

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

Cambridge  
TECHNICALS  
2016

UNIT 1 – BUILDING POSITIVE RELATIONSHIPS IN HEALTH  
AND SOCIAL CARE  
DELIVERY GUIDE

Version 2

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

No work in the health and social care sector is completed in isolation. Professional relationships are paramount to the delivery of safe and effective care and support and an understanding of these relationships, and how they are formed, is essential if you are considering pursuing a career in the health and social care sector.

This unit aims to introduce you to the many different relationships that you will encounter within the health and social care sector; whether with colleagues, senior members of staff, other professionals within the sector or individuals who require care and support. By doing this unit you will apply communication and relationship building skills in a practical way, considering how different factors, including context, can impact on the building of positive relationships. You will also be introduced to the concept of the person-centred approach which will help with your relationship building skills.

### Unit 1 Building positive relationships in health and social care

LO1	Understand relationships in health, social care or child care environments
LO2	Understand the factors that influence the building of relationships
LO3	Understand how a person-centred approach builds positive relationships in health, social care or child care environments
LO4	Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technicals-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Health and Social Care units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Relationship Types in Care	Unit 3 Health, safety and security in health and social care	LO1 Understand potential hazards in health, social care and child care environments
		Unit 11 Career planning for health and social care	LO2 Understand the roles and responsibilities in health and social care
		Unit 18 Caring for older people	LO1 Understand the ageing process
		Unit 19 Creativity and activity for adults	LO1 Understand the needs of adults in health and social settings and the purpose and benefits of creativity and activity
<b>LO2</b>	Adapting Communication	Unit 9 Supporting people with learning disabilities	LO2 Understand the difficulties that may be experienced by individuals with learning disabilities
<b>LO3</b>	The Role of Training	Unit 2 Equality, diversity and rights in health and social care	LO4 Understand how equality, diversity and rights in health, social care and child care environments are promoted
		What is the person-centred approach?	Unit 6 Personalisation and a person-centred approach to care
	Unit 7 Safeguarding	LO6 Understand how workers within health, social care and child care environments can minimise the risk of abuse	
	Unit 9 Supporting people with learning disabilities	LO3 Be able to support individuals with learning disabilities to plan their care and support	
	Unit 12 Promote positive behaviour	LO1 Be able to promote positive behaviour	
	Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support	
	Unit 20 Principles of youth work practice	LO1 Know values and principles of youth work practice	
	Unit 21 Looked after children and young people	LO4 Understand how the needs of children and young people in care are being met	
Unit 22 Psychology for health and social care	LO1 Be able to apply psychological theories and approaches to health, social care and child care		

This unit (Unit 1)	Title of suggested activity	Other units/LOs	
<b>LO3</b>	Person-centred care in action	Unit 6 Personalisation and a person-centred approach to care	LO3 Understand methods used to implement a person-centred approach
		Unit 7 Safeguarding	LO6 Understand how workers within health, social care and child care environments can minimise the risk of abuse
		Unit 9 Supporting people with learning disabilities	LO3 Be able to support individuals with learning disabilities to plan their care and support
		Unit 12 Promote positive behaviour	LO1 Be able to promote positive behaviour
		Unit 16 Supporting people with dementia	LO3 Be able to support individuals with dementia to plan their care and support
		Unit 20 Principles of youth work practice	LO1 Know values and principles of youth work practice
		Unit 21 Looked after children and young people	LO4 Understand how the needs of children and young people in care are being met
	Unit 22 Psychology for health and social care	LO1 Be able to apply psychological theories and approaches to health, social care and child care	
<b>LO4</b>	Models of Reflection	Unit 20 Principles of youth work practice	LO4 Be able to evaluate youth work practice

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Advocates of Individuals</b>	Advocates represent the views, needs and interests of individuals who are unable to represent themselves. This involves advocates working closely with individuals and on some occasions with others who know the individual well. Advocates may represent individuals both verbally and in writing. Occasions when this may occur may include at a young person's support review meeting or when there is a change in the health needs of an individual who has dementia.
<b>Argyle's Communication Cycle</b>	Argyle's Communication Cycle was named after the British social psychologist Michael Argyle. One of his main areas of research was non-verbal communication. His research showed how non-verbal signals could be more important than verbal communication to convey individuals' feelings and attitudes. Argyle developed a theory of how communication works that consisted of a communication cycle that contained 6 stages: 1) Idea First Occurs (when you have thought and you want to convey it to another person or people), 2) Message Coded (when you place your thought into a form of communication) 3) Message Sent (when you convey your message to another person or people) 4) Message Received (when your message has been received by another person or people) 5) Message Decoded (when your message is being made sense of by the other person or people) and 6) Message Understood (when your message is fully understood by the other person or people in the way you intended it to be).
<b>Assumptions</b>	Ideas that are formed without any proof that they are true. For example, assuming that because others refer to an individual by their first name that you should too when you communicate with the individual.
<b>Autism</b>	Autism also known as Autism Spectrum Disorder (ASD) is a condition that affects children, young people and adults with respect to their communication, social interaction and behaviour. It includes Asperger syndrome and childhood autism. For example, an individual who has autism may be unable to initiate a conversation or understand how another individual may be feeling.
<b>Beliefs</b>	Ideas that are accepted as true and real. For example, these can be based on individuals' personal experiences such as a good education is essential for children's development or an individuals' faith involving going to Church every Sunday is important.
<b>Braille</b>	Braille is used by individuals who are blind or have a visual impairment to read and write through touch. It consists of different patterns of raised dots that represent the letters of the alphabet, numbers, and punctuation marks.
<b>British Sign Language</b>	British Sign Language also known as BSL is the first or preferred language of some deaf children and adults in the UK. It involves the use of signs and gestures and is a unique language with its own grammar and vocabulary.
<b>Body Language</b>	This refers to a form of non-verbal communication in which thoughts, feelings and intentions are expressed. For example through body posture, facial expressions, gestures and eye contact.
<b>Care Plan</b>	Also referred to as a support plan and can be documented both on paper and electronically and using words, symbols, pictures and/or photographs. It details an individual's needs, strengths, abilities and interests, the support and services the individual would like to carry out their day to day activities and who should provide it. A care or support plan belongs to the individual and must be developed and agreed with the individual or their advocate.
<b>Care Values</b>	Care values underpin the skills and knowledge of all those who work in health, social care and early years' settings with children, young people and adults. For example, care values include compassion, respect and empathy.
<b>Communication</b>	This refers to the process of receiving and sending information. For example, this can be done verbally through speech, non-verbally through body language, in writing through electronic communications such as e-mails and by using other mediums such as signs and symbols.

