**Area of study: 1.1 Current context of the person-centred approach**

**Lessons**

| **Lesson number** | **Specification coverage** | **GLH** | **Lesson aims and outcomes** | **Lesson ideas, key words and activities** | **Useful resources** | **Student independent learning – ideas and useful resources** |
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| **1** | **Introduction to the assignment**  **1.1 Current context of the person-centred approach** | **2** | **By the end of the lesson, students should**:   * Understand the 6 Cs of nursing (Care, Compassion, Competence, Communication, Courage, and Commitment). * Understand each of the 6 Cs and their importance in health and social care. * Know how real-life examples of the 6 Cs are applied in healthcare | You could introduce students to the live assignment, tasks and criteria at the start of the lesson and the student guide to the NEA.  **Example 1 ideas/activities**  Starter: Think pair share. Display a case study involving a nurse and patient in a health related activity/task and ask students to identify which of the 6Cs are being demonstrated. This would suit a video clip. Share ideas with the rest of the class.  **Example 2 ideas/activities**  Group Research Task: Assign each group one of the 6 Cs to research, then create a poster/slide to explain their concept and real-life application. They should be able to explain what it is how it could be used.  Main Activity 2: Class Discussion: Students present their findings and provide examples. Teacher facilitates deeper discussion on their significance.  **Example 3 ideas/activities**  Discussion teacher led on the importance of 6 Cs and the impacts they have on relationship building with service users.  **Key words: service users, practitioners, vulnerable, care, compassion, competence, communication, courage, commitment**  **Command verb building: explain, discuss, analyse.** | [Department of Health’s document on the 6 Cs:](https://www.nhsprofessionals.nhs.uk/nhs-staffing-pool-hub/working-in-healthcare/the-6-cs-of-care) NHS England Resources Case study resources from OCR Health and Social Care textbooks.  [‘What are the 6 Cs of modern nursing?](https://www.youtube.com/watch?v=Z7t0Ce8uKTc)’ video  [‘The 6 Cs – at the heart of our community nursing’](https://www.youtube.com/watch?v=ZWbnXK2Kaig) This could be a good video to conclude the lesson with to show the importance of the 6Cs to patients.(9 minute video) | Flipped Learning: Provide students with a pre-class video to watch, such as ‘[The 6 Cs of Nursing Explained’ on YouTube Jane Commings introducing the 6 Cs.](https://url.avanan.click/v2/r02/___https://www.youtube.com/watch?v=Z7t0Ce8uKTc___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6MTRmNTpkY2I5MDY2NmM2ZTE0ZmFiMTU4ZjQ2MWRkNDQwMGJlNzdiNWUwNTdmZWNlODVlMjdiYTQwYzRhMmIwNWRjOGY2OnA6VDpG)  [TEDx talk related to compassionate healthcare.](https://url.avanan.click/v2/r02/___https://youtu.be/elW69hyPUuI___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6MzgyZDo5NjY2NDU5MWIxZDZlZmNhYjZlODdmZThjZGU2MWNhYTQyZTNjYTZiM2RjZWNiNDJiNTdiMjNkYmYzY2E5OTc3OnA6VDpG)  [‘How 40 Seconds of Compassion Could Save a Life’ TEDx talk, Dr. Stephen Trzeciak](https://url.avanan.click/v2/r02/___https://youtu.be/elW69hyPUuI___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6MzgyZDo5NjY2NDU5MWIxZDZlZmNhYjZlODdmZThjZGU2MWNhYTQyZTNjYTZiM2RjZWNiNDJiNTdiMjNkYmYzY2E5OTc3OnA6VDpG)  Follow-Up Activity: Students write a short reflection or blog on what compassion means to them in a healthcare setting. |

