

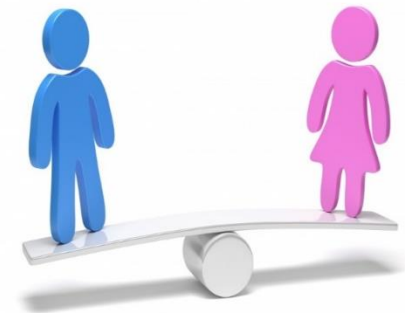
Write down your understanding of the term discrimination and an example of discrimination in H&SC

Definition:

Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, culture, beliefs, ability, health, family structure etc
(<http://dictionary.cambridge.org/dictionary/english/discrimination>)

There are four types of discrimination;

- Unfair discrimination
- Direct discrimination
- Indirect discrimination
- Positive discrimination



Discuss what you think each of these types of discrimination are...

Unfair discrimination

When a person is treated unfairly compared to someone else. Such as being withheld from something or having reduced opportunities.

For example:

when someone is not considered for a job because they are older than another candidate, despite having the same qualifications and experience.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Direct discrimination

This is when someone is rude, hostile or offensive to someone because they can see them as being different. For example, when someone who is overweight is called names. This form of discrimination is **easy to prove** because it is heard or witnessed by other people.

Direct discrimination is when someone treats you **differently** and **worse** than someone else for certain reasons. These reasons are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The Equality Act calls these things **protected characteristics**.

Direct discrimination can be because of who you are. It can also be because of who someone thinks you are or because of someone you're with or know.

Indirect discrimination

Indirect discrimination is when a healthcare or care provider has a practice, policy or rule which applies to all its patients and clients, but it has a worse effect on some people than others because of who they are.

This is harder to prove and more difficult to spot than direct discrimination. For example, a manager may appear to be more supportive and friendly towards a member of staff, but may show disrespect for their ideas by dismissing them in a jokey way.

You can challenge indirect discrimination if it has a worse effect on you because of your **protected characteristics**.

Positive discrimination

This is when a decision is made in a person's favour because there is something different about them.

For example, when an advertising agency seeks to hire a person who has red hair and fair skin because they are to play the part of the sister of someone who has these characteristic.

Check your understanding!

Can you categorise the following examples into the 4 types of discrimination?

A GP surgery requires patients to provide proof of address when registering. This applies to all new patients regardless of their ethnicity and characteristics. Gypsies and Travellers are less likely to be able to provide a proof of address and therefore they'll find it more difficult to register.

Indirect!

You're of Asian origin. You've just found out that your price has been charged you more for the same treatment as your friends who's white British. You think this is because you're Asian.

Direct!

A service has a few people from an ethnic minority at the front. If you're someone from that ethnic minority.

Positive!

A GP receptionist is prejudiced against Muslims and always makes the wrong assumption of your name, she thinks you're Muslim even though you're not. This is discrimination because of race, even if you're not actually Muslim.

Unfair!

Importance of preventing discrimination

It is crucial to prevent discrimination, so that everyone receives a service of **equal quality**, which meets their **personal needs**.

Write a list of the possible effects of discrimination on service users:

Care workers need to understand the importance of avoiding discriminatory language and behaviour in order to employ anti-discriminatory practices in their own work.

To avoid →



Preventing discrimination The Equality Act 2010

The **Equality Act 2010** legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single **Act**, making the law easier to understand and strengthening protection in some situations.



The Equality Act 2010:

- Legally protects people from discrimination in the workplace and in wider society.
- Sets out the different ways in which it's unlawful to treat someone.
- Protects you from discrimination on the basis of race, sex, age, gender reassignment, disability, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity.
(*Protected characteristics*)

Preventing discrimination The Equality Act 2010

These are all of the areas the Equality Act focuses on to ensure equality in the UK and prevent unlawful discrimination



Preventing discrimination The Equality Act 2010

Two types of discrimination which are outlawed by the Equality Act:

Direct discrimination is when you're treated less favorably because of a protected characteristic; for example, if your local gym refuses to give you a membership because of your age.

Indirect discrimination is when you're disadvantaged by criteria that have the effect of discriminating against older people (or another 'protected characteristic'). For example, if you can pay for an item in installments but only if you are working, this would disadvantage pensioners.

