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HEALTH AND SOCIAL CARE

SECOND EDITION

J835

**Judith Adams, Mary Riley &
Maria Ferreiro Peteiro**

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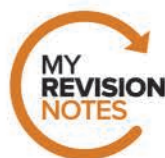
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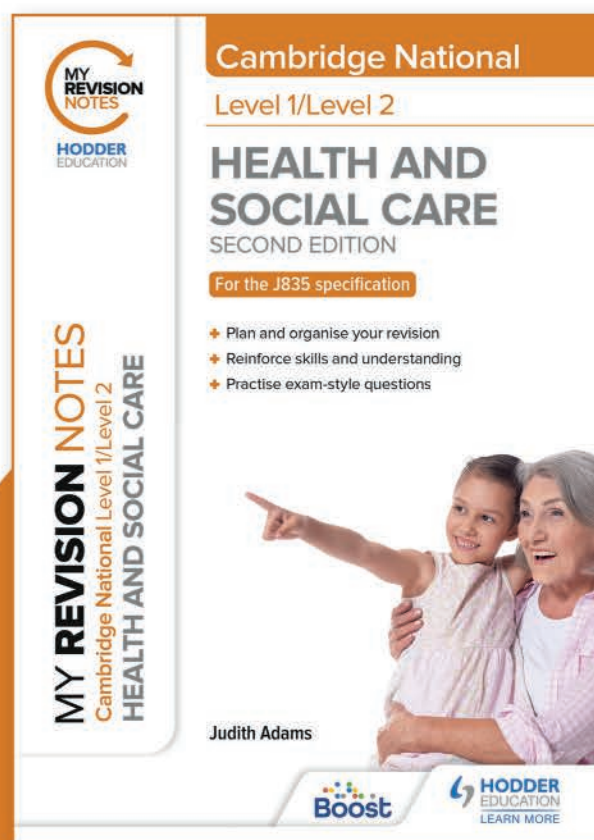
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How to use this book

This textbook contains all four units for the Cambridge National Level 1/2 in Health and Social Care.

These are:

- Unit R032 Principles of care in health and social care settings
- Unit R033 Supporting individuals through life events
- Unit R034 Creative and therapeutic activities
- Unit R035 Health promotion campaigns

Each unit is then divided into topic areas. All of the assessment criteria for each learning outcome are covered in the book.

Key features of the book

The book is organised by the units in the qualification. Each unit is broken down into the topic areas from the specification. Each unit opener will help you to understand what is covered in the unit, the list of topic areas covered, and what you will be assessed on, fully matched to the requirements of the specification.

Topic areas

The topic areas are clearly stated so you know exactly what is covered.

How will I be assessed?

Assessment criteria are clearly listed and fully mapped to the specification.

Getting started

Short activities to introduce you to the topic.



Key term

Definitions to help you understand important terms.

Case study

See how concepts are applied in settings and learn about real-life scenarios.

Stretch activity

Take your understanding and knowledge of a topic a step further with these stretch activities, designed to test you and provide you with a more in-depth understanding of the topic.



Test your knowledge

Questions and quick tasks to test your knowledge and understanding at the end of each learning outcome. Answers are provided online at: hoddereducation.co.uk/cambridge-nationals-2022/answers



Activity

A short task to help you understand an idea or assessment criteria.



Research



Activities that draw on the content covered in the book and help you to research more about the subject to reinforce your understanding.

Synoptic links



Links to relevant details in other parts of the book so you can see how topics link together.

Read about it



Includes references to books, websites and other sources for further reading and research.

Practice question



This feature appears in Unit R032 where you will be assessed via an exam. Mark schemes and example answers are provided online at: **hoddereducation.co.uk/cambridge-nationals-2022/answers**

Assignment practice



This feature appears in Units R033 to R035 and will help you prepare for non-examined assessment with model assignments. Mark schemes and example answers are provided online at: **hoddereducation.co.uk/cambridge-nationals-2022/answers**



Unit R032

Principles of care in health and social care settings

About this unit

The focus of this unit is to examine key aspects of working in health and social care settings.

