

HEALTH AND SOCIAL CARE UNIT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES

2A: Learning Aims

To understand the different types of health and social care services and barriers to accessing them.

Level 2 Assignment Criteria

P1 – Explain how health and social care services meet the needs of individuals in a given scenario.

P2 – Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.

M1 – Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.

D1- Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.

Health and social care services	
Health Care Providers	Social Care Providers
Primary providers: GP, pharmacist, walk in centres, A&E, dentists and opticians.	Services for children and young people: Foster care, residential care, youth care and support workers.
Secondary providers: Cardiology, urology, respiratory, neurology, haematology and dermatology.	Services for adults of children with specific needs: Residential care, respite care and domiciliary care.
Tertiary providers: Spinal, cardiac, cancer care, chronic pain, burns and neonatal.	Services for older adults: Residential care and domiciliary care.
Allied health professionals: Art therapist, physiotherapist, radiographer and paramedic.	

Barriers		
<u>Physical barriers</u> Are objects that prevent an individual from getting to where they should go.	<u>Cultural and Language barriers</u> These are caused due to differences in background and a fear of being judged.	<u>Intellectual barriers</u> Mean that people cannot access services as they do not know about them.
<u>Sensory barriers</u> Mean that individuals are unable to access services due to being deaf, blind or having dual sensory impairments.	<u>Psychological barriers</u> These prevent a person accessing a service due to stigma and preconceptions.	<u>Resource barriers</u> These are services that are no longer available due to a lack of staff or money.
<u>Social barriers</u> Social barriers mean that people cannot access services due to anxiety regarding social situations.	<u>Geographical barriers</u> Geographical barriers are caused due to the distance an individual has to travel to access a particular service.	<u>Financial barriers</u> These occur when people cannot afford to access a particular service.

2B: Learning Aims

To demonstrate care values and review own practice.

Level 2 Assignment Criteria

P3 – Demonstrate the care values independently in a health or social care context.

P4 – Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback.

M2 – Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.

D2 – Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.

Care Value	Definition
Empowering and promoting independence	Involves individuals in making choices about their care and treatment.
Respect	Involves the service provider respecting the service users' needs, beliefs and identity.
Maintaining confidentiality	Involves health and social practitioners keep information to themselves and not sharing this inappropriately.
Preserving dignity	This is where a health and social practitioner would ensure a service user has privacy and respect.
Effective communication	This is where service providers speak to people with warmth and empathy.
Safeguarding and duty of care	Involves service providers maintaining a healthy and safe environment ensuring individuals are safe from harm.
Anti-discriminatory practice	This is where service users are aware of types of unfair discrimination and avoid discriminating against individuals.

Feedback (reviewing, receiving and using)	
Identify strengths: What have you done well in relation to the care values?	Receiving feedback is important so that you get another person's perspective on what your strengths were and what areas you can improve.
Identify areas to develop: What could you improve on in relation to the care values?	Using feedback should be done to create an action plan setting SMART targets.
Regular reviews are important so that you can keep improving as the more you practice your strengths and areas to develop will change.	

2A: Key Words

Primary care providers: Are the first point of contact you are likely to have with the NHS.

Secondary care providers: You will be referred from a primary provider to a secondary provider for specialist treatment.

Allied health professionals: Support people through all stages of care from the diagnosis all the way through to recovery.

Residential care: Is a long term care provider for people who stay in a residential setting away from home.

Respite care: Is a temporary care provider that provides relief to the usual carer.

2B: Key Words

Person centered approach: This is where care providers respect and empower individuals.

Empathy: This is where care providers understand and share the feelings and views of the service user.

The 6 C's: Care, compassion, competence, communication, courage and commitment. These must be followed when working with a service user alongside the care values.

Assignment Key Words

Pass terminology

Explain: Provide details and give reasons and/or evidence to support an argument.

Demonstrate: Carry out and apply knowledge, understanding and/or skills in a practical situation.

Describe: Give a clear, objective account in your own word, showing recall, and in some cases application of relevant information.

Merit terminology

Analyse: Examine methodically and in detail, typically in order to interpret.

Distinction terminology

Assess: Present a careful consideration of varied factors or events that apply to a specific situation. You must arrive at a conclusion.