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Dementia</b>	Dementia is a condition that is caused when the brain is damaged by diseases such as Alzheimer's disease or a stroke. The symptoms that individuals experience depend on the parts of the brain that are damaged and the cause of the dementia.
<b>Dialect</b>	A form of language that is associated with a specific region or group of people. For example, Cockney that originated in the East End of London or Geordie that refers to the dialect from Newcastle-upon-Tyne in North East England.
<b>Diversity</b>	The concept of diversity means positively recognising and understanding that each individual is unique and different. For example, this may be in relation to an individual's abilities, sexual orientation or religious beliefs.
<b>Early Years Sector</b>	The early years sector includes practitioners and organisations that work with children from birth to age five years such as classroom assistants, nursery nurses, room leaders, assistant nursery nurses, crèche workers, nannies and childminders who may work in nurseries, children centres and pre-schools.
<b>Empathy</b>	This concept is often referred to as having the ability 'to put yourself in another person's shoes'. In other words it involves being able to understand and share how another person is feeling. For example, it is very important for a support worker working with an individual who has recently experienced a family bereavement, to take into account the sadness and sense of loss or anger the individual may be feeling.
<b>Families of Individuals</b>	Individuals have many different ways of defining what a family is and who they see as their family. For some individuals this may include their parents, brothers, sisters, aunts, uncles and grandparents. For other individuals their family may be their friends and/or pets.
<b>Health Sector</b>	The health sector includes practitioners and organisations that provide diagnostic, preventative, remedial and therapeutic services such as consultants, doctors, nurses, midwives, dentists, dieticians, opticians, occupational therapists, hospitals and clinics.
<b>Independence</b>	This refers to individuals who require care or support living their lives as they wish and not being influenced or controlled by others. It involves the recognition of individuals' strengths, abilities and wishes. For example, this may include children and adults who require aids and equipment, a vehicle or home adaptations on a permanent or long-term basis due to a disability, illness or injury. Independence aids and equipment may include talking watches and voice recognition software for children and adults with visual impairments, a four wheeled walker to enable an older adult to be mobile around their own home or easy grip cutlery to enable a child to hold their own fork and spoon to eat.
<b>Individuals</b>	Individuals include adults, children and young people who may require care or support due to being young or old, in need, at risk, having an illness, a disability or in poverty.
<b>Induction</b>	A process used by organisations in health, social care and early years settings to introduce a new employee to either a new role or a new task. This can include, providing the new employee with information about the setting, what their job will involve, what their responsibilities will be as well as an opportunity to work alongside other more experienced employees.
<b>Interpreters</b>	Trained professionals who take a spoken or signed message and convert it from one language into another whilst ensuring they express its meaning and intent as accurately as possible. For example, a professional who interprets spoken English into the Spanish language for an individual who attends a care review and for whom Spanish is their preferred language.
<b>Language</b>	A system of communication and expression that can be spoken, written or non-verbal. For example speech, written words and facial expressions.
<b>LGBT</b>	This is an acronym used to describe the different groups that exist within the gay culture: Lesbian, Gay, Bisexual and Transgender.

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Makaton</b>	Makaton is a language programme that uses speech with signs (gestures) and symbols (pictures) to help children and adults to communicate. Makaton is used alongside facial expressions, eye contact and body language to give as much information as possible.
<b>Mental Health</b>	This term refers to the emotional, psychological and social wellbeing in children, young people and adults. For example, how an individual feels, how an individual thinks and how an individual acts.
<b>Pain</b>	This term refers to the physical or emotional sensation of suffering or distress that can be caused by an illness or an injury. For example, an individual could experience both physical and emotional distress after having a fall; the individual may have sustained a broken bone as well as no longer be able to walk unaided which may lead to the individual feeling unhappy.
<b>Perception</b>	This term refers to the ability to have awareness and understanding such as an individual having the ability to sense when an activity or situation may be dangerous.
<b>Person-centred Approach</b>	The person-centred approach was developed from the work of the psychologist Dr Carl Rogers and involves believing in the potential and ability of individuals who require care or support to make their own choices that are suitable for their own lives without being influenced by the beliefs and values of other professionals or practitioners. In a person-centred approach individuals rather than professionals or practitioners are the experts. The individual's needs, views and wishes are the focus; they come first and become central to any care or support that is accessed.
<b>Physical Disability</b>	This term refers to the total or partial loss in an individual's body functions such as walking and/or total or partial loss of a part of the body such as an individual who has had a limb amputated.
<b>Physical Environment</b>	The surroundings or conditions that influence the building of relationships such as the space available, the positioning of furniture, how much lighting there is and the level of noise.
<b>Pitch</b>	This refers to the quality of a vocal sound made by a person in a communication or situation. For example, a crèche worker may raise her voice to a high pitch when she is singing with a group of children.
<b>Positive Relationships</b>	Positive Relationships are meaningful ways of interacting with others that result in positive emotions such as happiness, enjoyment and peace as well as a sense of well-being. Positive relationships are constructive and beneficial for all those involved.
<b>Race</b>	A group of people who share the same or similar physical characteristics, language, background, ethnic or national origins, colour or nationality such as Asian, Black, White, Traveller.
<b>Reflective Practice</b>	Reflective practice involves being able to think about and learn from situations, incidents, issues and concerns that may arise. It is a process that involves thinking about what happened as well as the reasons why. It enables good practice to be identified as well as what is not working well and what needs to be changed to make it work better next time.
<b>Religion</b>	A system of beliefs, faith and worship such as Buddhism, Christianity, Hinduism, Islam and Judaism. Religion can also include a lack of belief.
<b>Self-awareness</b>	A process that involves consciously getting to know and understand one's own thoughts, feelings, beliefs and wishes, strengths and areas for development. For example, a young person may change their own looks and behaviours when going out with their friends.
<b>Sensory Impairment</b>	This term refers to a loss in vision (this includes blindness and partial sight), a loss in hearing (this includes deafness and partial hearing) and a loss in both vision and hearing (this includes deaf blindness and a partial loss in both vision and hearing).

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Signers</b>	Trained professionals who communicate with individuals using signs. For example, this may include Makaton signs and others forms of sign language that may have been adapted by individuals to help them communicate with others. Signers can also include Interpreters who are trained in British Sign Language.
<b>Social Care Sector</b>	The social care sector includes professionals and organisations that provide care, support and protection to children or adults in need, at risk, or with needs arising from illness, disability, old age or poverty. For adults this includes, care assistants, support workers and managers who provide care and support to older people, individuals who have dementia, learning disabilities, physical disabilities, alcohol and substance misuse needs in their own homes, in residential and community based settings and services. For children, this includes, children and family support workers, social workers, youth workers, foster carers who work with children and young people as well as their families and carers in their own homes, in residential and community based settings and services.
<b>Social Environment</b>	The social conditions that influence the building of relationships such as individuals and professionals' background, education, interactions with others.
<b>SOLER</b>	This is an acronym developed by Professor Gerard Egan who has written numerous books around communication and counselling. It describes a number of key techniques that are essential for active listening in communication: S – Squarely (how to position yourself in relation to the other person), O – Open (how to maintain an open posture i.e. uncrossed arms, legs), L – Lean (the effects that leaning towards the other person can have), E – Eye contact (how to maintain eye contact) and R – Relax ( the effects that being relaxed can have on the other person).
<b>Spiritual</b>	A system of beliefs and values such as those that involve the innermost self and provide a sense of meaning, value, hope and purpose.
<b>Stereotypes</b>	These refer to generalisations that are made, that are often offensive and exaggerated, about a group of people. For example believing that all individuals who have dementia are all the same and cannot make their own choices in life due to their condition.
<b>Technological aids</b>	Technological aids are designed to enable children and adults to communicate more easily. For example, a Dynavox, that resembles a tablet PC can be used by children and adults who are unable to speak by providing them with words and messages that they can access via touching a screen that contains text, pictures and symbols; it then converts those that are touched into speech. Lightwriters are text-to-speech devices are also designed for individuals who cannot speak but who are able to write and type a message on the keyboard that is then displayed; the message is then converted into speech.
<b>Tone</b>	This refers to the strength of a vocal sound made by a person in a communication or situation. For example, a care assistant may ask an individual in a quiet tone of voice whether they would like to use the toilet facilities.
<b>Training</b>	A structured process of learning and development that is provided by organisations in health, social care and early years settings to teach and develop employees' knowledge and skills for example in relation to communication, health and safety, dementia, autism.
<b>Translators</b>	Trained professionals who take a written message and convert it from one language into another whilst ensuring they express its meaning and intent as accurately as possible. For example, a professional who translates written English into French for an individual who has received a letter from Social Services.