You will learn about the ways of supporting service users' rights and using effective communication skills so that you can provide person-centred care. You will also learn about ways of valuing diversity and providing equal opportunities in order to meet the needs of service users who are using care settings.

It is essential that care environments are safe, healthy, hygienic and secure. This unit explores the measures and procedures that are needed to protect service users who use health and social care services.

Topic areas

In this unit you will learn about:

- 1 The rights of service users in health and social care settings
- 2 Person-centred values
- 3 Effective communication in health and social care settings
- 4 Protecting service users and service providers in health and social care settings.

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How will I be assessed?



You will complete a written examination lasting **1 hour and 15 minutes** that is set and marked by the OCR examination board. The examination paper is worth 70 marks.

The examination paper will include:

- a range of short and medium-length questions, worth a total of 50 marks
- one extended response question, worth 8 marks
- two extended response questions, worth 6 marks each.

Some questions will be context-based. This means that the questions are based on care setting scenarios, for example, in a hospital or a care home. You have to apply your knowledge to produce a response that is relevant to the care setting.

Some questions will be fact- and knowledge-based. The questions will not be based on any particular care setting.

Unit R032 covers three Performance Objectives (POs):

- P01 Recall knowledge and show understanding
- P02 Apply knowledge and understanding
- P03 Analyse and evaluate knowledge and understanding.

Topic area 1 The rights of service users in health and social care settings

Getting started



In small groups, produce a list of six different examples of care settings that you know of in your local area.

Classify each setting as either a healthcare or social care setting.

Share your examples with the rest of your class and check you have classified them correctly using Figures 1.1 and 1.2.

1.1 Types of care settings

A care setting is anywhere where care is provided. Examples of the two main different types of care settings, health and social care, are shown in Figures 1.1 and 1.2.

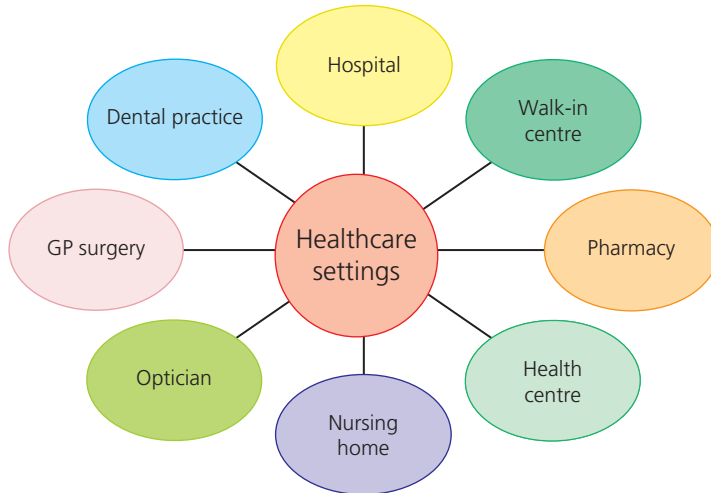


Figure 1.1 Examples of healthcare settings

Healthcare settings provide medical care, preventative screening and treatment for illness, disease, disability or injury.

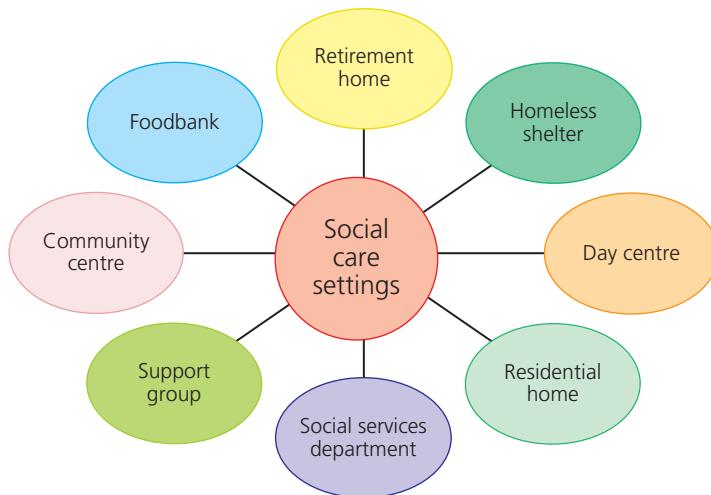


Figure 1.2 Examples of social care settings

Social care settings offer a wide range of different types of care. The main areas of social care are:

- domiciliary care in service users' homes
- providing protection or support services for adults and children in need or at risk.

