

Activity 2

Choose two of the local care settings you have listed in activity 1. For each of the settings you have chosen, list all the professionals / people who work there and the type of relationships that exist in that setting, for example in a GP surgery you have receptionist to patient.

	Setting 1:	Setting 2:
Professionals / People who work there:		
Types of relationships:		

Activity 3

A wide range of communication skills are used in health or social care. Complete the table below with as many examples as possible to show how these skills are used in the two settings you have chosen (they can either be the same settings as in the last activity or two new ones).

Communication skill	Setting 1:	Setting 2:
Verbal communication - How might these be used in your settings?		
Non-verbal communication – you could consider how the following are used in your settings: <ul style="list-style-type: none"> ● Appropriate pace; ● Tone of voice; ● Pitch of voice; ● Eye contact; ● Awareness of dialect; ● Effective questioning; ● Active listening; ● Body language; ● Touch; ● Proximity; ● Non-discriminatory language; ● Avoiding slang & jargon; ● Age-appropriate; ● Demonstrating empathy. 		
Written communication – including: <ul style="list-style-type: none"> ● Different types of written communication used; ● Accurately recording information ● Avoiding slang and jargon. 		

<p>Special methods & adaptations – including:</p> <ul style="list-style-type: none"> • Makaton; • British Sign Language; • Deafblind language, Braille • Signs and symbols; • Technological aids. 		
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Section B

Choose two of the following life stages to complete your research task on:

- Infancy (0 -2 years);
- Early childhood (3 – 8 years);
- Adolescence (9 – 18 years);
- Early adulthood (19 – 45 years);
- Middle adulthood (46 – 65 years);
- Later adulthood (65+ years).

For the two life stages you have chosen you should explore the following areas:

- Physical development;
- Intellectual development;
- Emotional development;
- Social development.

You can choose to present your research in any format, for example PowerPoint, poster or other software. You should describe and explain each stage of development for your chosen life stages. Remember your research should be interesting to look at, so use images to support your explanations. You should be prepared to share your presentation with the class in the new term.

Section C – Part 1

People skills in health and social care People skills are highly needed by professionals when providing care for people various health needs. People skills are the skills that help us to get on with other people, and so develop relationships with them. Some of these skills are:

- Empathy – the ability to share and understand the emotions of others, such as sadness, anxiety or happiness
- Patience – the capacity to accept or tolerate problems without becoming annoyed or anxious
- Engendering trust – the ability to get people to trust you
- Flexibility – being able to fit in with others and change your own plans if necessary
- A sense of humour – being able to see the funny side of situations
- Negotiating – the process by which two parties with different interests or perspectives attempt to reach agreement, for example a doctor and a patient
- Honesty – being truthful and sincere
- Problem solving – the ability to ask the right questions and find an answer to a problem

Case Study

Toni, a 45-year-old woman with chest pain, is brought to the Accident and Emergency Department (A&E) in the middle of the night. The junior doctor tells her that she has had a minor heart attack and needs a surgical procedure on her heart to make sure that this doesn't happen again. However, the pain has receded and Toni feels much better. She is worried and agitated because her husband, who is severely disabled, is home alone and she is his only carer. She says she'd rather come back the next day.

The junior doctor is near the end of a double shift, is very tired and, although he clearly tells Toni the risks, he is rather abrupt and aloof with her and doesn't ask her why she wants to go home, before he is called away to another emergency. Toni discharges herself, but is brought back in an ambulance a few hours later in cardiac arrest, which leads to more serious damage to her heart.

Check your knowledge

1 Which of the people skills did the doctor use in dealing with Toni? How do you know this from the case study?

2 Which people skills could the doctor have used better? Explain your answer

Section C – Part 2

Multidisciplinary working

A multi-disciplinary team is made up of professionals from the same service who have different roles. These professionals work together to support an individual or a family facing complex situations. Effective multi-disciplinary working means that the individual gets a better service and better outcomes from the service provider. This is possible because the team takes a holistic approach to providing care, looking at all the person's needs and how they can be met. Multi-disciplinary working also helps avoid duplication of roles and responsibilities. The team must work together to be aware of conflicts that may arise between professionals, or between the service provider and user, to make sure the service user's wishes are acknowledged.

