



Knowledge Organiser: Year 11 Health and Social Care

Component 2: Health and Social Care Services and values

Component 2 Health and Social Care Services and Values

A1

● **Health conditions:** arthritis, cardiovascular conditions, diabetes (type 2), dementia, obesity, respiratory conditions, additional needs – sensory impairments, physical impairments, learning disability.

● **Health services available:**

Primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments

Secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology

Tertiary care – specialist medical care to include oncology, transplant services

Allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics

Multidisciplinary team working – how services work together, including referrals between services.

A2 Social Care Services

● Social care – help with day-to-day living because of illness, vulnerability or disability.

● Social care services:

- services for children and young people – foster care, residential care, youth work
- services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care
- services for older adults – residential care, domiciliary care.

● Additional care:

- informal care – given by relatives, friends, neighbours, partners
- voluntary care – community groups and faith-based organisations, charities.

1

A3 Barriers to accessing services

3

● Definition of barriers: something unique to the health and social care system that prevents an individual to access a service.

● Types of barrier and how they can be overcome by the service providers or users:

1) **physical barriers** – issues getting into and around the facilities: – ways to overcome: ramps, wider doorways.

2) **barriers to people with sensory disability** – hearing and visual difficulties: – ways to overcome: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets.

3) **barriers to people with different social and cultural backgrounds** – lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence: – ways to overcome: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred)

4) **barriers to people that speak English as an additional language** or those who have language or speech impairments: – ways to overcome: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments.

5) **geographical barriers** – distance of service provider, poor transport links: – ways to overcome: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes

6) **barriers to people with learning disabilities:** – ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics'.

7) **financial barriers** – charging for services, cost of transport, loss of income while accessing services: – ways to overcome: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs.

Leave blank to allow students to glue.



Knowledge Organiser:

Year 11 Health and Social Care

Component 2 Health and Social Care services and values

B: Understand the skills, attributes and values required to give care

4

B1 Skills and Attributes in health and social care

● Skills:

- problem solving
- observation
- dealing with difficult situations
- organisation.

● Attributes:

- empathy
- patience
- trustworthiness
- honesty.

B2 Values in health and social care

5

● The 6 Cs:

- care – receiving correct and consistent care
- Compassion – empathy, respect and dignity
- Competence – skills and knowledge to deliver effective care, based on research
- Communication – involving individuals and/or carers and listening
- Courage – doing the right thing and speaking up when concerns arise
- Commitment – to improve care and experience for individuals



6

B3 The obstacles individuals requiring care

● Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.

● Potential obstacles and their impact on the individual:

- emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress
- time constraints – work and family commitments
- availability of resources – financial, equipment, amenities
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support – from family and friends
- other factors specific to individual – ability/disability, health conditions, addiction.

7

B4 The benefits to individuals of the skills, attributes and values in health and social care practice

● Individuals will:

- be supported to overcome their own personal obstacles
- receive high quality care
- receive person-centred care based on individual wishes
- be treated with respect
- not be discriminated against or be empowered and have independence
- be involved in care decisions
- be protected from harm
- feel comfortable to raise complaints
- have their dignity and privacy protected
- have their confidentiality protected
- have their rights promoted.

Leave blank to allow students to glue.



How do we use Knowledge Organisers in Health and Social Care

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Health and Social Care?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			
MID UNIT			
Learning Check point 2			
END OF UNIT			