

Topic area 1:			
1.1 Types of care settings <input type="checkbox"/> Health care <input type="checkbox"/> Social care			
1.2 The rights of service users The right to: <input type="checkbox"/> Choice <input type="checkbox"/> Confidentiality <input type="checkbox"/> Consultation <input type="checkbox"/> Equal and fair treatment <input type="checkbox"/> Protection from abuse and harm			
1.3 The benefits to service users' health and wellbeing when their rights are maintained <input type="checkbox"/> Empowerment <ul style="list-style-type: none"> - Encourages independence and being self- reliant - Feeling in control of their lives - Gives service users choice, control and independence <input type="checkbox"/> High self-esteem <ul style="list-style-type: none"> - Feeling valued - Feeling respected - Positive mental health <input type="checkbox"/> Service users' needs are met <ul style="list-style-type: none"> - Appropriate care or treatment such as mobility aids provided, or dietary requirements met - Results in good/improving physical or mental health <input type="checkbox"/> Trust <ul style="list-style-type: none"> - Reassured that service providers will not harm them - Confident that service providers have service users best interests in mind - Confident in the care they receive 			
Topic area 2:			
2.1 Person-centred values and how they are applied by service providers <input type="checkbox"/> Person-centred values <ul style="list-style-type: none"> - Individuality - Choice - Rights - Independence - Privacy - Dignity - Respect - Partnership - Encouraging decision making of service user <input type="checkbox"/> Qualities of a service practitioner, the 6Cs <ul style="list-style-type: none"> - Care - Compassion - Competence - Communication - Courage - Commitment 			

<p>2.2 Benefits of applying the person-centred values</p> <p>Benefits for service providers of applying person-centred values</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides clear guidelines of the standards of care that should be given <input type="checkbox"/> Improves job satisfaction <input type="checkbox"/> Maintains or improves quality of life <input type="checkbox"/> Supports rights to choice and consultation <input type="checkbox"/> Supports service practitioners to develop their skills <input type="checkbox"/> Enables the sharing of good practice <p>Benefits for service users of having the person-centred values applied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures standardisation of care being given <input type="checkbox"/> Improves the quality of care being given to the service user <input type="checkbox"/> Maintains or improves quality of life for the service user <input type="checkbox"/> Supports service users to develop their strengths 			
<p>2.3 Effects on service users' health and wellbeing if person-centred values are not applied</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical effects <ul style="list-style-type: none"> - Pain if medication or treatment is not given Illness may get worse - Malnutrition/illness due to lack of food for special dietary needs - Dehydration due to lack of regular fluids - Injury <input type="checkbox"/> Intellectual effects <ul style="list-style-type: none"> - Lack of progress or skills development - Failure to achieve potential - Loss of concentration - Lack of mental stimulation <input type="checkbox"/> Emotional effects <ul style="list-style-type: none"> - Depression - Feeling upset - Low self-esteem/feeling inadequate - Anger/frustration - Stress <input type="checkbox"/> Social effects <ul style="list-style-type: none"> - Feeling excluded - Feeling lonely - Lack of social interaction/poor social skills - Become withdrawn 			
<p>Topic area 3:</p>			
<p>3.1 The importance of verbal communication skills in health and social care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation <input type="checkbox"/> Clarity <input type="checkbox"/> Empathy <input type="checkbox"/> Patience <input type="checkbox"/> Using appropriate vocabulary <input type="checkbox"/> Tone <input type="checkbox"/> Volume <input type="checkbox"/> Pace <input type="checkbox"/> Willingness to contribute to team working 			

<p>3.2 The importance of non-verbal communication skills in health and social care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adapting type/method of communicating to meet the needs of the service user or the situation <input type="checkbox"/> Eye contact <input type="checkbox"/> Facial expressions <input type="checkbox"/> Gestures <input type="checkbox"/> Positioning <ul style="list-style-type: none"> - Space - Height - Personal space <input type="checkbox"/> Positive body language, no crossed arms/legs <input type="checkbox"/> Sense of humour 			
<p>3.3 The importance of active listening in health and social care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active listening skills <ul style="list-style-type: none"> - Open, relaxed posture - Eye contact, looking interested - Nodding agreement - Show empathy, reflecting feelings - Clarifying - Summarising to show understanding of key points 			
<p>3.4 The importance of special methods of communication in health and social care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocate <input type="checkbox"/> Braille <input type="checkbox"/> British Sign Language <input type="checkbox"/> Interpreters <input type="checkbox"/> Makaton <input type="checkbox"/> Voice activated software 			
<p>3.5 The importance of effective communication in health and social care settings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports the person-centred values and individual's rights <ul style="list-style-type: none"> - Empowerment - Reassurance - Feeling valued - Feeling respected - Trust <input type="checkbox"/> Helps to meet service users' needs <input type="checkbox"/> Protects the rights of service users <input type="checkbox"/> The impact of good communication skills <ul style="list-style-type: none"> - Well informed service users - Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected - Using appropriate vocabulary/no jargon aids understanding so service users feel reassured <input type="checkbox"/> The impact of poor communication skills <ul style="list-style-type: none"> - Misunderstanding if information not clearly explained - Errors or danger to health due to inaccurate record keeping - Distress/upset if service user feels patronised - If speech is too fast the listener will not have time to take it all in 			