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Tuckman's Stages of Group Interaction</b>	Tuckman's stages of group interaction were named after Bruce Tuckman, an educational psychologist. He originally developed a four stage model (he later refined and developed this further and added a fifth stage) after studying the behaviours of small groups of people in a range of different environments. His research showed how groups need to go through a series of different processes or stages before they can reach their full potential and work effectively. Tuckman's original group development model consisted of the following 4 stages: 1) Forming (where the group members are getting to know each other), 2) Storming (where group members begin to ascertain their views and ideas that may be similar to and/or in contrast to the views and ideas of others), 3) Norming (where the group establish their aim and individual group members' roles and responsibilities) and 4) Performing (where the group works effectively and the group members together to a consistently high standard). Tuckman later revised this and developed Stage 5 which was named Adjourning (where the group achieve their aim and complete their work, an opportunity for group members to recognise their achievements and move on).
<b>Values</b>	Ideas that become part of individuals' lives and form a system by which they live their lives; very often individuals' beliefs can develop into values. For example, an individual may believe that making arrangements for their child to be privately educated is their duty as a parent or that living their life honestly and peacefully leads to happiness.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<p><b>The differences that exist between health, social care and child care environments</b></p>	<p>Learners may not know about the wide range of health, social care and child care environments that exist.</p> <p>Learners could overcome this by researching each sector in turn. For the health and social care sectors learners could find out more about the services that are monitored and inspected by the Care Quality Commission; the independent regulator of all health and social care services in England.</p> <p>For the range of environments that exist in the child care sector learners could research the website belonging to the organisation, PACEY, the Professional Association for Childcare and Early Years that promotes best practice and supports childcare professionals to deliver high standards of care and learning.</p> <p>Learners could also be asked to find out about the health, social care and early years settings available in their local area by accessing their local authority website.</p>	<p>Organisation: Care Quality Commission Resource Title: Services we Regulate Website Link: <a href="http://www.cqc.org.uk/content/services-we-regulate">http://www.cqc.org.uk/content/services-we-regulate</a> Description: An A-Z of Health and Social Care Services that are regulated</p> <p>Organisation: Pacey Resource Title: Types of childcare Website Link: <a href="http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/">http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/</a> Description: Types of childcare</p>
<p><b>The terms pace, tone and pitch and how they are used in verbal communications</b></p>	<p>Learners may confuse the terms pace, tone and pitch and how these can affect communications with others and impact on the building of relationships.</p> <p>The Social Care Institute for Excellence (SCIE) is a leading improvement support agency and independent charity, working with the care and support sector in the UK.</p> <p>Tutors could show learners SCIE's, Dignity in Care: Communication video to learners and then ask them questions or develop a quiz about each of the scenarios such as: How did the staff communicate with Matthew? Was it effective? Why? Or How did the staff communicate with the older people they were supporting? Were the communications effective? Why?</p> <p>Tutors could also support learners to act out a number of different scenarios to the rest of the group to demonstrate how pace, tone and pitch and how they are used in verbal communications.</p>	<p>Organisation: Social Care Institute for Excellence (SCIE) Resource Title: Dignity in Care: Communication Website Link: <a href="http://www.scie.org.uk/socialcaretv/video-player.asp?v=communication">http://www.scie.org.uk/socialcaretv/video-player.asp?v=communication</a> Description: A 15 minute video of how effective communication works in practice and ensures dignity in care</p>

<p><b>The meanings of and differences that exist between the terms culture, race and religion</b></p>	<p>Learners may find it difficult to express the meanings of the terms culture, race and religion and understand the differences between these.</p> <p>Learners could overcome this by reading the NHS Scotland information and begin by finding out where the term 'culture' originates and then research examples of different cultures that exist such as Western and Eastern cultures.</p> <p>Learners could further their understanding around the terms race and religion by tutors providing information around the 'protected characteristics' that are covered by the Equality Act 2010 including the definitions of the term Race (including ethnic or national origins, colour or nationality) as well as the term Religion (including belief and lack of belief). Tutors could access the Government's easy to read guide titled 'The Equality Act, Making Equality Real'.</p>	<p>Culture This leaflet illustrates the definition of culture adopted by the NHS in Scotland. Supports: LO1 Format : leaflet <a href="http://www.flyingstart.scot.nhs.uk/learning-programmes/equality-and-diversity/cultural-competence/">http://www.flyingstart.scot.nhs.uk/learning-programmes/equality-and-diversity/cultural-competence/</a></p> <p>Organisation: Government's Equalities Office Resource Title: The Equality Act, Making Equality Real Website Link: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf</a> Description: An easy to read guide produced by the UK government on the Equality Act</p>
<p><b>The meaning of the social environment</b></p>	<p>Learners may find the term 'social environment' a difficult concept to understand.</p> <p>The Social Care Institute for Excellence (SCIE) is a leading improvement support agency and independent charity, working with the care and support sector in the UK.</p> <p>Tutors could show SCIE's Care Experienced Young People video to learners and then discuss as a group how Colin, the young person's life changed as a result of his social environment and the relationships he built with others.</p>	<p>Organisation: Social Care Institute for Excellence (SCIE) Resource Title: Care experienced young people Website Link: <a href="http://www.scie.org.uk/socialcaretv/video-player.asp?guid=23d82cf5-9171-4f46-b1c6-89149397eb1f">http://www.scie.org.uk/socialcaretv/video-player.asp?guid=23d82cf5-9171-4f46-b1c6-89149397eb1f</a> Description: A 10 minute video that tells the story of Colin, a care experienced young person who faced a number of challenges during his years in care and was supported to overcome these by forming some positive relationships.</p>

