



Unit 1

The National Care System and the Role of the Care Worker

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National Care System and Role of Care Worker

Each country has its own National Care System which aims to provide for the Health and Social Care needs of the population. The Care Worker is an integral part of delivering solutions and meeting such needs. The Care Worker will have numerous roles and responsibilities which will differ according to the care setting and service user need.

Cultural bias

Migrant Care Workers come from different countries, where the National Care Systems will differ. Therefore, the role of the Care Worker may differ according to country need and it is imperative that they have clear guidance and understanding of their professional role.

Module 1.1 Structure of the national care system and key services related to adult care

Activity Name Understanding the National Care System in the country you are working in and your role as a care worker

Objectives and Learning outcomes

Define the National Care System and key services in your country in relation to adult care
Identify Key roles and professional working relationships in adult care systems
Explain the importance of working in ways that are agreed with the employer

Suggested duration 40 min.

Number of Participants Up to 20

Materials needed

Computer and projector, Microsoft PowerPoint, Flip chart and paper, Markers, Blu Tack

Competences

- is able to claim for a specific care service needed in a specific circumstance

Knowledge

- is able to understand in general the national care system, specifically with perspective of elderly car

Skills

- is able to identify a range of key services within the national care system related to adult care

Guidelines for Assessment

Verbal discussion; PowerPoint presentation.



Attach SMART Learning Objectives to wall so group can refer to throughout the session to maintain focus (pre-written on flip chart paper).

Keywords National Care System

References Key legislation relevant to country and setting
Key policy relevant to each setting
Relevant workforce regulator



Description of Activity 1.1

Introduction First phase:



Trainer to introduce themselves including role/ relevant experience.

Instruct each participant to introduce themselves and role/ relevant experience.

Detail Health and Safety fire drill procedures, toilets and group contract regarding respect/ not sharing personal information.

Introduce SMART Learning Objectives (refer to throughout session to keep focus)

Define the National Care System and key services in your country in relation to adult care

Task 1 (Warm up activity): Ascertain through group discussion, key words participants relating to the National Care System and key services

Tutor writes responses on flip chart as mind map.

Task 2: Deliver a short country specific PowerPoint detailing the structure and components of the National Care System in that country.

Task 3: Ask participants to split into smaller groups. Hand out to each group a case of an elderly person who needs to receive a specific kind of care service. Ask participants to search online or to do desktop research for this specific key service within the national care system. Check the results of everyone in plenary session.

If participants have already made experience with the care system, either through work or in private, invite them to share their experiences and potential problems they may have encounter.

Your own
notes:

Module 1.2 Key roles and career pathways in adult care settings

Activity Name Understanding the role as a Care Worker and the different career pathways



Objectives and Learning outcomes To develop knowledge of the Role of the Care Worker, identify standard practices for this role and the career pathways that exist in the national context.

- **Identify** Key roles in adult care systems
- **Define** Key responsibilities within each identified role
- **Explain** professional working relationships in adult care settings

Suggested Duration 1,2 hours taught



No of Participants 12

Materials needed Computer and projector, Flip chart and paper, Markers, Blu Tack



Competences Is able to reflect the own role and the challenges in care settings

Knowledge

- is able to describe key roles and career pathways in adult care settings



Skills

- is able to identify key roles and career pathways in adult care settings

Guidelines for Assessment

- Verbal discussion Q&A, explanation
- Recording of findings on flip chart
- Facilitation of group discussion

Keywords National Care System, Care Worker, Roles and Responsibilities, Working in Partnership, Competency

Description of Activity 1.2

Identify key roles in adult care systems

Learning outcome 1

Divide students into small groups of no more than 4 participants and ask them to identify key roles in adult care systems.
Support each group to feedback to main group a list of key roles in adult care settings.
Facilitate discussion regroup findings

Key responsibilities within each identified role

Divide students into small groups of no more than 4 participants and allocate each group a key role identified from the key activity above
Group members to define key responsibilities on that role.
Group members to devise a poster outlining the key responsibilities for the given role and present back to main group.
Group discussion on job descriptions specific to students country to embed learning

Your own notes:

Module 1.3 Professional working relationships in adult care settings



Activity Name Working in partnership

Objectives and Learning outcomes Understand the importance of working in ways that are agreed with the employer



Suggested Duration 30 min

Nº of Participants 15



Materials needed PowerPoint Flip chart and paper, Markers, Poster paper , coloured pens , blu tack

Computer and projector, Microsoft PowerPoint

- Competences**
- is able to assume the responsibility of the agreed ways of working
 - is able to work in partnerships
 - is able to agree with the employer the ways of working



- Knowledge**
- is able to describe different working relationships in elderly care settings
 - is able to describe the importance of working in ways that are agreed with the employer

- Skills**
- is able to explain how a working relationship is different from a personal relationship
 - is able to provide examples why it is important to adhere to the agreed scope of the job role
 - is able to explain why it is important to work in partnership with others
 - is able to provide examples why it is important to adhere to the agreed scope of the job role
 - is able to integrate into the work in partnership with others
 - is able to identify ways of working that can help improve partnership working

Guidelines for Assessment Powerpoint presentation

Group discussion and share professional country specific codes of conduct where available to ensure clear understanding of required professional working

Description of Activity 1.3



Explain professional working relationships in adult care settings
Interactive role play activity. Students in groups of 4 to demonstrate through a role play examples of poor professional practice using country specific case studies devised by the tutor. Students to explain why the practice is poor and to detail what examples of best practice would look like.

Tutor to deliver short PowerPoint presentation on values underpinning professional working relationships in adult care settings.