The Equality Act protects you from harassment:

Harassment is when you are subjected to unwanted behaviour that makes you feel intimidated, humiliated, or degraded, or that creates a hostile environment, because of your age or another protected characteristic.

The Equality Act protects you from victimisation:

Victimisation is treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.

Initiatives aimed at preventing discrimination in care

There are many ways in which care services can be adapted to meet individuals' specific needs and prevent discrimination.

- **Access:** the environment can be adapted, for example by having wide corridors, ramps, disabled toilets, lifts, wide automatically opening doors, counters and signs at wheelchair level, no obstacles or clutter, hearing loops
- **Diet:** there is choice for those with medical condition, religious requirements or cultural preferences
- **Support:** appropriate resources and information are provided in a wide range of formats and languages to reflect local cultures, with advocates, translators, interpreters and carers available to help
- **The use of advocacy services:** someone, referred to as an advocate, can speak on behalf of someone else (who maybe can't speak for themselves due to illness, disability or lack of confidence)

Use Skills and Personal Attributes

A.P2 Explain the skills and personal attributes necessary for professionals who care for individuals with different needs.

A.M1 Analyse the impact of preventing discrimination for individuals with different needs.

A.M2 Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.

A2 Skills and personal attributes required for developing relationships with individuals

- The 6Cs
- People Skills
- Communication skills
- Observation skills
- Dealing with difficult situations.

Use Skills and Personal Attributes

Referring to the checklist provided, you must complete the P2 Task:

Guidance:

- Save your work document as P2 Skills and Personal Attributes
- **Reference** all of the information you used
- Complete all of the points on the checklist, tick off as you complete
- Print your work with your **name** in the header with **page numbers**
- Once printed you must **send your work** to health@hohschool.co.uk

Deadline date: _____

What are skills and personal attributes?

Skills and personal attributes required for developing relationships with individuals. Why?

To care for and meet the needs of others, you need to **develop relationships** with them. For this, you need certain skills and personal attributes.

Skills: an ability to undertake a task, such as being able to communicate or give an injection correctly.

Create a mind-map of all of the **skills** needed by health professionals

List all of the **personal attributes** you would find most beneficial from your GP

Personal attributes: qualities you have that make you the person you are. These are based on your values; the things you believe to be important in life, such as being kind and treating others with respect.

Dealing with difficult situations

Having a range of skills and personal attributes that allow you to develop relationships with individuals means that, as a service provider, you will find it easier to deal with difficult situations.

- Can you think of a difficult situation you have been in?
- Did you have to minimise the conflict?
- What strategies did you use?

For example; appropriate tone of voice and language



Skills and Attributes - The 6Cs

The way professionals work in each health and social sector is underpinned by a set of **basic values** that influence working practices and enable relationships to be developed between service providers and users. *One example is the 6Cs.*

The 6Cs

The 6Cs, which underpin the **Compassion in Practice strategy** were developed for nurses, midwives and care staff to focus on common values and behaviours felt to be essential to providing quality care.



Skills and Attributes - The 6Cs

The basic definitions of the 6Cs are defined below:

Value	Definition
Care	Looking after and providing for the needs of a person.
Compassion	The awareness of the needs of others and the desire to help them.
Competence	The ability to understand a person's needs, combined with the expertise and knowledge to deliver effective care to meet those needs.
Communication	The exchange of information between two or more people that helps to provide care and support.
Courage	The personal strength and vision to do the right thing for the people being cared for.
Commitment	The determination to improve care and meet the needs of people.

Looking at the link below:

<http://www.intranet.hct.nhs.uk/Library/Publications/Strategies/6Cs%20Strategy.pdf>

Bullet point 3 examples of how health professionals use each of these 6Cs in their work everyday.

People skills

People skills are the skills that help us to get on with other people, and so develop relationships with them.

What people skills do you think are important for professionals who care for individuals with different needs?