This type of care also provides practical support with personal and daily living tasks, as well as emotional and mental health support in coping, for example, with illness or injury.

Test your knowledge



- 1 What are two examples each of health and social care settings?
- 2 Write down two examples each of the type of care provided by healthcare settings and social care settings.

1.2 The rights of service users

Everyone is legally entitled to rights. Rights are set out and supported by **law**, such as the **Equality Act 2010**.

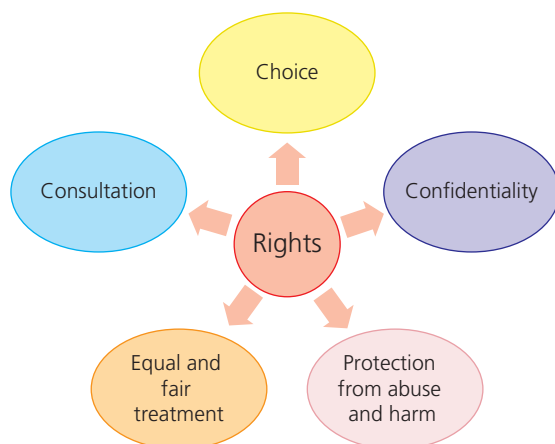


Figure 1.3 The rights of service users

Choice

Choice gives service users control over their lives and promotes independence. It also ensures that they receive care and treatments that meet their needs.

Examples of providing choice in residential social care settings:

- offering a range of different activities so that residents can choose whether or not to take part
- ensuring that residents have access to both a television lounge and a quiet room
- supporting residents in making their own decisions about, for example:
 - which clothes to wear
 - when to get up and go to bed
 - whether they have a bath or shower.

Examples of providing choice in residential healthcare settings:

- where to receive care (e.g. support at home or in a residential setting)
- choice of male or female doctor to meet cultural requirements
- whether or not to receive treatment
- offered food options that take account of special dietary needs or religious or cultural requirements.

Additional information about providing choice can be found later in this unit, Topic area 2, section 2.2, Benefits of applying the values of care.

Key terms

Law These are passed by Parliament, and state the rights and entitlements of service users. If someone breaks the law, they can be prosecuted by being taken to court.

Equality Act 2010 A law intended to prevent discriminatory practice, to ensure service users are treated fairly.

Activity



How are your rights supported?

In small groups, discuss how your school or college supports your rights.

- Think about ways that confidentiality, choice, consultation and protection from harm are provided.
- Discuss your examples with the rest of your class.

Confidentiality

Confidentiality is an important right for all service users.

- Personal information and medical records must be kept secure. Service providers may have access to a lot of personal information about the people they are caring for, and should always ask if it is all right to pass on any information to another service provider.
- Information should only be shared on a '**need-to-know**' basis, with people who are directly involved with a service user's care.
- Meetings about service users should take place in private where information cannot be overheard by people who do not need to know about that service user. A social worker, for example, should not share details of a service user's finances, bank accounts and property in public as this could put their safety at risk.

If private information is not kept private, the service user will lose trust in the care provider as they will not feel valued and respected.

Protection from abuse and harm

All care settings should have policies and procedures in place to help protect both the service providers and service users who use the services provided. Some health and social care settings provide care for service users who are more at risk of abuse and harm, such as:

- service users with dementia
- service users with a learning disability
- children.

These service users may not know what abuse is or understand their rights. They may not realise they are being abused or receiving poor treatment and many may not be able to remember what has happened or tell anyone clearly. So, it is essential that all staff are aware of and follow **safeguarding** procedures to protect the children and adults using the care setting.

