



Crucial Knowledge
Unit R032 Topic Area 1
Health and Social Care Settings



Know More	Remember More	Understand it	Apply it
<p>Types of Care Settings</p> <ol style="list-style-type: none"> 1. Healthcare Settings 2. Social care Settings 	<p>A care setting is anywhere what care is provided.</p> <p>Health care settings focus on physical and mental health, including medical care.</p> <p>Social Care settings offer a wide range of care. They also provide practical support with person and daily living tasks, and as well as emotional and mental health support in coping.</p>	<p>Health care settings provide medical care, preventative screening and treatment for illness, disease, disability or injury.</p> <p>The main areas of Social Care settings are:</p> <ul style="list-style-type: none"> • Domiciliary care in service user’s home • Providing protection or support services for adults and children in need or at risk. 	<p>Read the information about a local GP surgery and Explain ways that the GP surgery is supporting the rights of its patients to <u>choice</u> and <u>consultation</u>.</p> <ul style="list-style-type: none"> • The surgery tries to arrange appointments as soon as possible. If you wish to see a doctor of your 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 your 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. <p>Top tip:</p> <ul style="list-style-type: none"> • Make sure your answer considers the specific setting. • Link your ideas with the rights that are being met.



Crucial Knowledge

Unit R032 Topic Area 1

Rights of Service Users (CCCPE)



Know More	Remember More	Understand it	Apply it										
Choice	<ul style="list-style-type: none"> Providing options for treatment and care Offering a range of options and activities in social care 	Choice gives service users control over their lives and ensure their individual needs are met	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.										
Confidentiality	<ul style="list-style-type: none"> Limiting access or placing restrictions on sensitive information Information is kept private and only shared on a “need-to-know” basis. 	Personal information must be kept secure. Information should only be shared with people directly involved with a service user’s care.	Anna has rights. For each right in the table below, identify an example of how it could be maintained by Faiza. The first has been done for you.										
Consultation	<ul style="list-style-type: none"> Discussing an issue with another person in order to receive their thought, advice, or opinion. This is done so that a decision can be made that is acceptable and appropriate for all. 	Service users in should be asked for their opinions and views about the type of care they would like. They must be involved in the process and decision making for their own care and support.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Right</th> <th>How the right has been maintained</th> </tr> </thead> <tbody> <tr> <td>Equal and fair treatment</td> <td>Faiza should carry out an assessment of Anna’s needs so that she can have appropriate care.</td> </tr> <tr> <td>Choice</td> <td></td> </tr> <tr> <td>Confidentiality</td> <td></td> </tr> <tr> <td>Consultation</td> <td></td> </tr> </tbody> </table>	Right	How the right has been 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	
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Protection from Abuse and Harm	<ul style="list-style-type: none"> Policies and produces to protect service providers and service users Health and safety policies and procedures Safeguarding Training for staff (ex. Manual handling) 	Everyone has the right to protection from abuse and harm. Vulnerable service users may not know what what abuse is. It is essential all staff are aware of and follow safeguarding procedures.	<p>Top tip:</p> <ul style="list-style-type: none"> Make sure you focus on what the service provider can do for the service user Be specific and avoid vague answers Don’t just repeat the right 										
Equal and Fair Treatment	<ul style="list-style-type: none"> Equal treatment means being given the same opportunities as everyone else. Fair treatment means being able to fully access those opportunities and choices, as well as receiving the correct type of care to meet individual needs 	Service users should be treated fairly so there own needs are met. Providing the same treatment does not always guarantee equality. Care should meet the service user’s specific needs.											