<p><b>The meaning of spirituality</b></p>	<p>Learners may have limited knowledge about the concept of spirituality.</p> <p>Tutors could support learners to further their knowledge of this concept by enabling them to understand how spirituality is linked to mental health and wellbeing.</p> <p>Tutors could share with learners the leaflet produced by the Royal College of Psychiatrists titled ‘Spirituality and Mental Health’. The Royal College of Psychiatrists is the professional body responsible for education, training, setting and raising standards in psychiatry.</p>	<p>Organisation: Royal College of Psychiatrists Resource Title: Spirituality and mental health Website Link: <a href="http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx">http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx</a> Description: A leaflet produced by the Royal College of Psychiatrists on what spirituality is and how it is linked to mental health.</p>
<p><b>The concept of person centred care</b></p>	<p>Learners may not know what person-centred care is, its importance or how it has developed as a way of working.</p> <p>Tutors could introduce learners to the Health Foundation’s guide ‘Person-centred care made simple’. The Health Foundation is a charity whose aim is to improve the quality of healthcare in the UK so that all healthcare is safe, effective, person-centred, timely, efficient and equitable.</p> <p>Learners could learn more about the four principles of person-centred care and the development of person-centred initiatives such as the 6 C’s:</p> <ol style="list-style-type: none"> <li>1. care</li> <li>2. compassion</li> <li>3. courage</li> <li>4. commitment</li> <li>5. competence</li> <li>6. communication</li> </ol>	<p>Organisation: Health Foundation Resource Title: Person-centred care made simple Website Link: <a href="http://personcentredcare.health.org.uk/sites/default/files/resources/person-centred_care_made_simple_1.pdf">http://personcentredcare.health.org.uk/sites/default/files/resources/person-centred_care_made_simple_1.pdf</a> Description: An overview of person-centred care in relation to healthcare.</p>
<p><b>The meaning of a reflective practitioner</b></p>	<p>Learners may have limited knowledge on what is involved in being a reflective practitioner.</p> <p>Tutors could direct learners to Brightside, a national charity which provides access to a free on line library called ‘Bright Knowledge’ for students in relation to careers and education.</p> <p>Tutors could ask learners to research different models and concepts used to help them understand what reflective practice involves such as Gibbs’ reflective cycle model or Schon’s concepts of reflection in action and reflection on action.</p>	<p>Organisation: Brightside Resource Title: What is reflective practice? Website Link: <a href="http://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice">http://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice</a> Description: A short guide to reflective practice.</p>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand relationships in health, social care or child care environments		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>About You</b>  	<p>Tutors could introduce the topic of relationships in health, social care or child care environments by asking learners to begin by thinking about themselves and the different types of relationships that they have in their lives. Learners could then share this with each other in pairs or present their findings visually using pictures or in the form of a spider gram.</p> <p>Tutors could then ask learners as a whole group activity to make a list of the different relationships that have been identified and their key attributes. These could be written on post it notes and then sorted under relationship types on flip chart paper to give a visual representation to the whole group as to what commonalities and differences there are in relation to relationship types.</p>	1 hour	
<b>Relationship Types in Care</b>  	<p>Tutors could ask learners to get into three groups and research three different care environments; Group 1 – Health Care, Group 2 – Social Care and Group 3 – Child Care. Each Group could be tasked with finding out for each environment the different types of relationships that exist in each of these. Each Group could then be tasked with presenting their findings to the other Groups.</p> <p>Groups 1 and 2 may find the Care Quality Commission’s website a useful source of information:</p> <p>Organisation: Care Quality Commission            ResourceTitle: Services we Regulate            Website Link: <a href="http://www.cqc.org.uk/content/services-we-regulate">http://www.cqc.org.uk/content/services-we-regulate</a>            Description: An A-Z of Health and Social Care Services that are regulated</p> <p>Group 3 may find Pacey’s website a useful source of information:</p> <p>Organisation: Pacey            Resource Title : Types of childcare            Website Link: <a href="http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/">http://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/</a>            Description: Types of childcare</p>	1 hour	Unit 3 LO1 Unit 11 LO2 Unit 18 LO1 Unit 19 LO1

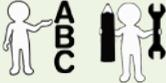
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What Relationship When?</b></p>	<p>Tutors could begin by introducing learners to the important differences between formal (i.e. professional working relationships) and informal (i.e. personal relationships with partners, families and friends) relationships; that will require different skills and approaches depending on their context. Tutors could provide learners with the key attributes of each.</p> <p>A useful web resource for the topic of formal relationships could be:            Organisation: NICE (National Institute for Health and Care Excellence)            Resource Title: Your relationship with health and social care professionals            Website Link: <a href="https://www.nice.org.uk/guidance/cg136/ifp/chapter/your-relationship-with-health-and-social-care-professionals">https://www.nice.org.uk/guidance/cg136/ifp/chapter/your-relationship-with-health-and-social-care-professionals</a>            Description: An account of the formal relationships that people who use adult NHS mental health services can expect from professionals</p> <p>A useful web resource for the topic of informal relationships could be:            Organisation: Mencap            Resource Title: My Friends – Monim and Jay on darts and dating            Website Link: <a href="http://mylife.mencap.org.uk/landing.asp?id=39&amp;type=video">http://mylife.mencap.org.uk/landing.asp?id=39&amp;type=video</a>            Description: A short 3 minute video (that can also be downloaded with a text transcript) that describes the informal relationships that Monim and Jay (two friends who have learning disabilities) have with each other and others.</p> <p>Tutors could then support learners to think about other relationship contexts that exist and ask learners to consider how relationships can occur with one individual (on a one-to-one basis) and collectively with others in a group. Tutors could provide learners with examples of both across health, social care and child care environments:</p> <p>Examples of One to One Relationships could include:            A patient and his GP in the GP's surgery (health), A young person in foster care and his social worker in a meeting at the young person's home (social care) and a mother and her child at a nursery open day (child care).</p> <p>Examples of Group Relationships could include:            A group of nursing professionals at a conference (health), a team of carers supporting a group of individuals who have multiple disabilities participate in a craft activity in the lounge (social care) and a father and advocate supporting a child with autism spend an afternoon at home with three of the child's friends (child care).</p> <p>Learners could then be tasked to provide their own examples of relationship contexts and share these with the rest of the group.</p>	2 hours	



