

A photograph showing a person in a beige sweater holding a yellow and blue ball. Another person's hand is resting on their wrist. The background is blurred, suggesting an indoor setting. The image is framed by a red border at the top and bottom.

Unit 2

Principles of Personal and Professional Development in Care

Unit 2

Principles of Personal and Professional Development in Care

Principles of Personal and Professional Development

Principles of Personal and Professional Development consist of the continuous progress and the development of new skills and knowledge that will boost the career framework of an individual while keeping them updated in all aspects of their profession.

With regards to the Health Care System, it will provide the migrant care worker with the appropriate knowledge of care service and roles that applies to the elderly population. Understanding of the situation, the additional responsibilities, the potential pathways towards the different areas of caring and specialized medical training will be additional key learning points.



Cultural bias

Migrant care workers come from different nationalities. Each migrant has to adapt in the host country in order to be integrated. The socioeconomic integration is concerned to be a significant factor for accepting immigrants in professions about personal care. Social discriminations lead migrants to marginalization because of e.g. different age, gender, nationality and beliefs of religion. Also post-colonial prejudices play a role (migrants, especially women, as “landservants”) as well as the image of a care worker as a “member of family”, who doesn’t have to be adequately paid.

Module 2.1 Good Practices in Adult Care Roles

Activity Name

How personal values and principles influence individual contributions to work in health and social care for elderly people



Objectives and Learning outcomes

The main objective of Personal and Professional Development is to update the abilities and skills required of a health and social care practitioner based in practices that derive from the Health Care System, while promoting the equality of employment in social and health services.



Suggested Duration

Up to 1H

Number of Participants

Up to 15



Materials needed Basic Knowledge of Computer Use, PowerPoint, Projector, Video, Guest Speaker, Paper and Pens, Flip Chart, Experts in health professions, Sociologists



Competences

- demonstrates responsibility of appropriate personal attitudes and beliefs in the workplace
- demonstrates responsibility to ensure that that her/his personal attitudes or beliefs do not obstruct the quality of work

Knowledge

- is able to describe what is required for good practice in adult care roles
- is able to describe learning activities that develop knowledge, skills and understanding

Skills

- is able to identify behaviours which don't support good practice

Guidelines for Assessment During the evaluation of Development Plan the migrant care worker will have the ability to establish the daily life activities of a case, which would be included in the individualized plan of the elderly person. They have to apply the learning outcomes for skills needed in social and health care.

Specifically:

- Demonstrate an active participation
- Develop and demonstrate communication abilities including use of health terminology in each case of person
- Be aware of issues contradicted to traditions existing in country of origin

Continue studies about social and health sciences, taking into consideration the legal residence of migrants in countries, to obtain a degree as an official certification

Keywords Principles, Personal Care, Professional Care, Development Plan



References Title: Personal and professional development
Author: Health Career
Publisher: Health Career, 2019
<https://www.healthcareers.nhs.uk>

Description of Activity 2.1



Introduction Divide participants into groups of 2-3.

PHASE ONE

Each group will write down a scenario (either imaginary or previous experience) where their system of beliefs (religion, culture, etc.) would or have posed a barrier/obstacle in their daily activities and/or development plan preventing them from actively participating and acquiring new skills. Each team will read its scenario and the next group

will have to come up with a solution based on their own view/ experience with regards to how they already had/ would have addressed and overcome corresponding/ equivalent challenges. Thus, each group will have both shared an experience and provide a possible solution by the end of the activity.

PHASE TWO

Reflecting on job experience

After the completion of the activity, each group will be asked to write down which aspect of the solutions proposed acts as a good practice and tackles the obstacles acknowledged. Secondly, the groups will be asked to give examples of behaviours that would not support good practice. After discussing them with the rest of the group, the good practice tactics will have eventually addressed one of the problems/conflicts discussed in Phase ONE forming an oral, experienced-based practical guide that can be easily transferred and replicated. The trainer could provide more aspects which are required for good practice, if they have not been mentioned so far, and discuss with the participants.