You need to know the specific roles and responsibilities of a variety of health and social care professionals within a multi-disciplinary team which relate to meeting an individual's health and social care needs.

Healthcare professionals

Multi-disciplinary teams are formed based on the individual's specific needs. For example, for someone diagnosed with cancer, the team might be made up of an oncologist, a radiologist, a haematologist, a dietician, a clinical nurse specialist and other specialist nurses. Each team member has a different role and responsibilities.

Voluntary sector workers

A multi-disciplinary team of voluntary sector workers may include:

- Macmillan nurses: Macmillan nurses are funded by the charity Macmillan Cancer Support. They are specialist nurses who provide guidance and support to individuals with cancer, and to their families.
- Family support worker: a family support worker's job is to provide emotional and practical help and advice to families with short- or long-term difficulties, such as drug or alcohol addiction, marital or financial difficulties, disability, problems accessing services due to a language barrier or having a parent in hospital or prison. The family support worker helps the family to deal with the situation, maybe by teaching them new skills or encouraging them to seek help from various other health and social care professionals. A family may be referred to a family support worker by a social worker.

Case Study - Maria's story

When Maria was 27 years old she was involved in a serious road traffic accident, and has to use a wheelchair. She is now 33 years old and stays at home to look after her 5-year-old son and 3-month-old daughter. Her husband Sven works on a production line in a local factory and has just been diagnosed with bowel cancer. He needs radiotherapy and chemotherapy. Sven has been told that he may need an operation later on and regular tests to make sure the cancer has not spread to other parts of his body.

Check your knowledge

1 How do you think Maria will be feeling?

2 What practical problems will the family now face?

3 How could a multi-disciplinary team of voluntary sector workers help them?

Section D

Source www.bbc.co.uk/news/health/29/06/18 - Deprived areas 'have five times more fast food outlets'

Deprived areas such as Blackpool and parts of Manchester and Liverpool have five times more fast food outlets than affluent areas, a survey suggests. The data, from Public Health England (PHE), compared levels of deprivation with numbers of takeaways such as chip shops, burger bars and pizza places. Experts say children exposed to fast food on the way home from school are more likely to eat unhealthily. PHE wants local authorities to refuse applications from new takeaways.

One in three children is now overweight or obese by the age of 11. And children from poorer areas are more than twice as likely to be overweight. Adults are also affected, with research in Cambridge indicating people living closest to the largest number of fast food outlets were more than twice as likely to be obese. PHE is also encouraging local authorities to work with existing small businesses to provide healthier options.

The research analysed data from the Food Standards Agency, which inspects all food businesses. It indicated 17% of fast food outlets were located in the most deprived areas, compared with just 3% in the least deprived. PHE chief nutritionist Dr Alison Tedstone said: "Local authorities have the power to help support people in making healthier choices." They need to question whether these fast food hotspots are compatible with their work to help families and young children live healthier lives." 'Tasty and cheap' Prof Russell Viner, of the Royal College of Paediatrics and Child Health, said: "Kids are coming out of school hungry and finding themselves surrounded by cheap chicken shops, chip shops and other types of tempting junk food. "This food is tasty and cheap - it's easy to blame the individual, but humans, particularly children, will find it hard to resist tempting food. "Children from wealthy backgrounds will not be surrounded by junk food in this way."

The report comes a week after the government published its updated Childhood Obesity Plan, which aims to halve childhood obesity in England by 2030. As well as restrictions on junk food ads and supermarket checkout sweets, Health Secretary Jeremy Hunt MP pledged to "help close the deprivation gap." Councils are restricting fast food. Some local authorities are already developing "healthy zones" by limiting the number of fast food outlets. In Gateshead, where 23% of 10- and 11-year-olds are obese, new planning rules were put in place in 2015. All hot food takeaway applications have to be accompanied by a health impact assessment that looks at: where children congregate numbers of hot food takeaways already in existence high levels of obesity. Since then, no new planning applications for fast food takeaways have been approved. Other councils are working to improve the offering at existing takeout's. In Tottenham, Taster's Fried Chicken recently started a new healthier menu for children. The menu included grilled chicken, salad and chunky chips (lower in fat than French fries) in controlled portion sizes, at the same price as regular fried chicken.