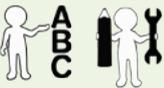
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Throughout the Years</b>	<p>How context can impact on relationships in health, social care or child care environments is important for learners to understand. Tutors could begin by explaining how relationships can change for an individual throughout their life span and could then ask learners to carry out a series of role plays to illustrate how context impacts on relationships. Suggestions for scenarios that could then be role played and form the basis of a whole group or small group discussions are included below:</p> <p>Scenario 1 – Ranah as a child aged 4 years. Environment - in a play group with other children. Ranah enjoys being independent, taking part in the structured activities planned by the play group workers and making friends with other children.</p> <p>Scenario 2 – Ranah as a young person aged 15 years. Environment – in school. Ranah enjoys spending as much time as possible with her friends. Ranah’s mother would like her to spend a little more time at home helping to look after her little brother who has a physical impairment.</p> <p>Scenario 3 – Ranah aged 20 years. Environment – at work in a social care setting. Ranah was unsure what career she wanted after leaving school and so volunteered at the residential care home where her grandmother lives and was offered a job as a care assistant. Ranah finds it difficult at times to work in the same setting her grandmother lives.</p> <p>Scenario 4 – Ranah aged 30 years. Environment – at home accessing health and social care services. Ranah was diagnosed with Multiple Sclerosis at 30 years old and left work due to the symptoms she was experiencing that included fatigue and loss in vision. After trying a number of treatments, Ranah has found that a combination of drug treatments, reflexology and meditation has enabled her to manage her symptoms. Her aim is to return to work as soon as possible.</p> <p>Scenario 5 – Ranah aged 40 years. Environment – at work in a social care setting. Ranah has had several relapses with her condition but has returned to work. Ranah now works as a Team Leader for an organisation that provides specialist care and support to individuals who have multiple sclerosis and wish to remain living independently at home.</p> <p>In terms of building learners’ knowledge around the topics explored in the scenarios above tutors may find the following resources useful:</p> <p>Scenario 1 – The Childcare and Parenting webpages provides parenting advice and information on childcare services and related information <a href="https://www.gov.uk/browse/childcare-parenting">https://www.gov.uk/browse/childcare-parenting</a></p>	2 hours	

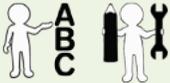
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Throughout the Years</b></p> 	<p>Scenario 2 – Scope is a charity that supports people who have disabilities have access to the same opportunities as everyone else. It’s website page titled ‘Impairments and conditions’ explains what having a physical impairment means and on the link that follows also contains a video called, Katherine’s video of how her physical impairment affects her: <a href="http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical">http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical</a></p> <p>Scenario 3 – NHS Choices provides health and social care information. It’s website page titled ‘care homes’ provides information about different types of residential care homes: <a href="http://www.nhs.uk/conditions/social-care-and-support-guide/pages/care-homes.aspx">http://www.nhs.uk/conditions/social-care-and-support-guide/pages/care-homes.aspx</a></p> <p>Scenario 4 – The Multiple Sclerosis Society, the UK’s leading MS charity, has a website’s page titled: ‘What is MS?’ includes information about this condition: <a href="http://www.mssociety.org.uk/what-is-ms">http://www.mssociety.org.uk/what-is-ms</a>. Additional information about the different treatments and therapies available to manage MS is provided on its website page titled: ‘Treatments and therapies’: <a href="http://www.mssociety.org.uk/what-is-ms/treatments-and-therapies">http://www.mssociety.org.uk/what-is-ms/treatments-and-therapies</a></p> <p>Scenario 5 – The Multiple Sclerosis Society, the UK’s leading MS charity, has information on its website around maintaining independence such as on web page titled ‘Home adaptations’ <a href="http://www.mssociety.org.uk/ms-support/practical-and-financial-help/home-adaptations">http://www.mssociety.org.uk/ms-support/practical-and-financial-help/home-adaptations</a> and web page titled: ‘Mobility, driving and transport’: <a href="http://www.mssociety.org.uk/ms-support/mobility-driving-transport">http://www.mssociety.org.uk/ms-support/mobility-driving-transport</a></p>		

# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand the factors that influence the building of relationships		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What is Communication?</b></p> <p>See Lesson Element Communication Skills</p> 	<p>For learners to understand how communication factors influence the building of relationships, tutors must first ensure that learners understand what is meant by the term communication, the different forms it can take and how more than one form of communication may occur at the same time.</p> <p>Tutors could ask learners to individually explain in one sentence what communication is and then share this with the rest of the group; either through posting up their sentences on flip chart or the white board.</p> <p>Tutors could then provide the whole group with some information about what communication is.</p> <p>The Royal College of Nursing (RCN) has developed an on line free resource 'First Steps for Health Care Assistants (HCAs)' available at: <a href="http://rcnhca.org.uk/top-page-001/">http://rcnhca.org.uk/top-page-001/</a>, that is used to support individuals new to a career in health care and also can form part of a workplace induction programme. It contains a whole section with interactive videos on what communication is, its importance, the five key aspects of communication: listening and attending, non – verbal, verbal, questioning and written.</p> <p>Information about the 7 Cs of communication as well as relevant scenarios that tutors could use with learners are included on Mind Tools web page: A Checklist for clear communication: <a href="http://www.mindtools.com/pages/article/newCS_85.htm">http://www.mindtools.com/pages/article/newCS_85.htm</a></p> <p>HelpGuide is an organisation that provides free online resources about mental health and wellbeing and has a good web page titled 'Nonverbal Communication' that provides information about the different forms this can take. <a href="http://www.helpguide.org/articles/relationships/nonverbal-communication.htm">http://www.helpguide.org/articles/relationships/nonverbal-communication.htm</a>. This web page also contains 3 case scenarios that are focused on the impact that non-verbal communication can have on relationships. Tutors could find one or all of these scenarios useful as the basis of a whole group or small group discussion with learners.</p> <p>An engaging 3 minutes animated clip is also available on You Tube: <a href="https://www.youtube.com/watch?v=S7CN9Trw43w">https://www.youtube.com/watch?v=S7CN9Trw43w</a></p> <p>Titled 'What is communication' is part of an 8 weeks free online course 'Introduction to Communication Science' given by the University of Amsterdam and provides some useful information about what communication is.</p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Adapting Communication</b></p> 	<p>Tutors will need to ensure learners understand how communication can be adapted. Tutors could ask learners to get into small groups and produce a short presentation to the rest of the group about the different ways communication can be adapted. Tutors could ask learners to be creative and use a variety of different ways of communicating their meanings to the rest of the group i.e. words, gestures, pictures, signs.</p> <p>Useful sources of information can include the following:</p> <p>Sense, a national charity that supports individuals who are deafblind and have sensory impairments has a useful web page titled: 'methods of communicating with people who are deafblind that contains a wide range of different forms of communication that have been adapted to meet individuals' needs: <a href="http://www.sense.org.uk/content/methods-communicating-people-who-are-deafblind">http://www.sense.org.uk/content/methods-communicating-people-who-are-deafblind</a></p> <p>The Makaton Charity has a web page titled 'How Makaton works' that provides information about what Makaton is: <a href="https://www.makaton.org/aboutMakaton/howMakatonWorks">https://www.makaton.org/aboutMakaton/howMakatonWorks</a></p> <p>Action on Hearing Loss, an organisation that provides support to individuals who have hearing loss has a web page titled: 'British Sign Language (BSL) that includes information about BSL: <a href="http://www.actiononhearingloss.org.uk/your-hearing/ways-of-communicating/british-sign-language-bsl.aspx">http://www.actiononhearingloss.org.uk/your-hearing/ways-of-communicating/british-sign-language-bsl.aspx</a></p> <p>The Royal National Institute for the Blind (RNIB), an organisation that provides support to individuals who have sight loss provide useful information on their web page about how individuals who are blind or have partial sight loss can read by touch on their web page titled 'Braille and Moon': <a href="https://www.nib.org.uk/braille-and-moon-tactile-codes">https://www.nib.org.uk/braille-and-moon-tactile-codes</a></p>	2 hours	Unit 9 LO2
<p><b>Communication Theories</b></p> <p>See Lesson Element Communication Skills</p> 	<p>It is important that learners understand the purpose of communication theories and models, how they work in practice and importantly how they can be applied to health and social care contexts. Learners could be asked to research a number of communication theories such as Argyle's stages of the communication cycle, Tuckman's stages of group interaction and Egan's SOLER framework.</p> <p>For example, Mind Tools is a useful source of information for Tuckman's model; web page titled: Forming, Storming, Norming, and Performing accessed from: <a href="http://www.mindtools.com/pages/article/newLDR_86.htm">http://www.mindtools.com/pages/article/newLDR_86.htm</a></p> <p>Learners could also put their understanding into practice by carrying out role plays based on social care, health care or child care scenarios.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Culture and Relationships</b></p> <p>See Lesson Element Communication Skills</p> 	<p>Tutors could introduce learners to the meaning of the word 'culture' by sharing with the whole group the information presented by NHS Scotland, and begin by explaining where the term 'culture' originates and then research examples of different cultures that exist such as Western and Eastern cultures. The details of the article are as follows:</p> <p>Organisation - NHS Scotland Resource title: Cultural Competence Website Link: <a href="http://www.flyingstart.scot.nhs.uk/learning-programmes/equality-and-diversity/cultural-competence/">http://www.flyingstart.scot.nhs.uk/learning-programmes/equality-and-diversity/cultural-competence/</a></p> <p>Learners will also need to understand the differences and meaning of the terms race and religion by tutors providing information around the 'protected characteristics' that are covered by the Equality Act 2010 including the definitions of the term Race (including ethnic or national origins, colour or nationality) as well as the term Religion (including belief and lack of belief). Tutors could access the Government's easy to read guide titled 'The Equality Act, Making Equality Real'. This resource is available from:</p> <p>Organisation: Government's Equalities Office Resource Title: The Equality Act, Making Equality Real Website Link: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf</a> Description: An easy to read guide produced by the UK government on the Equality Act.</p>	2 hours	