Health and safety policies and procedures should be implemented, such as staff training in safeguarding, first aid and regular fire drills. For example, staff involved in providing physical care in nursing homes and hospitals must be trained in **manual handling**. This is to avoid injuring themselves or the service user they are moving, such as from a bed into a chair. Risk assessments must be carried out for situations such as visits, outings and activities to minimise the risk of harm.

See Topic area 4, Protecting service users in health and social care settings, for additional detailed health and safety information.

Key terms

Confidentiality Limits access or places restrictions on sharing certain types of sensitive information, such as medical records, so that it is kept private and available only to those who need to be aware of it.

'Need-to-know' basis

Information is only shared with those directly involved with the care and support of the service user.

Safeguarding Actions taken to protect service users by ensuring a safe and healthy environment where the risks of danger, harm or abuse are reduced.

Manual handling Using the correct procedures when physically moving any load by lifting, putting down, pushing or pulling; for example, transferring a client from a chair to a bed.



Figure 1.4 Manual handling requires training to avoid injuries for both the service user and service provider

Equal and fair treatment

Equal treatment means being given the same opportunities and choices as everyone else.

Fair treatment means being able to have full access to those opportunities and choices, as well as receiving the correct type of care that meets service user needs.

Service users should be treated fairly and so that their own needs are met. Everyone should be able to access education, health and social care in the same way.

It is important to realise that providing the same treatment does not always guarantee equality, because different service users are in different situations and have different needs. The care provided should meet a service user's specific needs.

Examples of equal and fair treatment in care settings:

- 1 A secondary school child with special educational needs or disability should be enabled to take part in the same lessons as the rest of their class. This may mean that they need:

- extra support such as simpler worksheets and tasks
- one-to-one support from a teaching assistant who could, for example, act as an interpreter or use sign language.

In this way, being treated differently ensures the child has equal opportunities.

- 2 Staff at a residential home for older adults have arranged a day trip to the coast for all of the residents who want to go. The coach that is taking them on the trip must have a wheelchair ramp, otherwise those residents who are wheelchair users will be unable to go because they would be unable to access the coach.

See Topic area 2: Person-centred values, for more information about how to provide equal and fair treatment.



Figure 1.5 Equal and fair treatment means ensuring all individuals have access to the same opportunities

Consultation

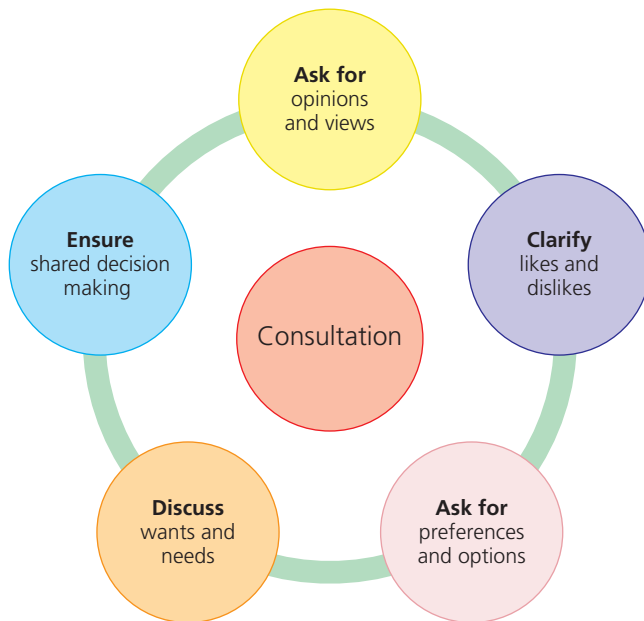


Figure 1.6 Aspects of consultation

Service users in health or social care environments should be asked for their opinions and views about the type of care they would like. Their views and opinions should be taken account of as much as possible when planning and providing their care.

It is very important that service users are involved in the **consultation** and decision-making process for their own care and support. This requires service providers and service users to work in partnership so that care provided is appropriate and meets the service user's needs.



Figure 1.7 Getting to know a service user to support their rights

Key term

Consultation The process of discussing an issue with another person in order to receive their thoughts, advice or opinion, so that a decision can be made that is acceptable and appropriate for all involved.