Students to complete an assessment quiz based on the PowerPoint above to ensure learning has taken place

Case Study Examples

Case Study 1: Physical Abuse

[Mr H's Story](#) - "A year ago I had a stroke, which left me partially

paralysed. I was lucky enough to have carers who came to my home three times a day, and my wife cared for me the rest of the time. Unfortunately, after a while, my wife became increasingly aggressive and impatient with me. One night, when I had asked her to help me to the toilet, she pushed me and I fell and hit my head. She then helped me up, but then slapped me across the face. I didn't want to call Social Services; I didn't want my wife to get into trouble as I knew she was only lashing out because she was so stressed. I contacted Action on Elder Abuse helpline instead, and they advised me to work out a schedule with family and friends so my wife would get some free time and feel less isolated. With the help of my family and friends I was able to develop the schedule and my life at home with my wife improved significantly."

Case Study 2: Neglect

Mrs S's Story – "Mrs S was referred following a concern about an incident that took place at the nursing home she was living in. Mrs S has very advanced dementia and is no longer able to communicate. She also has very reduced mobility and needs full assistance with all personal care mobility.

One day Mrs S was found to have fallen out of her electric recliner chair. She needed an overnight stay in hospital and had extensive bruising to her face. Understandably her family were very upset by this and provided her social worker with a number of photographs of the incident to illustrate how traumatic it had been for their mother. An investigation into the care home revealed inadequate staffing levels in the area where Mrs S lived. It also revealed that staff had left very dependent and confused residents unattended. Further investigations found other areas such as risk assessments at the care home were also very poor.

The family were involved and understood that we take these issues very seriously. The care home had tried to down play the incident and claimed that the family were intimidating.

However the social worker reported that the family were just concerned at what they perceived as serious neglect. The social worker met with the family to take in all their concerns. Following an investigation at the care home the social worker arranged a meeting with her team manager present to address these issues, inviting the family and the home manager.

This presented a firm and assertive approach towards the home, but without any party feeling outside the process or under attack. This resolved the matter amicably.

A further review was held with the daughter present to ensure that all information had been fed back and the family were satisfied with the outcome. The family felt empowered and involved and Mrs S's needs remained central to the process throughout.

Your own
notes:

Module 1.4 Cultural bias in working relationships in adult care settings



Activity Name Reflecting the own biographical and cultural background in relation to professional role and communication in the working environment



Objectives and Learning outcomes This activity aims to guide care workers to sensitivity towards irritations and misunderstandings caused by different perceptions of care systems and professional roles. They should also be aware of different meanings of “culture” and know some examples for “diversity”.



Suggested Duration 1 hour

Nº of Participants 15-20



Materials needed Flipchart, pin wall, moderation cards, paper and pens.

Competences

- Is able to find the appropriate level of distance and speed in working relationships
- is able to act accordingly to the parameters of a professional relationship in the host country



Knowledge • Knows the suitable norms for communication and behaviour in working relationships in the company and in adult care settings

Skills • Can communicate via written and oral communication
• Plans his/her work according to a schedule and complies with norms of punctuality

Guidelines for Assessment Participants should not criticize or argue the opinion of others. Trainer should support an atmosphere of open discussion. Different perceptions of culture should be respected and treated as a source of diversity.

Keywords Professional role, culture, diversity,

References <https://www.hiclipart.com/free-transparent-background-png-clipart-duonr>
<https://www.researchgate.net/publication/307672137/figure/fig2/AS:406372853272577@1473898246369/Abb-2-Four-Layers-of-Diversity-Gardenswartz-Rowe.png>
<https://www.pinterest.de/pin/842102830305446949/>



Description of Activity 1.4



Phase one

The trainer has written on flipchart some questions:

What expectations do the participants have of their professional role as care workers?

Which tasks do they have? Which skills and competences?

The participants note their ideas on moderation cards and discuss in small groups about their ideas and experiences.

Professional role

The moderation cards have to be pinned on the pin wall.

Brainstorming in the plenum:

Do these perceptions of the professional role correspond more to the care system in the country of origin or to the relevant care system in the country of residence?

Are there any differences at all? If there are any, the participants give examples.



Is the mentioned difference due to different legislation, to different cultural norms, to different gender roles, to the distance of young and old?

Phase two

Ideas of the participants about the different meanings of culture (examples) have to be noted on moderation cards (in the language of origin and/or of the country of residence) and pinned up.

The trainer has also prepared some cards.

The conclusion could be that culture has a lot of different aspects and meanings and it's neither static nor reduced to the ethnic component.

Culture



<https://www.hiclipart.com/free-transparent-background-png-clipart-duonr>

Phase three:

Diversity Input of the trainer or another expert concerning diversity



<https://www.researchgate.net/publication/307672137/figure/fig2/AS:406372853272577@1473898246369/Abb-2-Four-Layers-of-Diversity-Gardenswartz-Rowe.png>

<https://www.pinterest.de/pin/842102830305446949/>

Your own
notes:



Key take-away messages



A migrant care worker should always consider the National Care Setting that they are working in and the roles and responsibilities that they must perform.

What I Do
<ul style="list-style-type: none"> I do ensure I understand the National Care System which you are working in.
<ul style="list-style-type: none"> I do ensure that I understand your role as a Care Worker
<ul style="list-style-type: none"> I do ensure that I understand the importance of working in partnership
<ul style="list-style-type: none"> I claim for teamwork

What I don't do
<ul style="list-style-type: none"> I don't assume that all National Care Systems are the same
<ul style="list-style-type: none"> I Don't overstep the scope of my role as a Care Worker