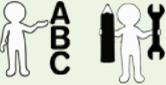
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>The Environment</b></p> 	<p>It is important that learners understand the environmental factors that can influence the building of relationships. Tutors could begin by asking learners to consider the impact of the physical environment for individuals who have different needs.</p> <p>For example, tutors could discuss with learners the information provided on the National Autistic Society's web page 'The Environment and Surroundings' a useful starting point to explain to learners how different aspects of the physical environment can influence the building of relationships with both adults and children: <a href="http://www.autism.org.uk/living-with-autism/at-home/environment-and-surroundings.aspx">http://www.autism.org.uk/living-with-autism/at-home/environment-and-surroundings.aspx</a>. The National Autistic Society leading UK charity for people with autism (including Asperger syndrome) and their families.</p> <p>For knowledge of the meaning and impact of the social environment, tutors could show SCIE's Care Experienced Young People video to learners and then discuss as a group how Colin, the young person's life changed as a result of his social environment and the relationships he built with others. The group could also be encouraged to think about how Colin's background and experience in care impacted on the relationships he had with his family and the professionals supporting him.</p> <p>This resource is available from: Organisation: Social Care Institute for Excellence (SCIE) Resource Title: Care experienced young people Website Link: <a href="http://www.scie.org.uk/socialcaretv/video-player.asp?guid=23d82cf5-9171-4f46-b1c6-89149397eb1f">http://www.scie.org.uk/socialcaretv/video-player.asp?guid=23d82cf5-9171-4f46-b1c6-89149397eb1f</a> Description: A 10 minute video that tells the story of Colin, a care experienced young person who faced a number of challenges during his years in care and was supported to overcome these by forming some positive relationships.</p>	1 hour	

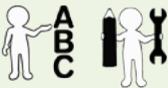
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>See Lesson Element Communication Skills</p> 	<p>Tutors could introduce the spirituality concept to learners by explaining how spirituality is linked to mental health and wellbeing.</p> <p>Tutors could share with learners the leaflet produced by the Royal College of Psychiatrists titled 'Spirituality and Mental Health'. The Royal College of Psychiatrists is the professional body responsible for education, training, setting and raising standards in psychiatry. This resource is available from:</p> <p>Organisation: Royal College of Psychiatrists Resource Title: Spirituality and mental health Website Link: <a href="http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx">http://www.rcpsych.ac.uk/mentalhealthinformation/therapies/spiritualityandmentalhealth.aspx</a> Description: A leaflet produced by the Royal College of Psychiatrists on what spirituality is and how it is linked to mental health.</p> <p>Learners could develop their understanding of what spirituality is, how it is different to religion as well as think about examples of spiritual practices and then ask each learner to produce their own leaflet around what spirituality involves.</p>	1 hour	
<p><b>Physical Factors and Relationships</b></p>	<p>Learners could learn more about the physical factors that influence the building of relationships by considering how conditions, sensory impairments, physical disabilities, language and perception needs, alcohol and drugs can influence relationships. This can be done by tutors guiding learners to carry out some research about what each of these factors involve and how they may influence the building of relationships. Tutors could then question learners on these or ask learners to work in pairs and question each other.</p> <p>Useful resources around each of these areas are available from the following websites:</p> <p><b>Resources for Conditions:</b> Organisation: Alzheimer's Society Resource Title: About Dementia Website Link: <a href="http://www.alzheimers.org.uk/site/scripts/documents.php?categoryID=200120">http://www.alzheimers.org.uk/site/scripts/documents.php?categoryID=200120</a> Description: Information about Dementia</p> <p>Organisation: Rethink Mental Illness Resource Title: Conditions Website Link: <a href="http://www.rethink.org/diagnosis-treatment/conditions">http://www.rethink.org/diagnosis-treatment/conditions</a> Description: Information about different types of mental illnesses</p>	2 hours	

