

# Health and Social Care Knowledge Organiser - Unit 5 Meeting Individual Care and Support Needs

Examine principles, values and skills which underpin meeting the care and support needs of individuals	Examine the ethical issues involved when providing care and support to meet individual needs	Investigate the principles behind enabling individuals with care and support needs to overcome challenges
<p><u>Equality</u> - Treating people according to their needs so that everyone has equality of opportunity.</p> <p><u>The 6Cs</u> - Care, Compassion, Competence, Communication, Courage and Commitment.</p> <p><u>Attachment Theory</u>                      Type A - Avoidant Attachment                      Type B - Secure Attachment                      Type C - Ambivalent Attachment                      Type D - Disorganised Attachment</p> <p><u>Empathy</u> - The ability to understand and share the feelings of another.</p>	<p><u>Ethics</u> - Moral principles that govern a person's behaviour. Concerned with issues of right and wrong.</p> <p><u>Morals</u> - Views, beliefs and principles about what is right and wrong.</p> <p><u>Balancing Services and Resources</u></p> <p>Decisions on how resources should be allocated are often difficult to make. Should children and young people be given priority because they have the rest of their lives ahead of them? What about older people who have paid into the system for their entire lives? Should the focus be on people living in poverty or people who have disabilities?</p>	<p><u>Challenges Facing Individuals</u></p> <ul style="list-style-type: none"> <li>• Awareness and knowledge</li> <li>• Practical challenges</li> <li>• Skills challenges</li> <li>• Acceptance and belief challenges</li> <li>• Motivational challenges</li> <li>• Communication challenges</li> </ul> <p><u>How can these different challenges be overcome?</u>                      Policy                      Training                      Different forms of communication</p>

## Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs

How Do Different Professions Work Together?

- Healthcare professionals, e.g. GP, nurse, paediatrician, clinical psychologist
- Social care professionals, e.g. social worker, occupational therapist
- Education professionals, e.g. special educational needs co-ordinator (SENCO), educational psychologist
- Allied health professionals, e.g. speech and language therapist
- Voluntary sector workers, e.g. Macmillan nurses, family support workers.



Clinical Commissioning Groups - Clinically-led statutory NHS bodies responsible for the planning and commissioning of health care services for their local area.

Legislation Concerning The Storage of information

- Data Protection Act 1998
- The Freedom of Information Act 2000
- Mental Health Act 2007
- Mental Capacity Act 2005
- Care Quality Commission (CQC) codes of practice
- The Health and Care Professions Council (HCPC) codes of practice

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Key Words	Wider Reading	Character Traits
<p>Non-Maleficence                      Non judgemental                      Empowerment                      Prejudice                      Discrimination                      Equality                      Advocate                      Policy                      Clinical Commissioning                      Groups</p>	<p><b>Books</b>                      Pratchett N., Nolan Y, <i>Level 3 (Adults) Health and Social Care Diploma: Candidate Book 3<sup>rd</sup> Edition</i>, (2011), Pearson Education Ltd., Heinemann</p> <p>LeMone P., Peate I., Murilitharan N., Hemming L., Wild K., <i>LeMone and Burke's Adult Nursing</i>, Pearson,(2012), ISBN 9780273719991</p> <p><b>Websites</b>  <a href="http://www.hpc-uk.org">www.hpc-uk.org</a>  <a href="http://www.cqc.org.uk/content/help-advice">www.cqc.org.uk/content/help-advice</a>  <a href="http://www.gov.uk">www.gov.uk</a>  <a href="https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/">https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</a></p>	<p><b>Respect:</b> Celebrate the uniqueness of individuals, and the importance of equality and diversity.</p> <p><b>Excellence:</b> Have high expectations of yourself and work hard. Manage your time wisely.</p> <p><b>Resilience:</b> Persist at more challenging topics, such as partnership working.</p> <p><b>Self discipline:</b> Manage workload, organisation, attendance and punctuality.</p>
<p>Compassions                      Whistleblowing                      Monitoring                      Regulation                      Inspectorate                      Regulators                      Procedures                      Justice                      Principlism                      Ethics                      Empathy                      Morals</p>	<p style="text-align: center;"><b>Command Verbs</b></p> <p><b>Describe:</b> 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><b>Discuss:</b> Consider different aspects of a topic, how they interrelate and the extent to which they are important.</p> <p><b>Evaluate:</b> 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><b>Explain:</b> 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><b>Identify:</b> Indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities.</p> <p><b>Justify:</b> Give reasons or evidence to support an opinion or prove something right or reasonable.</p>	