**Subject knowledge support for this area of study**

| **Subject knowledge enhancement** | **Details** |
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| **Underlying knowledge and understanding** | Students may already understand the 6 Cs of Care, recalling the knowledge from previous units of study. This should be built upon and can begin to incorporate how they are used and the impact they will have on service user’s relationships with their care workers.  Key wording: Service users, practitioners, vulnerable, competence.  Tier 2 word build up would be beneficial, a student glossary in their book works well or even a separate book for words just associated with Health and Social Care that students can add the unfamiliar words into to support their recall as they move through this unit and others. This also allows students to make sure they are using these throughout the NEA and will support their examination units, where key terms and words support the higher-grade boundaries. This could be introduced regularly as starters to the lesson through simple games of Taboo with key wording, phrase games or fill in the missing definition retrieval games.  Checking understanding of the wording and definitions of the 6 Cs themselves, before the main tasks for this lesson is crucial for all students to be able to progress and access the tasks. |
| **Common misconceptions** | Not to presume that students understand the meaning of each individual area of the 6 Cs.  You do not need to teach the students the role of the Local Authority. They also do not need to discuss the challenges to person-centred care.  The 6 Cs are independent of each other. Students may think that each of the 6 Cs operates in isolation, rather than understanding that they are interconnected and often work together to provide holistic care.  Compassion equals pity. Students might confuse compassion with pity or sympathy, not realising that compassion in nursing involves empathy and proactive action to help others.  Competence only relates to technical skills. Some students may believe that competence is limited to clinical or technical expertise, rather than including emotional intelligence, adaptability, and continuous learning.  Competence means perfection. Students may think that competence requires them to never make mistakes, rather than understanding it as a combination of skills, knowledge, and a commitment to learning and improvement.  Communication is just about speaking. Students might think communication is only about verbal interaction and fail to appreciate the importance of active listening, body language, and written communication in healthcare.  Courage is only needed in extreme situations. They may perceive courage as necessary only for life-threatening or high-stakes decisions, rather than recognising its importance in everyday tasks like speaking up for a patient or challenging poor practice.  Commitment is just about time. Students might associate commitment solely with working long hours, rather than understanding it as a dedication to values, lifelong learning and quality care. |
| **Key concepts** | Students should begin to understand working using the 6 Cs and what impact this has on delivering high quality care. They should also recognise the impact it has when they are not applied to individuals.  Students should be able to understand the importance and relate to ‘real world’ vocational practice.  To be able to meet the requirements of the NEA students will need to know the importance of the 6 Cs and person-centred working and how this should be applied to allow them a full range of knowledge to apply to their chosen individual when interviewing and planning their one-page profile.  The lesson concepts link to other units in this specification:  **F090: Principles of health and social care.**  Equality, Diversity, and Rights in Health and Social Care. The person-centred approach and the 6 Cs inherently promote equality and respect for diversity. They ensure service users’ rights are upheld by tailoring care to individual needs and preferences. The 6 Cs fit with the principles of equality, diversity, and rights. For example, compassion and care require recognising and respecting the diverse needs of service users, ensuring equitable treatment, and avoiding discrimination. For example, during the case study exercise, highlight scenarios involving service users from diverse backgrounds and discuss how the 6 Cs ensure equitable, respectful, and inclusive care.  **F091: Anatomy and Physiology for Health and Social Care.**  A person-centred approach requires understanding the anatomy and physiology of each service user to provide tailored, competent care. Compassion and care ensure this knowledge is applied empathetically. Competence is directly tied to understanding anatomy and physiology, enabling practitioners to provide appropriate care. Compassion and communication also play a role in explaining medical conditions and treatments to service users. For example, the activity using group research tasks can include scenarios where knowledge of anatomy and physiology supports compassionate care—for instance, explaining a diagnosis in an empathetic and understandable way.  **F093: Supporting People with Mental Health Conditions.**  The person-centred approach and the 6 Cs are vital in mental health care, where compassion, communication, and care are essential to build trust and provide appropriate support. Compassion and communication are particularly significant in mental health care, where understanding and empathy are essential for building trust. Courage may also be required to challenge stigma or advocate for patients. For example, the activity could Include mental health-related scenarios in case studies or research tasks, encouraging students to identify how the 6 Cs promote effective care and support for individuals with mental health challenges.  **F095: Investigating Public Health.**  Public health initiatives depend on communication and commitment to improve community wellbeing. Change is often required to implement or advocate for challenging interventions in vulnerable service users. The 6 Cs underpin public health initiatives, as practitioners need commitment to address health disparities, communication skills to educate communities, and compassion to engage vulnerable populations. For example, the flipped learning activities can involve pre-class videos on public health campaigns. Students can then analyse how the 6 Cs are integrated into public health strategies during discussions. |
| **Subject knowledge enhancement for teachers** | Read: NHS [England](https://url.avanan.click/v2/r02/___https://www.hee.nhs.uk/our-work/person-centred-care___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6NjRlNzo3MDRhOTVlM2RhM2I2MjY3NjA5ZTYwYTg1YmM0OGU1MDU5OTRiYmI1NDRlNjIzM2RkZDc0ZDljZmExZDE1ZWY5OnA6VDpG)  Refer to OCR textbook  [NHS England – Person-Centred Care](https://url.avanan.click/v2/r02/___https://www.hee.nhs.uk/our-work/person-centred-care___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6NjRlNzo3MDRhOTVlM2RhM2I2MjY3NjA5ZTYwYTg1YmM0OGU1MDU5OTRiYmI1NDRlNjIzM2RkZDc0ZDljZmExZDE1ZWY5OnA6VDpG)  [Health Education England – Person-Centred Practice](https://url.avanan.click/v2/r02/___https://www.hee.nhs.uk/our-work/enhancing-generalist-skills/enhance-learning-resources/handbook/person-centred-practice___.YXAxZTpjYW1icmlkZ2Vvcmc6YTpvOjQyNmMwYTBmZjE1MDI3YzFhMjczNjI0MzQ2NmI4MTEwOjc6YmQ3NDpjMTcxYzYzYjQ2ZmJlYjI1YWU0ZDIzNGRiZGM5YTJmZjM3N2Q3YzI0MmFmODQxZDAzMGViOTJiMjJmNjM4NDI4OnA6VDpG) |