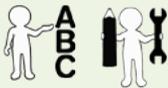
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Physical Factors and Relationships</b></p> <p>See Lesson Element Communication Skills</p> 	<p><b>Resources for Sensory Impairments:</b>            Organisation: Sense            Resource Title: Introduction to deafblindness            Website Link: <a href="http://www.sense.org.uk/content/introduction-deafblindness">http://www.sense.org.uk/content/introduction-deafblindness</a>            Description: Information about what it means to have hearing and vision impairments</p> <p>Organisation: Action on Hearing Loss            Resource Title: Factsheets and Leaflets            Website Link: <a href="http://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets.aspx">http://www.actiononhearingloss.org.uk/supporting-you/factsheets-and-leaflets.aspx</a>            Description: A range of factsheets and leaflets about hearing loss</p> <p><b>Resource for Physical Disability:</b>            Organisation: Scope            Resource Title: Impairments and conditions            Website Link: <a href="http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical">http://www.scope.org.uk/support/professionals/learning-together/impairment-conditions/physical</a>            Description: Information and a short video to explain what physical impairment means</p> <p><b>Resource for Language and Perception Needs:</b>            Organisation: National Autistic Society            Resource Title: What is autism?            Website Link: <a href="http://www.autism.org.uk/about-autism/introduction/what-is-autism.aspx">http://www.autism.org.uk/about-autism/introduction/what-is-autism.aspx</a>            Description: Information and a 4 minute video on what autism is</p> <p><b>Resources for Alcohol and Drugs:</b>            Organisation: Alcohol Education Trust            Resource Title: Alcohol education resources for 11-18 year olds            Website Link: <a href="http://www.alcoholeducationtrust.org/teacher-area/overview-core-resources/">http://www.alcoholeducationtrust.org/teacher-area/overview-core-resources/</a>            Description: A series of free downloadable resources on alcohol education</p> <p>Organisation: FRANK (Friendly, confidential drugs advice)            Resource Title: The highs, the lows and everything in between            Website Link: <a href="http://www.talktofrank.com/story/mkat-highs-and-lows">http://www.talktofrank.com/story/mkat-highs-and-lows</a>            Description: A series of free downloadable resources on drugs education</p>		

# SUGGESTED ACTIVITIES

<b>LO No:</b>	<b>3</b>		
<b>LO Title:</b>	<b>Understand how a person-centred approach builds positive relationships in health, social care or child care environments</b>		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<p><b>What is the person-centred approach?</b></p> 	<p>It is important for learners to understand how the person-centred approach developed from the work of the psychologist Dr Carl Rogers. Tutors could ask learners to complete a short presentation. Learners could use the resource below that contains useful information about how the person-centred approach originated:</p> <p>Organisation: The British Association for the Person-centred Approach            Resource Title: What is the Person-Centred Approach?            Website Link: <a href="http://www.bapca.org.uk/about/what-is-it.html">http://www.bapca.org.uk/about/what-is-it.html</a>            Description: Information about how the person-centred approach was developed</p>	1 hour	Unit 6 LO2 Unit 7 LO6 Unit 9 LO3 Unit 12 LO1 Unit 16 LO3 Unit 20 LO1 Unit 21 LO4 Unit 22 LO1
<b>Person-centred care in action</b>	<p>Tutors could introduce learners to the concept of person-centred care in health care by discussing with the whole group the Health Foundation's guide 'Person-centred care made simple'. The Health Foundation is a charity whose aim is to improve the quality of healthcare in the UK so that all healthcare is safe, effective, person-centred, timely, efficient and equitable.</p> <p>Learners could learn more about the four principles of person-centred care and the development of person-centred initiatives such as the 6 C's:</p> <ol style="list-style-type: none"> <li>1. care</li> <li>2. compassion</li> <li>3. courage</li> <li>4. commitment</li> <li>5. competence</li> <li>6. communication</li> </ol> <p>This resource can be obtained from:</p> <p>Organisation: Health Foundation            Resource Title: Person-centred care made simple            Website Link: <a href="http://personcentredcare.health.org.uk/sites/default/files/resources/person-centred_care_made_simple_1.pdf">http://personcentredcare.health.org.uk/sites/default/files/resources/person-centred_care_made_simple_1.pdf</a>            Description: An overview of person-centred care in relation to healthcare</p>	2 hours	Unit 6 LO3 Unit 7 LO6 Unit 9 LO3 Unit 12 LO1 Unit 16 LO3 Unit 20 LO1 Unit 21 LO4 Unit 22 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Person-centred care in action</b></p> <p>See Lesson Element: A Person Centred Approach</p> 	<p>Learners could then be asked to produce a leaflet/poster about what a person-centred approach in healthcare means.</p> <p>Tutors could introduce learners to the concept of person-centred care in adult social care by accessing the information available from SCIE:</p> <p>Organisation: SCIE (Social Care institute for Excellence)  Resource Title: Person-centred planning – an explanation  Website Link: <a href="http://www.scie.org.uk/publications/guides/guide08/person.asp">http://www.scie.org.uk/publications/guides/guide08/person.asp</a>  Description: An explanation of the meaning of being person-centred</p> <p>Learners could then be asked to produce a leaflet/poster about what person-centred care in adult social care means.</p> <p>Tutors could introduce learners to the concept of person-centred care in the child care sector by accessing the information available from the NCB:</p> <p>Organisation: NCB (National Children’s Bureau)  Resource Title: Listening to Young Children and the Early Years Foundation Stage  Website Link: <a href="http://www.ncb.org.uk/media/58899/factsheet_3_finaltemplate_ready_listening.pdf">http://www.ncb.org.uk/media/58899/factsheet_3_finaltemplate_ready_listening.pdf</a>  Description: A factsheet that explains the child-centred approach in early years</p> <p>Learners could then be asked to produce a leaflet/poster about what a person-centred approach in child care means.</p> <p>Tutors could extend this activity by asking learners to discuss the similarities and differences that exist between each approach.</p>		

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>The Role of Training</b></p> 	<p>It is important that learners understand the importance of training in ensuring a person-centred approach.</p> <p>Useful information about the Care Certificate developed, jointly by Skills for Care, Health Education England and Skills for Health for the induction of health and social care workers can be accessed from the link below.</p> <p>Organisation: Skills for Care Resource Title: Care Certificate Website Link: <a href="http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx">http://www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx</a> Description: Information about the Care Certificate Standards</p> <p>The Royal College of Nursing (RCN) has developed an on line free resource 'First Steps for Health Care Assistants (HCAs)' available at: <a href="http://rcnhca.org.uk/top-page-001/">http://rcnhca.org.uk/top-page-001/</a>, that is used to support individuals new to a career in health care and also can form part of a workplace induction programme.</p> <p>Tutors could then hold a whole group discussion about the importance of induction for staff.</p> <p>Professionals from the health care sector, the social care sector and the child care sector could then be invited to speak with the whole group about the training that is required for them to carry out their roles and how this ensures a person-centred approach.</p> <p>Professionals from the health care sector, the social care sector and the child care sector could also be invited to speak with the whole group about person-centred care in the services where they work including how and why care values and principles are promoted and reflective practice is used. Learners could be supported to prepare questions for each professional.</p> <p>Tutors could then facilitate a whole group discussion about the values and practices each professional spoke about and how this related to person-centred working and building relationships.</p>	2 hours	Unit 2 LO4