Stretch activity



Supporting consultation

Figure 1.7 shows a service provider having a conversation with a retirement home resident.

- 1 Make a short list of questions that the service provider could ask to support the resident's right to consultation.
- 2 Share your questions with a partner and explain how each question supports the right of consultation.

Test your knowledge



- 1 What is the meaning of the term 'consultation'?
- 2 A nurse shares patient information with other staff on a 'need-to-know' basis. What does 'need-to-know basis' mean?
- 3 Why is confidentiality important in a GP surgery?
- 4 Which of the following means equal and fair treatment?
 - giving everyone the same opportunities
 - treating everyone the same
 - providing the same treatment for everyone
- 5 Write about procedures that would help to reduce the risk of harm in a care setting.

1.3 The benefits to service users' health and well-being when their rights are maintained

Activity



Maintaining service users' rights

- 1 In groups, discuss the following question:
What is the most important piece of information a service provider should remember about the person they are caring for?
 - their email address / phone number
 - whether they are Muslim, Jewish or Christian
 - that they are an individual
 - their age
- 2 Share your conclusions with the rest of your class.

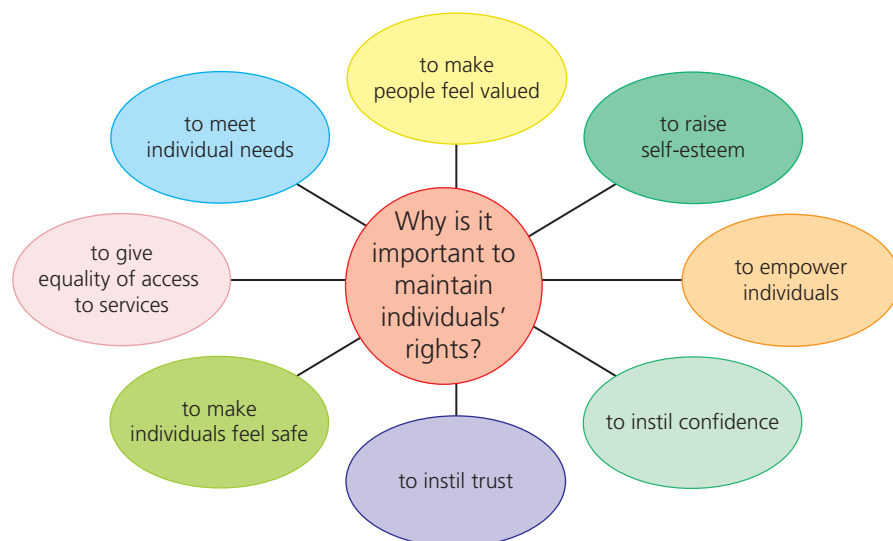


Figure 1.8 Why is it important to maintain service users' rights?

Empowerment

Having choices and being consulted about care preferences gives service users control over their lives and promotes their independence. This increases their self-esteem and makes them feel valued.

Empowerment:

- encourages independence and being self-reliant
- makes service users feel in control of their lives
- gives service users choice, control and independence
- ensures equality of access to care services.

High self-esteem

A person with high **self-esteem** feels valued and respected. If someone is treated fairly and receives appropriate care that meets their needs, and which enables them to live a better life, they will benefit emotionally and feel more positive.

Having high self-esteem improves mental health and leads to feeling:

- valued
- respected
- confident.

Service users' needs are met

Service users who receive appropriate care and treatment will be helped to recover from injury or illness, or learn to manage a disability or health condition, and still enjoy and achieve in life. Examples of meeting needs are: a child having a support worker in class, being provided with mobility aids, being helped with personal care or daily living tasks, appropriate medication, and provision of meal planning for a special dietary need.

Meeting a service user's needs:

- means giving appropriate care or treatment so that service users' requirements are met
- results in good and improving physical health
- results in good and improving mental health.

Activity

Meeting service users' needs

- 1 With a partner, discuss how installing a hearing loop system in a GP's surgery, the symbol for which is shown in Figure 1.9, maintains a service user's rights.
- 2 Consider how adapting the environment improves access to services.
- 3 Share your ideas with the rest of your class.