Through this activity, the participants will feel secure to share their own difficulties and actively learn from others while taking responsibility. With the guidance of the sociologist/guest speaker, we will make sure that the language will not get offensive and that the participants' worries/ difficulties will be properly addressed according to national health care protocols and policies.

Your own notes:

Module 2.2 Personal Development Plan

Activity name How Personal Development Plan succeeds to improve knowledge and patient's satisfaction/well being

Objectives and Learning outcomes A personal development plan will:

1. Help migrant care workers to define the importance of keeping track of their progress



2. Enhance their understanding on how structured methods help them and the patient to reach their everyday goals

Act as a personal, strategic guide of accomplishment and



Suggested Duration Up to 1H

No of Participants Up to 15



Materials needed Basic Knowledge of Computer Use, PowerPoint, Projector, Video, Guest Speaker, Paper and Pens, Flip Chart, Experts in health professions, Sociologists



- Competences**
- recognize her/his own training needs for assuring good practice in adult care job roles
 - conduct her/his 'personal development plan and takes responsibility for continuous professional development for a care worker

- Knowledge**
- is able to describe the circumstances, sources and persons that helps her/him to improve the quality of caregiving

- Skills**
- is able to motivate her/him-self for training

Guidelines for Assessment Throughout the personal development plan, the migrant care worker has to be able to identify her/his own daily needs and more importantly, he/she has to be able to develop a strategy to track and enhance her/his professional skills and qualities.

That being said, the care worker has to be able to precisely understand his/her duties and how his/her routine contributes to ameliorate his/her work. He/She should be able to demonstrate a precise understanding of quality caregiving.

Keywords Personal, Development, Plan, Schedule, Structure, Guideline, Preparation, Improvement



References Your personal development - The CARE CERTIFICATE
<https://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/Standard-2.pdf>

A competence-based approach to improve the social inclusion of migrant women; Edited by Mar Camarasa i Casals and Laura Sales Gutiérrez ; Surt Women's Foundation

Description of Activity 2.2



Introduction	ACTIVITY ONE
Training needs	<p>All participants write down a past experience where, not keeping up with good practice in caring for an elderly person or any other job related experience, lead them to an unwanted/risky situation. All notes are mixed and the participants randomly choose from the pot. By reading out loud the cases and going around in a circle, the participants indicate which kind of previous training would have improved the caregiving and would have prevented the incident. The expert in the room coordinates and supervises the discussion while contributing his own knowledge and expertise on the matter.</p> <p>This is a fun way to get the participants to be really honest through anonymity.</p>
Personal development plan	<p>The trainer asks participants to think about things they want to do in their life (for example, having a job, a nice house, children, etc.). They make a list with all their wishes.</p> <p>Then they think about possible obstacles they find to make their dreams come true (for example, they are not able to find a job because there is a lot of competition in the labour market right now).</p> <p>After all participants have reflected about their dreams and obstacles, participants share their thoughts in the class and the trainer collects ideas in a table. This will allow participants to see that many of the wishes and difficulties are shared among several participants of the group.</p> <p>Then the trainer will label the obstacles that came out during the session and organises them in three groups: personal factors, structural factors and competence factors. The facilitator explains the three types of factors and in which way each one of us is able to change these factors. Especially the personal and competence factors should be discussed with the participants in order to identify the circumstances, sources and persons that help each participant to progress in their personal development.</p> <p>This will allow participants to start to see their individual objectives related to their personal project. It will also help participants to see that structural difficulties can be compensated with the development of individual competences, and what kind of collective action may help reduce structural inequalities</p> <p>Finally, each participant should be asked to detail his or her personal development plan during the next year and the perspectives for the next 5 years and discuss this plan individually with the trainer.</p>
Cultural Bias	<p>Structural factors are often an obstacle for conducting onward the personal development plan and in the case of migrants these obstacles are very much linked to the structural discrimination in legislation and society against migrants. Participants should be aware about certain structural barriers which they will not be able to overcome individually.</p>



The trainer can give examples in which collective actions reduced structural inequalities for migrants.