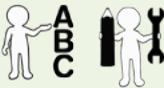
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Positive Relationships</b></p> 	<p>Tutors could begin by asking learners to think about the benefits of person-centred approaches. Learners could be encouraged to reflect on the professionals who were invited to speak to the whole group and the benefits of using person centred approaches.</p> <p>The benefits of the person-centred approach for individuals, their family and friends, the professionals and staff and the wider community is explained well in the information provided by the Disabilities Trust, a national charity that provides care and support to both children and adults who have a range of disabilities including autism, on the web page titled 'Person Centred Approach': <a href="http://www.thedtgroup.org/autism-and-learning-disabilities/information-for-professionals/person-centred-approach.aspx">http://www.thedtgroup.org/autism-and-learning-disabilities/information-for-professionals/person-centred-approach.aspx</a></p> <p>Learners could then be asked to work in pairs and role play a short scenario twice; once using the person-centred approach and once not using it. The observers in the whole group could then be asked to discuss how a person-centred approach supports positive relationships.</p> <p>Suggested scenarios could include:</p> <p>A health care scenario – Marie has an appointment with the Neurologist at the hospital to discuss the medication she is taking for epilepsy. Marie is unsure about continuing with her medication as she is experiencing many side effects including drowsiness, weight gain and difficulties concentrating.</p> <p>A social care scenario – Liam has learning disabilities. He is not happy spending most of his evenings at home. He wants to go out with his friends and try new activities. Liam's support worker Mark is meeting with him today to discuss this.</p> <p>An child care scenario – Yana is 8 years of age. You notice that she finds it difficult when she is in a large group with other children to share the equipment used in activities and when asked to do so gets very angry.</p>	2 hours	

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>What is Reflection?</b></p> <p>See Lesson Element Reflection in Practice</p> 	<p>It is important for learners to understand what reflection is and why it is important.</p> <p>Tutors could direct learners to a useful resource developed by Brightside, a national charity which provides access to a free on line library called 'Bright Knowledge' for students in relation to careers and education that explains what reflective practice is.</p> <p>Organisation: Brightside  Resource Title: What is reflective practice?  Website Link: <a href="http://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice">http://www.brightknowledge.org/knowledge-bank/medicine-and-healthcare/spotlight-on-medicine/what-is-reflective-practice</a>  Description: A short guide to reflective practice</p> <p>A useful article published in the Nursing times on the use of reflective practice in nursing can be accessed from the following web link: <a href="http://www.nursingtimes.net/Journals/2012/06/08/v/f/120612-PrDisc-reflect.pdf">http://www.nursingtimes.net/Journals/2012/06/08/v/f/120612-PrDisc-reflect.pdf</a></p> <p>Tutors could question learners about their understanding of reflective practice and agree on a whole group meaning of the term. Learners could be asked to get into small groups and identify as many reasons as they can why they think reflection is important when working in health, social care and child care settings.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Models of Reflection</b></p> <p>See Lesson Element Reflection in Practice</p> 	<p>Tutors could ask learners to research different models and frameworks that are used to help understand what reflective practice involves. Learners could be asked to work in small groups and design a poster that explains the models of reflection/frameworks that they have researched.</p> <p>Mind Tools for example includes a useful resource to explain Gibbs' Reflective cycle:</p> <p>Organisation: Mind Tools Resource Title: Gibbs' Reflective cycle Website Link: <a href="http://www.mindtools.com/pages/article/reflective-cycle.htm">http://www.mindtools.com/pages/article/reflective-cycle.htm</a> Description: An explanation of Gibbs' reflective cycle model</p> <p>Diagrams representing the key concepts of Gibb's reflective cycle, Schon's concepts of reflection in action and reflection on action and Kolb's experiential learning theory are available on the following web link:</p> <p>Organisation: Bradford University Resource Title: Reflection Models and Frameworks Website Link: <a href="http://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm">http://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm</a> Description: Diagrams of Gibbs' reflective cycle, Schon's concepts of reflection and Kolb's experiential learning theory.</p>	2 hours	Unit 20 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Effective Communication Skills</b></p>	<p>It is important for learners to understand how to use communication skills effectively and why this is important.</p> <p>The Royal College of Nursing (RCN) has developed an on line free resource 'First Steps for Health Care Assistants (HCAs)' that is used to support individuals new to a career in health care and also can form part of a workplace induction programme. Information about the importance of communication skills can be found at <a href="http://rcnhca.org.uk/top-page-001/19-2/">http://rcnhca.org.uk/top-page-001/19-2/</a> on the web page titled: 'Why communication is important'.</p> <p>Learners must also understand the importance and impact on building relationships of the following key skills when working in health, social care and child care settings: Listening and attending – information and two audio clips of good and poor listening skills are available from:</p> <p>Organisation: The Royal College of Nursing (RCN)  Resource Title: Listening and attending  Website Link: <a href="http://rcnhca.org.uk/top-page-001/communication-methods/listening-and-attending/">http://rcnhca.org.uk/top-page-001/communication-methods/listening-and-attending/</a>  Description: Information and audio clips about listening and attending skills.</p> <p>Tutors could introduce the topic of communication barriers by asking learners to reflect on the Adapting Communication activity they completed in relation to LO2 and considering the barriers that may exist in relation to :</p> <ul style="list-style-type: none"> <li>• where the communication takes place (physical environment)</li> <li>• with whom the communication takes place (social environment)</li> <li>• how verbal communication skills are used</li> <li>• how non-verbal communication skills are used</li> <li>• how written communication is used</li> <li>• communicating with individuals who have sensory impairments, other disabilities and conditions</li> </ul> <p>Tutors could give out a series of scenarios to learners on flip cards and ask learners in small groups to discuss how they would overcome these communication barriers:</p> <p>For example Scenarios could include the following:</p> <p>Communication Barrier 1 – The Physical Environment</p> <p>Mary has dementia and at lunch time refuses to eat with the others in the lounge. The lounge is noisy and each table seats six.</p>	2 hours	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Effective Communication Skills</b></p> <p>See Lesson Element Communication Skills</p> 	<p>Communication Barrier 2 – The Social Environment</p> <p>Jim has recently lost his partner. He feels alone and isolated and has stopped going out to play golf. A community care worker who supports another individual to play golf is concerned about Jim and plans on visiting him at home.</p> <p>Communication Barrier 3 – Using Verbal Communication Skills</p> <p>Nana will soon be starting to attend the local crèche. Her parents are worried because she only understands some words in English.</p> <p>Communication Barrier 4 – Using Non-verbal Communication Skills</p> <p>Funmi is a child-minder and following a recent accident has experienced some hearing loss in her left ear. Funmi does not know if she will be able to communicate with the children and their families when she returns to work.</p> <p>Communication Barrier 5 – Written Communication</p> <p>Chen is not very confident with his spelling and grammar and has been asked by his manager to document an individual's review when it takes place next week. Chen is keen to do this well.</p> <p>Communication Barrier 6 – Meeting An Individual's Specific Needs</p> <p>Lucas is autistic and will soon be moving into a shared house. As his support worker you are keen to ensure that he builds positive relationships with the other people who live with him.</p>		
<p><b>Reflective Practice</b></p> <p>See Lesson Element Reflection in Practice</p> 	<p>Learners could then be asked to reflect on a situation that they have encountered in relation to using communication skills effectively for building relationships. This could be a real life situation they have come across in a health, social care or child care setting or a situation as described for example in the scenarios included in the Positive Relationships activity.</p> <p>Learners could be asked to represent each of the stages or steps they have gone through of the reflective process in a visual form i.e. in the form of a diagram, visual image or picture. Learners could then be supported to share these with each other in pairs or in small groups.</p>	2 hours	



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