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Unit R032 Topic Area 1

Benefits to Maintaining Rights



Know More	Remember More	Understand it	Apply it										
<ul style="list-style-type: none"> Empowerment High self-esteem Service users needs are met Trust 	<p>Empowerment:</p> <ul style="list-style-type: none"> Encourages independence and self-reliance Makes service users feel in control of their lives Give service users choice, control, and independence Ensures equality of access to care services <p>High self-esteem:</p> <ul style="list-style-type: none"> Having high self-esteem improve mental health and leads to feeling valued, respected, and confident <p>Service users' needs are met</p> <ul style="list-style-type: none"> Means Giving appropriate care or treatment so service users requirements are met Results in good and improving physical health as well as mental health 	<p>Empowerment: Having choices and being consulted about care gives service users control over their lives and promotes their independence. This increases their self-esteem and makes them feel valued.</p> <p>High self-esteem: A person with high-self esteem feels valued and respected. If someone is treated fairly and receive appropriate care they will be enabled to live a better life and benefit emotionally.</p> <p>Service users' needs are met: Meeting a service user needs means they will be helped to recover from injury or illness, or learn to manage a disability of health condition, and still enjoy life.</p>	<p>The health and well-being benefits of supporting individuals' rights in health and social care settings are:</p> <ul style="list-style-type: none"> Trust Empowerment Individual needs are met High self-esteem <p>Complete the table below by matching the benefit with the example. Each benefit can only be used once.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="text-align: left;">Example of Supporting Rights</th> <th style="text-align: left;">Benefit to individuals</th> </tr> </thead> <tbody> <tr> <td>Providing different worksheets for children of different abilities.</td> <td>.</td> </tr> <tr> <td>A doctor and a patient having a discussion about different treatments before making a decision.</td> <td></td> </tr> <tr> <td>A social worker sharing information on a 'need-to-know' basis.</td> <td></td> </tr> <tr> <td>A primary school teacher praising a child's achievement.</td> <td></td> </tr> </tbody> </table> <p>Top tip:</p> <ul style="list-style-type: none"> Only refer to one benefit Consider how the benefits are impacted by each and by the rights of service users. 	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.	
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Crucial Knowledge

Unit R032 Topic Area 2

Person-Centred values



Know More	Remember More	Understand it	Apply it
<ul style="list-style-type: none"> • Individuality • Choice • Rights • Independence • Privacy • Dignity • Respect • Partnership • Encouraging decision making of the service user. 	<ul style="list-style-type: none"> • Individuality: Everyone has their own identity, needs, wishes, and beliefs • Choice: Choice is empowering and all service users are entitled to make their own choices. Individuals' needs and preferences should always be used to inform their care. • Rights: Everyone is entitled to rights. These are set out by legislation. • Independence: A service provider should support service users to have as much control over their lives as possible. • Privacy: It vital to respect and protect the service users privacy. • Dignity: This means having regard for the feelings, opinions, and wishes of others. • Respect: Having respect means treating someone in way that shows they have importance as an individual • Partnership: This involves different professionals, services and agencies working together to provide the most effect care for a service user. • Encouraging decision making of the service user: Care decisions should be based on the service user's needs and should focus on their strengths and 	<ul style="list-style-type: none"> • Individuality: Individual differences must be considered and taken account of when providing care and support. • Choice: Ensuring each service user is supported to make choices gives them control over their care and empowers them. • Rights: By supporting service users rights, service providers are working within the law and providing a high standard of personalised care. • Independence: Having independence means that a service user does not have to rely on others and has the opportunity as well as the freedom to make their own decisions. • Privacy: Many procedures require privacy (ex. Showering, dressing someone). This value also includes not sharing details with those not involved in providing care for the service user. • Dignity: By respecting and valuing the service users rights and needs, the service provider supports their self-esteem and makes them feel valued. • Respect: Any unfair treatment, exclusion or discrimination against service user is against the law. Protected Characteristics are age, disability, race, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex/gender, sexual orientation. Service providers should respect service users' diversity, sexuality, faith/cultural needs and preferences, rights, and confidentiality. • Partnership: By providing the most effective care, service providers can ensure needs of the individual are met. • Encouraging decision making of the service user: By supporting individuals to make choices, service users can be involved and in control of their care 	<p>Oaks Care Home provide care for adults over the age of 65. Staff provide a staff and welcoming environment.</p> <p>Explain how staff at the care home can maintain the person-centred value of individuality. [8 marks]</p> <p>Top tips</p> <ul style="list-style-type: none"> • When asked to explain, ensure your answer is specific and developed . • Use examples to help you and explain each one. • Make sure your answer focusing on the specific setting and what the question is asking.