- **Empathy**- the ability to share and understand the emotions of others, such as sadness, anxiety or happiness
- **Patience**- the capacity to accept or tolerate problems without becoming annoyed or anxious
- **Engendering trust**- the ability to get people to trust you
- **Flexibility**- being able to fit in with others and change your own plans if necessary
- **A sense of humour**- being able to see the funny side of situations
- **Negotiating**- the process by which two parties with different interests or perspectives attempt to reach agreement, for example a doctor and a patient
- **Honesty**- being truthful and sincere
- **Problem solving**- the ability to ask the right questions and find an answer to a problem

Communication skills

Good communication skills are vital as they can help to:

- Develop **positive relationships** with people using services and their families and friends, so they can understand and meet their needs
- Develop **positive relationships** with work colleagues and other professionals
- **Share information** with people using the services, by providing and receiving information
- **Report** on the work they do with people.



Give an example of what communication skills can be used to achieve each of the above points.

Communication skills - Appropriate use of language

Use of appropriate language

Key words

Formal communication: often used when a professional speaks to someone using a service. It is clear, correct and avoids misunderstanding.

Informal communication: People usually communicate more informally with friends, including those they work closely with on a day-to-day basis. Can sometimes involve the use of slang.

Slang: the use of informal words and expressions that are not considered standard in the speaker's dialect or language. working with colleagues or service users you should avoid using any language that can be misunderstood or misinterpreted or that might cause offence.

Dialect: when people use different words for everyday objects or feelings depending on the area of a country they come from. In some areas of England people say 'innit' instead of 'isn't it' or 'summat' instead of 'something.'

Accent: way of pronouncing words that occurs among the people in a particular region or country

- It is important to **adjust your language** to match the situation you are in and the person you are talking to.
- This will often happen **unconsciously**, without even realising it.
- You may change your **dialect or accent** depending who you are speaking to.
- You may speaking **less formally** on the phone when talking to a friend than when phoning for an appointment at the doctors.

Observation Skills



Why is it important for a health and social care worker to have good observation skills?

- A carer must be constantly alert to changes in patients' conditions and the implications of this in terms of care.

For example, if a person lapses from being asleep to being unconscious, they will need immediate medical help.

What sort of observations might they need to make?

There are two types of observations:

Measurable; volume of blood in the urine, pulse rate, blood pressure and temperature

Ones that can be seen; whether a patient is pale or flushed, alert or sleepy, sad or happy, or eating properly.

Both types of observation are important when maintaining a watch on a patient's overall condition.

Observation Skills

Other observations

Good observation skills also help a service provider to note signs of abuse or negligence and identify any areas of care that could be improved.

For example, the manager of a care home noticing that a service user is unclean and bruised, and investigating in order to remedy the situation.



Using Empathy and Building Relationships

A.M1 Analyse the impact of preventing discrimination for individuals with different needs.

A.M2 Assess different methods professionals might use when building relationships and establishing trust with individuals with needs.

A.D1 Evaluate the success of promoting anti-discriminatory practice for specific individuals with different needs.

A3 Empathy and establishing trust with individuals

- Attachment and emotional resilience theory, to include the effect of secure attachments and support on emerging autonomy and resilience.
- The triangle of care.
- Empathy theories, e.g. Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler.

Using Empathy and Building Relationships

Referring to the checklist provided, you must complete the M1/2 Task:

Guidance:

- Save your work document as M1 M2 Empathy and Building Relationships
- **Reference** all of the information you used
- Complete all of the points on the checklist, tick off as you complete
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Empathy and establishing trust with individuals

Empathy is the ability to understand another person's condition from their point of view, by placing yourself 'in their shoes' and imagining what they are feeling or thinking.

In order to be a successful care worker, you need to have an overview of the different methods of establishing **positive relationships** using an **empathetic approach** with individuals in your care.



Can you think of situations where you have been empathetic towards others?

Attachment and emotional resilience theory

Attachment: the term that describes the emotional relationship a child experiences with their significant adult

Emotional resilience refers to one's ability to adapt to stressful situations or crises.

- John Bowlby (1907-1990) first proposed the theory (**theory of attachment**) that highlights the importance of a child having a significant adult (a person who is important to the child) with whom to form a **close bond**.
- This is usually the mother but it can be any other adult, such as the father, a grandparent or a main carer.
- He said that children who are not able to bond in this way **do not** develop as successfully as those that do.
- They may have **difficulties** forming relationships later in life.
- The **bonding process** comes through touch, eye contact and making contact through sounds.