Key terms

Empowerment Giving someone the authority or control to do something. The way a health or social care service provider encourages a service user to make decisions and to take control of their own life.

Self-esteem How much a person values themselves and the life they live. High self-esteem is associated with people who are happy and confident. A service user with low self-esteem experiences feelings of unhappiness and worthlessness.

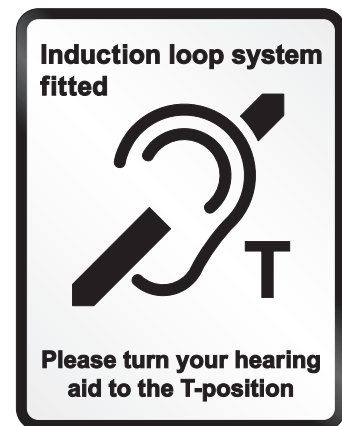


Figure 1.9 Hearing loop symbol at a GP surgery

Trust

It is important that service users receiving care feel able to trust their care providers. Service users must be able to feel that service providers are trustworthy, that they will not harm them and that they have their best interests at heart.

It is likely that service users who lack trust may not continue with the care they should be receiving. This could have negative effects on their physical and mental health and well-being.

Service users who can trust their care providers will feel:

- reassured that service providers will not harm them
- confident that service providers have their best interests in mind
- confident in the care they receive
- confident that staff will be able to provide a safe environment for care, following health and safety policies and procedures.

Research



- 1 Use the internet to find a website for a local care setting, such as a GP surgery, a dental practice or a nursery.
- 2 Make a list of information provided by the care setting that shows the setting is supporting the rights of service users.
- 3 For each way of supporting rights that you have found, write an explanation of how it benefits the service users.

Test your knowledge



- 1 What are the five rights to which service users are entitled?
- 2 What are three benefits for service users of having their rights maintained?

Synoptic links



Unit R032	Links with other units
Topic area 1: The rights of service users in health and social care settings	R033 Supporting individuals through life events Topic area 2: Impacts of life events
	R034 Creative and therapeutic activities Topic area 3: Plan a creative activity for service users or groups in a healthcare or social care setting
	Topic area 4: Deliver a creative activity and evaluate your own performance

Practice questions



Question 1

Faiza works for social services. Every day she visits Anna, who lives in her own home and has had a stroke. While Anna recovers, she receives help from Faiza with bathing, dressing and preparing meals.

Anna has rights. For each right in the table below, identify an example of how it could be maintained by Faiza. The first example has been done for you.

[3 marks]

Right	How the right could be maintained
Equal and fair treatment	Faiza should carry out an assessment of Anna's needs so that she can have appropriate care.
Choice	
Confidentiality	
Consultation	

Question 2

A community centre for young adults with learning disabilities is an example of a social care setting. Identify two other, different, examples of social care settings.

[2 marks]

Question 3

Read the information below about a local GP surgery.

- The surgery tries to arrange appointments as soon as possible. If you wish to see a doctor of your own choice, the appointment may be in three to four days.
- The surgery is accessible to all; we have wheelchair ramps and accessible toilet facilities and parking. If you think we could improve access in any way, please let the surgery manager know.
- We are introducing telephone, Skype or Facetime appointments where appropriate. You can also make a 'normal' appointment if you prefer. We would like your feedback and opinions about this new system and if it is working for you.
- Prescriptions are available by post, in person or online.

Explain ways that the GP surgery is supporting the rights of its patients to **choice** and **consultation**.

[6 marks]

Question 4

The health and well-being benefits of supporting individuals' rights in health and social care settings are:

- trust
- empowerment
- individual needs are met
- high self-esteem.

Complete the table below by matching the benefit with its example. Each benefit can be used once only.

Example of supporting rights	Benefit to individuals
Providing different worksheets for children of different abilities.	
A doctor and a patient having a discussion about different treatments before making a decision.	
A social worker sharing information on a 'need-to know' basis.	
A primary school teacher praising a child's achievement.	

[4 marks]



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Judith, Mary and Maria have co-written several best-selling Health and Social Care textbooks and resources.

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