Another scheme has been trialled by the Alexandra Rose Charity, which offers vouchers to low income families to help them buy fresh fruit and vegetables. Since the scheme began, 2014, about 750 families have taken part, in London and Liverpool. And of those families, 95% ate more fruit and vegetables and reported improved health and wellbeing. But Izzi Seccombe, from the Local Government Association, said more needed to be done. "Numerous councils have set curbs on new fast food outlets - but current legislation means they lack planning powers to tackle the clustering of existing takeaways already open. New legislation is needed to empower councils to help drive forward an effective redesign of damaging food environments."

Having read the article, consider the information and answer the questions below....

1. Explain what you have learned from the article about the relationship between wealth and childhood obesity.
2. With additional evidence from www.nhs.uk, explain why childhood obesity is a major concern for the Government and Health services in the UK.
3. Carry out additional research on the 5-a-day campaign, Change for Life and the Eat well plate. How can these initiatives help to reduce instances of childhood obesity? Produce a PowerPoint which could be used to train health and early year's professionals (e.g. nursery teachers, midwives, health visitors, practice nurses) about the importance of promoting healthy eating for toddlers and young children.
4. What do you think secondary schools can do to reduce instances of childhood obesity? Describe 2 campaigns or activities that a school might use to change the behaviour of children and young people in relation to their food choices.
5. To what extent do you believe it is the responsibility of the Government/Society to tackle health issues such as obesity? Explain your answer with examples and consider arguments for and against.

Programmes to watch and books to read linked to

Health & Social Care

Films:

- **Wonder** - (PG) Inspiring story of a boy with facial differences who enters the fifth grade, attending a mainstream elementary school for the first time. Coping with being different. *Coping with life/life events*
- **Hidden figures** – (PG) Anti-discrimination. *Care values*
- **Still Alice** – (12A) Story of a woman living with Alzheimer's disease. *Illness/Disorders*
- **My sister's keeper** – (12A) "The only way to save your daughter is to sacrifice her sister". Anna has never been given a choice: she was born to be her sister Kate's bone marrow donor and she has always given Kate everything she needs. *Relationships/family*
- **Three identical strangers** – (12A) Identical triplets become separated at birth and adopted by three different families. Years later, their amazing reunion becomes a global sensation. *Relationships/family*
- **Bohemian Rhapsody** – (12A) Freddy Mercury defies stereotypes and convention to become one of history's most beloved entertainers. *Lifestyle factors/social & cultural stereotypes*
- **Me before You** – (12A) A young and quirky woman becomes a caregiver for a wealthy young banker left paralysed from an accident two years earlier. *Life events/formal & informal care/disability*
- **The Children Act** – (12A) Adam Henry has leukaemia. His doctors want to perform a blood transfusion, but his parents are Jehovah's Witnesses, and believe that having a blood transfusion is against biblical principles. *Illness/ethics/relationships*
- **The Upside** - (12A) The relationship between a wealthy man with quadriplegia and a recent unemployed ex-convict. *Disability/relationships*

TV programmes:

- **Babies: their wonderful world** – BBC. Explores how the first 2 years of life shapes the adults we become. *Infancy development/life stages*
- **The secret life of 4- and 5-year-olds** – Channel 4. Great for looking at *childhood development/life stages* (especially socialisation skills)
- **Old people's home for 4-year-olds** – Channel 4. How the company of 4-year-olds helped to improve the mood, mobility and memory of the elderly. *Life stages*.
- **Born to be different** – Channel 4. The pressures and joys of bringing up a disabled child <https://www.channel4.com/programmes/born-to-be-different/> *Disability/infancy and childhood/life events*.
- **Speech journey** – You Tube. <https://www.youtube.com/watch?v=it7y1IM2jOM> How children learn to talk from birth to 5 years old. *Intellectual development*
- **Louis Theroux, Extreme Love: Dementia** – **BBC 2** Sufferers and carers explore the struggle of living with dementia. *Disorders/formal and informal carers* <https://www.bbc.co.uk/programmes/b01gvt26>
- **The restaurant that makes mistakes** – Channel 4. Volunteers living with some form of dementia run a pop-up restaurant in Bristol. *Middle - Old age/disorders*
- **The big hospital experiment** – BBC. A group of volunteers embark on a social experiment, with a shortage of staff, how can they help on the frontline of the NHS? *Care values/Health care services*
- **Britain's hidden hungry** – BBC. Investigates the growing importance of charity foodbanks to thousands of hungry people across the UK by following the stories of three users of a foodbank. *Diet and appearance*.
- **Supersize v Super skinny** – Channel 4. Dieting and extreme eating lifestyles. *Diet and appearance*
- **Rio Ferdinand: "Thinking Out Loud: Love, Grief and Being Mum and Dad"** Talks at Google. [Rio Ferdinand | Thinking Out Loud: Love, Grief and Being Mum and Dad | Talks at Google - YouTube](#)
Coping with life events
- **Driven: The Billy Monger Story**. The remarkable story of 18-year-old Billy Monger as he attempts to become the first ever amputee to race competitively in a single-seater racing car <https://www.bbc.co.uk/programmes/p06qx4gt> *Life events (unexpected)*
- **24 hours in A & E** – Channel 4. Emergency cases entering A & E. *Life events*
- **Health before the NHS – The road to recovery** <https://www.youtube.com/watch?v=1y7zeZPfd8k> The shocking story of the health of Britain before the NHS. *Care values/health care services*
- **DIY S.O.S.** <https://www.bbc.co.uk/programmes/b006pnjk> Friends, family and local trades help to transform the homes of families with special needs across Britain. *Barriers to accessing services/physical barriers*
- **Crisis in Care: BBC Panorama** [BBC One - Panorama, Crisis in Care - Part One: Who Cares](#) Panorama reveals the failings of our social care system, as our population gets older and more of us need help with day to day living. *Old age/care services*
- **The Nine to Five with Stacey Dooley** <https://www.bbc.co.uk/iplayer/episode/p06zhfvw/the-nine-to-five-with-stacey-dooley-series-1-2-caring-and-sharing> Stacey Dooley takes five teenagers to a care home for work experience. *Types of support/voluntary support/old age*
- **Katie Piper: My beautiful face** – recovery after acid attack. *Self-esteem/self-confidence/lifestyle*
- **Call the Midwife** - BBC *life events/childbirth/formal support*

- **Jesy Nelson - BBC 3** Little Mix star Jesy Nelson goes on a journey of rehabilitation as she opens up about abuse, she has suffered at the hands of cyberbullies. *Social/cultural factors that affect development*

Books :

David Pelzer, A Child Called It
 Davide Pelzer, A Man Named Dave
 Adam Kay, This is Going to Hurt
 Brian Conaghan, The Weight of a Thousand Feathers
 Alex Michaelides, The Silent Patient
 Richard Shepherd, Unnatural Causes
 Malala Yousafzai, I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban
 R J Palacio, Wonder
 Angie Thomas, The Hate U Give
 Michael Newton, Savage Girls and Wild Boys: A History of Feral Children
 Ray Jones, The Story of Baby P: Setting the record straight
 Hope Daniels, Tainted Love
 Jojo Moyes, Me before You
 Jen Pedro Roy, Good Enough
 Emma Healey, Elizabeth is Missing
 John Holt, How Children Learn
 John Holt, How Children fail
 Oliver Sacks, The Man who mistook his wife for a Hat
 Tessa Livingstone, Child of our Time
 Jennifer Niven, All the Bright Places
 Malorie Blackman, Pig Heart Boy
 Meredith Russo, If I was your Girl
 John Green, The Fault in our Stars
 Dr Judith Rapoport, The Boy Who Couldn't Stop Washing: Experience and Treatment of Obsessive Compulsive Disorder
 Paul Kalanithi, When Breath becomes Air
 Henry Marsh, Do No Harm: Stories of Life, Death and Brain Surgery
 Rachel Lippincott, Five Feet Apart
 Henry Marsh, Admissions
 Bill Bryson, The Body: A Guide for Occupants
 Christie Watson, The Language of Kindness: A Nurse's Story
 Suzi Brent, Nee Naw: Real Life Dispatches from Ambulance Control
 Malorie Blackman, Noughts and Crosses
 Melvin Burgess, Junk
 Alexander Masters, Stuart: A Life Backwards
 Torey Hayden, Just Another Kid
 Clare Mackintosh, After the End