Crucial Knowledge

Unit R032 Topic Area 3

Communication Skills



Know More	Remember More	Understand it	Apply it
<ul style="list-style-type: none">Verbal communication	<ul style="list-style-type: none">Communication through speech clearly and in a way that can be understood, but that does not offend the service user	Verbal communication skills include: clarity, empathy, patience, using appropriate vocabulary, tone, volume, pace, willingness to contribute to team working	Progress House is a medical centre in a small town. Ada is a General Practitioner (GP) who works at the centre.
<ul style="list-style-type: none">Non-verbal communication	<ul style="list-style-type: none">No-verbal communication is about how we use our eyes, facial expressions, gestures and the way we position ourselves to communicate.	Non-verbal communication skills include: eye contact, facial expressions, gestures, positioning (space, height, and personal space), positive body language, sense of humour	Explain how Ada could use verbal communication skills when treating patients [6]
<ul style="list-style-type: none">Active listening skills	<ul style="list-style-type: none">Active listening skills positively influence communication as they allow a care practitioner to focus and pay attention to the service user.	Active listening skills include: open and relaxed posture, eye contact, nodding in agreement, showing empathy, clarifying, summarizing	Top tips: <ul style="list-style-type: none">When asked to explain, ensure your answer is specific and developed .Use examples to help you and explain each one.Make sure your answer focusing on the specific setting and what the question is asking.
<ul style="list-style-type: none">Specialist communication methods	<ul style="list-style-type: none">Specialist communication methods are important in health and social care as service users have a wide range of needs and care practitioners need to interact with them effectively.	Specialist communication methods include: advocate, braille, British Sign Language (BSL), Interpreters, Makaton, and voice activated software	



Crucial Knowledge

Unit R032 Topic Area 4

Protecting Service Users



Know More	Remember More	Understand it	Apply it
<ul style="list-style-type: none"> Safeguarding 	<ul style="list-style-type: none"> Vulnerable service users need to be safeguarded Vulnerable service users includes: vulnerable group (ex. Homeless), 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 	<ul style="list-style-type: none"> Safeguarding means protecting a service users health, wellbeing and rights to enable them to live a life free from harm, abuse or neglect. Safeguarding procedures, staff training, and DBS checks help to safeguard service users. 	<p>Explain how one example of appropriate protective clothing that could be worn by a surgeon caring out an operation reduces the spread of infection. [3]</p> <p>Top tips</p> <ul style="list-style-type: none"> When asked to explain, ensure your answer is specific and developed . Use examples to help you and explain each one. Make sure your answer focusing on the specific setting and what the question is asking.
<ul style="list-style-type: none"> Infection Prevention 	<ul style="list-style-type: none"> In health and social care settings there are lots of opportunities for bacteria to spread and be transferred which increases the risk of infection. 	<p>Service providers will aim to prevent the spread of bacteria and the risk of infection by ensuring:</p> <ul style="list-style-type: none"> General cleanliness of the setting (wiping surfaces with anti-bacterial spray, vacuuming and mopping floors, etc.) Personal hygiene measures (hand washing, no jewellery or nail polish, and hair tied back) Personal protective equipment (PPE) to act as a a barrier such as disposable gloves and face masks. 	
<ul style="list-style-type: none"> Safety Procedures and measures 	<ul style="list-style-type: none"> Safety Procedure: a process which is followed in a setting such as fire evacuation, risk assessments or first aid policy Safety measure: a specific action carried out such as putting up a wet floor sign. 	<ul style="list-style-type: none"> Safety procedure and measures protect both service users and staffs Safety procedure and measures ensure that staff and service users are kept safe during an emergency situation, injures and harm are prevented, and necessary safety requirements are met. 	
<ul style="list-style-type: none"> Security Measures 	<ul style="list-style-type: none"> This can include identifying staff (id lanyards or staff uniform), monitoring keys, receiving and monitoring visitors, reporting of concerns to line managers, restricting access (card entry system, buzzer entry, security pad with pin code, etc.), window locks and restraints 	<ul style="list-style-type: none"> Security measures protect both service users and staffs Security measures ensure that visitors are monitored, appropriate action can be taken by staff, access is restricted as need, and vulnerable service users are kept safe. 	