Topic area 4:			
<p>4.1 Safeguarding</p> <ul style="list-style-type: none"> □ Service users who need safeguarding <ul style="list-style-type: none"> - Vulnerable groups – e.g. homeless people - Children - People with physical and learning disabilities - People with mental health conditions - Older adults in residential care settings - People who have a sensory impairment – sight loss, hearing loss - People in residential care dependent on carers – children, older adults □ Impacts for service users of a lack of safeguarding <ul style="list-style-type: none"> - Physical impacts - Intellectual impacts - Emotional impacts - Social impacts □ Safeguarding procedures in care settings <ul style="list-style-type: none"> - Safeguarding policy - Designated Safeguarding Lead (DSL) person with responsibility for safeguarding □ Safeguarding training for all staff so that they <ul style="list-style-type: none"> - Are aware of their duty to report a serious concern - Know the care settings procedures for reporting a disclosure of abuse or serious concern - Can recognise possible signs of abuse or harm - Know who to report to □ Disclosure and Barring Service (DBS) checks for all staff <ul style="list-style-type: none"> - Standard checks - Enhanced checks - The barred list 			
<p>4.2 Infection prevention</p> <ul style="list-style-type: none"> □ General cleanliness <ul style="list-style-type: none"> - Use anti-bacterial sprays on surfaces - Clean toys and play equipment regularly - Mop floors and vacuum carpets daily - Clean and disinfect toilets frequently - Correct disposal of hazardous waste in health and care settings □ Personal hygiene measures <ul style="list-style-type: none"> - Hair tied back/covered - Open wounds covered - No jewellery - No nail polish - Correct hand washing routine - Regular showering and hair washing - Regular brushing of teeth - Appropriate use and disposal of tissues/antiseptic -wipes/sanitiser □ PPE (personal protective equipment) <ul style="list-style-type: none"> - Disposable aprons - Disposable gloves - Rubber gloves - Face masks - Hairnets or hygiene hats 			

<ul style="list-style-type: none"> - Overalls - Overshoes - Surgical garments/scrubs 			
<p>4.3 Safety procedures and measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety procedures for reducing risk/danger and promoting good practice <ul style="list-style-type: none"> - First aid policy - Risk assessments - Staff training programmes for <input type="checkbox"/> Equipment use <input type="checkbox"/> Moving and handling techniques <input type="checkbox"/> First aid <ul style="list-style-type: none"> - Emergency procedures <input type="checkbox"/> Fire drill <input type="checkbox"/> Evacuation <ul style="list-style-type: none"> - Equipment considerations <input type="checkbox"/> Fit for purpose <input type="checkbox"/> Safety checked <input type="checkbox"/> Reporting system for damage <input type="checkbox"/> Risk assessed <input type="checkbox"/> Safety measures <ul style="list-style-type: none"> - Displaying a fire safety notice - Using warning signs <input type="checkbox"/> A 'wet floor' sign <input type="checkbox"/> 'No entry' sign 			
<p>4.4 How security measures protect service users and staff</p> <p>Security measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying staff <ul style="list-style-type: none"> - ID lanyards - Staff uniform <input type="checkbox"/> Monitoring of keys <ul style="list-style-type: none"> - Limits number of people with access to keys - List of keyholders – know who has the keys <input type="checkbox"/> Receiving and monitoring visitors <ul style="list-style-type: none"> - Staff on duty at entrance monitors access - Signing in and out book for visitors, know who is there and who has left - Issuing visitor badges <input type="checkbox"/> Reporting of concerns to line managers <ul style="list-style-type: none"> - Appropriate action can be taken by senior staff <input type="checkbox"/> External doors, restricting access <ul style="list-style-type: none"> - Electronic swipe card entry system - Buzzer entry system - Security pad with pin code <input type="checkbox"/> Window locks and restraints <ul style="list-style-type: none"> - Keeps vulnerable service users safe – prevents falling out of open window or strangers entering 			