Your own
notes:

Module 2.3 Intercultural view on good practice in adult care roles



Module 2.3 Intercultural view on good practice in adult care roles

Activity Name Adapting to the essential need of a patient's well being



Objectives and Learning outcomes Professionally caring for an adult encompasses a wide range of services (emotional, physical, social, emotional, learning needs, etc.).

This activity aims to guide migrant care workers through situations where the cultural capital between them and the patients is in conflict in a professional and appropriate way.



Suggested Duration 1H

No of Participants Up to 15



Materials needed Basic Knowledge of Computer Use, PowerPoint, Projector, Video, Guest Speaker, Paper and Pens, Flip Chart, Experts in health professions, Sociologists

Competences

- include own biographical and cultural experiences regarding care work in the good practice and adds value
- reflect and question stereotypes concerning culture, role of men and women, age etc.



Knowledge

- Knows about the cultural specifications and expectations towards the care work

Skills

- adapt his/her role according to the expectations of the client and add best practices of his/her culture and personal experience where possible
- change perspective

Guidelines for Assessment The migrant care worker should be able to identify what suggests a 'good practice' example in terms of adult care. He / she should also be in a position to recognize where cultures and beliefs overlap or are in conflict and how to de-escalate possible situations in a respectful and professional way

Keywords Good Practice, Intercultural Dialogue

References Principles and Practices of Working in Adult Care Settings
<https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/btec-level-2-technicals-for-health-and-social-care/Samples/adult-care/Samples/adult-care/unit-1-principles-of-adult-care.pdf>



Description of Activity 2.3

Introduction ACTIVITY ONE

The expert leading the seminar has pre-written down 10 questions (the number can be altered according to his judgement) describing intercultural conflict situations (dress, behaviour, body language, etc.). He/she could either read them aloud or project them on screen for everyone to see. For each question s/he should have prepared three possible answers describing how to properly address the conflict (or how they could improve the situation of the patient). The possible answers have to be realistic – firstly, because we need to challenge the participants to justify their answers and acknowledge the thin lines of the delicate psychology of someone in need and secondly, because new approaches could arise beyond the ones the migrant care workers are already aware of.

Reflecting on job experience

ACTIVITY TWO

Each participant can create a really short sketch imitating a stereotype that he/she is used to, because of the appearance/ accent/ age/ gender.

The rest of the participants need to identify the message transported by the stereotype and discuss their own personal views and experiences of dealing with stereotypes.

Another example could be that the supervisor sketches out possible, real life patient situations i.e faint, cold, flu. Then, each participant is challenged to take care of him/her according to his/hers experiences. The rest of the group needs to find out if they perceive any cultural differences or not.





**Your own
notes:**

Key take-away messages



- Hand out to the participants a copy of his/her personal development plan
- Hand out a list of Do's and Don'ts like the one below:

What I do
<input type="checkbox"/> I do take personal responsibility for my own learning and personal development.
<input type="checkbox"/> I do check every 6 months if I'm still following my initially defined personal development plan
<input type="checkbox"/> I take care to update my personal development plan regularly
<input type="checkbox"/> I do identify own personal skills set and care competencies
<input type="checkbox"/> I do seek guidance and help when in doubt
<input type="checkbox"/> I do reflect on stereotypes, discrimination and personal experiences
<input type="checkbox"/> I do have a clear understanding of policies and national guidelines
<input type="checkbox"/> I'm conscious of different perceptions and expectations in care work settings

What I don't do
<input type="checkbox"/> I don't assume that I have all the knowledge and skills required for the carer role.
<input type="checkbox"/> I don't forget to update training as practice and legislation constantly change.
<input type="checkbox"/> I do neither ignore nor overestimate cultural differences in care work settings