Attachment and emotional resilience theory

- Children who have had **support** and a safe, secure and stable upbringing will form a secure attachment with their carer and are most likely to be resilient as they grow and develop.
- This means they will be able to deal better with disappointments and overcome problems.
- They will **trust** others and expect people to be good to them, and so will want to spend time with others and develop relationships with them.
- They will feel and act **confidently**, secure in the knowledge that their needs are being met, that they are loved and that they can depend on their carer for emotional and practical support when they need it.
- This will help them to become more **independent** as they have the confidence to make decisions alone.

A.M1 **Analyse** the impact of preventing discrimination for individuals with different needs.

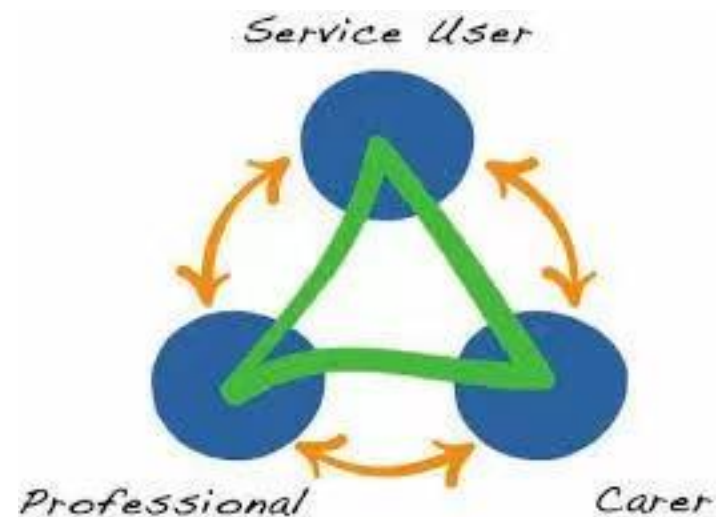
A.M2 **Assess** different methods professionals might use when building relationships and establishing trust with individuals with needs.

Triangle of Care

Is an approach to care developed for carers and staff seeking to improve engagement in providing effective care. (communicating and working together)

The 'Triangle of Care'

- Acknowledges the essential role the carer play everyday with the service user
- Knows that carers understand a service users needs and conditions very well
- This makes the carer a **key partner** in the service user's care.
- Carers wish to be trusted, involved and thought of as part of the care team as they are delivering routine, daily care.
- This will only happen if the service provider and the carer are willing to **engage** with each other and **share information**.
- It is the responsibility of the service provider to **actively encourage** this partnership.
- This not only helps the service provider and the service user, but also improves the wellbeing of the carer, as they feel valued and included.



Empathy Theories

Empathy theory attempts to offer a **psychological explanation** of empathy as being not only a person's capacity to share emotions with others, but also their ability to engage emotively with the world around them and with the intentions underlying art, music and literature.

Empathy Theories

Robert Vischer (1847- 1933)

A German philosopher who invented the term *Einfuhling*, later translated as *empathy*. This word referred to when you imagine yourself as being one with a piece of art or literature and feel the emotions that the artist tried to reproduce, so imbuing the piece with relevant emotions.

Imbuing: filling up with or becoming soaked in, an emotion

For example, feeling emotions for someone who has lost a loved one. Showing that they are truly upset and filled with emotion as well as the patient.

Empathy Theories

Johannes Volkelt (1848-1930)

A German philosopher said that you could only really appreciate an object, such as a work of art or piece of music, if your personal identity and the object become one, so you not only see an object or hear music but also feel it with your body.

Philosopher: someone who studies or writes about the meaning of life

For example, listening to a patient's tragic experience of abuse. Care professionals often feel for their clients and often reflect on the pain they have gone through

Empathy Theories

Max Scheler (1874- 1928)

A German philosopher said that we should look at objects differently, so we didn't just give the facts about an object, such as it being big and a particular colour, but also give our opinion of it, such as it being beautiful, ugly, bland or majestic.

For example, looking at an elderly patient and automatically feeling for them because they find it difficult to move unaided.

Empathy Theories

Martin Hoffman

Contemporary American psychologist whose work is based on social and emotional development, especially empathy, and its bearing on how we develop morally. Our moral development includes our principles, how we behave and our sense of right and wrong.

Psychologist: someone who studies people; how they think, how they act, react and interact

For example, listening to a patient talk about how they were treated unfairly by staff in a hospital. Health professionals therefore empathise because they know that was not acceptable and the patient is upset.