Learning Aim A: Understand the different types of H&SC services and	Learning Aim B: Demonstrate care values and review your
barriers to accessing them.	own practice.
Providing good health and social care services is very important and a set of 'card because they enable people who use health and social care services to get the ca	
<ul> <li><u>A1 Health &amp; Social Care Services</u></li> <li><b>1. Different health care services and how they meet service user needs</b> <ul> <li>a. <u>Primary Care</u>, e.g. GP, Dentist, Optician etc.</li> <li>b. <u>Secondary &amp; Tertiary care</u>, e.g. Surgery, Cancer Treatment Centre etc.</li> <li>c. <u>Allied Health Professionals</u>, e.g. Physiotherapist, Radiographer etc.</li> </ul> </li> <li><b>2. Different social care services and how they meet service user needs</b> <ul> <li>a. <u>Services for children and young people</u>, e.g. Foster Care, Residential Care,</li> <li>b. <u>Services for adults or children with specific needs</u> e.g. Respite Care, Day Centres etc.</li> <li>c. <u>Services for older adults</u>, e.g. Residential Care, Domiciliary care etc.</li> <li>d. <u>Role of Informal Social Care Provided by Relatives</u>, friends and neighbours.</li> </ul> </li> </ul>	<ol> <li><u>B1 Care Values</u> <ol> <li><u>Empowerment &amp; Promoting Independence</u> - Involving individuals in making choices about their care and encouraging them to be as independent as possible.</li> <li><u>Respect</u> - This is done by respecting service users' need, beliefs and identity.</li> <li><u>Maintaining Confidentiality</u> - Keeping personal information safe secure and not sharing without data patient consent.</li> <li>Preserving Dignity - Helping individuals to maintain their privacy and self-respect.</li> <li><u>Effective Communication</u> - Displays empathy and warmth, awareness of non-verbal communication.</li> <li><u>Safeguarding</u> and <u>Duty of Care -</u> Reporting concerns and keeping patients safe whilst in our care.</li> <li><u>Promoting Anti-Discriminatory Practice -</u> Awareness of different types of discrimination.</li> </ol> </li> </ol>
A2 Barriers to accessing services	B2 Reviewing own application of care values
<ol> <li>Types of barriers and how they can be overcome         <ul> <li><u>Physical</u>, e.g. issues getting into and around the facilities</li> <li><u>Sensory</u>, e.g. hearing and visual difficulties</li> <li><u>Social</u>, <u>Cultural and Psychological</u>, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</li> <li><u>Communication</u>, e.g. differing first language, language impairments</li> <li><u>Geographical</u>, e.g. learning difficulties</li> <li><u>Intellectual</u>, e.g. learning difficulties</li> <li><u>Resource</u>, e.g. staff shortages, lack of local funding, high local demand</li> <li><u>Financial</u> e.g. charging for services, cost of transport, loss of income while accessing services</li> </ul> </li> </ol>	<ol> <li>Key aspects of a review         <ol> <li>Identifying own strengths and areas for improvement against the care values</li> <li>Receiving feedback from teacher or service user about own performance</li> <li>Responding to feedback and identifying ways to improve own performance</li> </ol> </li> </ol>

