

Health and Social Care Knowledge Organiser - Unit 2 Working in Health and Social Care

The Roles And Responsibilities of Practitioners	The Roles Of Organisations	Working With People With Specific Needs
<p>Can you describe the general day to day responsibilities of the following practitioners?</p> <ul style="list-style-type: none"> • Doctors • Nurses • Midwives • Healthcare assistants • Social workers • Occupational therapists • Youth workers • Care managers/assistants • Support workers <p><u>The Care Values</u></p> <ul style="list-style-type: none"> • Promoting anti-discriminatory practice • Empowering individuals • Ensuring safety • Promoting effective communication and ensuring confidentiality through • Being accountable to professional bodies <p><u>Multidisciplinary Working</u> - Working with individuals from different organisations / discipline areas.</p>	<p><u>Care Quality Commission (CQC)</u></p> <ul style="list-style-type: none"> • Inspects health and social care services • Supports and advises services after the outcome of an inspection <p><u>Office for Standards in Education, Children's Services and Skills (Ofsted)</u></p> <ul style="list-style-type: none"> • Inspects services that care for children and young people • Advises on the outcome of inspections <p><u>The National Institute for Health Care Excellence (NICE)</u></p> <ul style="list-style-type: none"> • Non-departmental public body • Helps to improve outcomes for patients • Produces evidence based guidance and advice for practitioners • Develops standards and performance data for those providing and commissioning services <p><u>Nursing and Midwifery Council</u></p> <ul style="list-style-type: none"> • Sets professional codes of conduct • Revalidates individuals to allow them to continue to practice • Can stop individuals from practising by striking them off the register • <p><u>Health Care Professions Council</u></p> <ul style="list-style-type: none"> • Sets professional codes of conduct • Revalidates individuals to allow them to continue to practice • Can stop individuals from practising by striking them off the register. 	<p>What can organisations and professionals do to help the following individuals with different needs?</p> <p><u>Ill Health - Physical and Mental</u></p> <p><u>Learning Disabilities</u></p> <p><u>Age - Early years and Later Adulthood</u></p> <p><u>Physical and Sensory Disabilities</u></p> <p>What barriers exist for these people? How can these barriers be overcome?</p> <p><u>Visual barriers</u> - leads to lack on information / understanding</p> <p><u>Hearing barriers</u> - hinders communication, possibly leading to low self esteem</p> <p><u>Emotional barriers</u> - Other peoples attitudes can lead to stigma</p> <p><u>Mobility Barriers</u> - Too many stairs or unmarked steps can lead to lack of confidence in accessing buildings / frustration</p> <p><u>Financial</u> - Some people struggle to pay for treatments that are not free, such as some types of infertility treatments. Some people have savings and a house value that means they have to pay for services other might get free, e.g. old age care</p> <p><u>Geographical</u> - Mainly involves living in rural areas or in areas where certain services are scarce. Having to travel long distances is a barrier</p>

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Key Words	Wider Reading	Character Traits
<p>Multidisciplinary Non judgemental Empowerment Prejudice Discrimination Equality Advocate Policy Acts of Parliament</p> <p>Revalidation Whistleblowing Monitoring Regulation Inspectorate Regulators Procedures</p>	<p>Books Pratchett N., Nolan Y, <i>Level 3 (Adults) Health and Social Care Diploma: Candidate Book 3rd Edition</i>, (2011), Pearson Education Ltd., Heinemann</p> <p><i>Adult Nursing</i>, Pearson, (2012)</p> <p>Websites www.hpc-uk.org www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</p>	<p>Respect: Celebrate the uniqueness of individuals, and the importance of equality and diversity.</p> <p>Excellence: Have high expectations of yourself and work hard. Manage your time wisely.</p> <p>Resilience: Persist at more challenging topics, such as partnership working.</p> <p>Self discipline: Manage workload, organisation, attendance and punctuality.</p>
	<h3>Command Verbs</h3>	
	<p>Describe: Give a clear, objective account in own words showing recall, and in some cases application, of the relevant features and information about a subject.</p> <p>Discuss: Consider different aspects of a topic, how they interrelate and the extent to which they are important.</p> <p>Evaluate: Draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance.</p> <p>Explain: Show understanding of the origins, functions and objectives of a subject and its suitability for purpose. Give reasons to support an opinion, view or argument, with clear details.</p> <p>Identify: Indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.</p> <p>Justify: Give reasons or evidence to support an opinion or prove something right or reasonable.</p>	