







Introduction to the Care Value Base for Health and Social Care

Care Value Base

The Care Value Base is an important range of standards for health and social care. It is designed to guide the practice of individuals working in this area. The overall aim of the standards is to improve clients' quality of life, by ensuring that each person gets the care that is most appropriate for them as an individual.



Migrant Care Workers come from different countries, where practices and legislation may differ. Core values and principles for safe and effective practice, meeting individual cultural needs, have to be established, understood and followed to ensure best practice.



Module 4.1 <u>Key legislation and codes of practice relating to</u>
<u>diversity, equality, inclusion and discrimination in</u>
adult care settings

Activity Name

Define diversity, equality, inclusion and discrimination in relation to adult care settings



Objectives and Learning

outcomes

To develop knowledge and skills of the Care Value Base and identify standard practices for the role of the Migrant Care Worker Understand key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult care settings Understand person centred approaches for care and support.



Suggested Duration

2,5 hours taught – additional hours required for assessment in the

workplace to determine skills and competencies.



No of Participants Up to 20

Materials needed

Learning outcome 1: Computer and projector, Printed and laminated key terms and definitions, Flip chart and paper, Markers, Blu Tack **Learning outcome 2**: Flip chart and paper, Markers, Poster paper, coloured pens, blu tack, Computer and projector, Computer and internet access

Learning outcome 3: Real adult care setting codes of practice, Flip chart and paper, Markers , Blu Tack

Learning outcome 4: Recent cases of poor practice relating to relevant legislation and codes of practice, Flip chart and paper, Markers, Blu Tack









applies practices which can reduce the likelihood of discrimination

Knowledge

- is able to define the key terms diversity, equality, inclusion and discrimination
- is able to describe key legislation and codes of practice relating to diversity, equality, inclusion and antidiscrimination in adult care setting

Skills

 is able to illustrate by example how direct or indirect discrimination may occur in the work setting

Guidelines for Assessment

- Match key terms and definitions
- Recording of findings on flip chart
- Facilitation of group discussion to ensure related to adult care settings
- Facilitation of presentation back to main group
- Collation of main points and add in points identified by group discussion

Keywords

Care Value Base, Individuals, Rights, Choice, Equality, Diversity, Communication, Confidentiality, Duty of Care

References

Key legislation relevant to country and setting (e.g. Section 75

Northern Ireland Act 1998)

Key policy relevant to each setting (e.g. General Data Protection

Regulation policy)

Relevant workforce regulator (Northern Ireland Social Care Council)



Description of Activity 4.1

Diversity, equality, Learning outcome 1:

inclusion and Define diversity, equality, inclusion and discrimination in relation to discrimination in adult care settings

relation to adult care Divide students i

lult care Divide students into small groups of no more than 4 participants and ask them to match key terms with meanings using printed out detail.

Support each group to feedback definitions to main group (30 min) Facilitate discussion regroup findings and relate to adult care setting.

Key legislation Learning Outcome 2:

Identify key legislation relating to diversity, equality, inclusion and

(45 min) discrimination in adult care settings

Show a small video explaining key legislation relating to diversity, equality, inclusion and discrimination in adult care settings. Provide each group with relevant websites to facilitate research activity. Students to compile list of key findings and discuss it in the group. Facilitate discussion regroup findings and relate to adult care setting.

Key codes of practice Learning Outcome 3:





(30 min) Identify key codes of practice relating to diversity, equality, inclusion and discrimination in adult care settings

In groups of 4 share real adult care setting codes of practice relating to diversity, equality, inclusion and discrimination in adult care settings. Instruct each group to summarise key care worker requirements from each policy and feedback to group.

Facilitate group feedback and discussion to ensure all relevant key

points are discussed and understood.

Importance of key legislation and codes of

Learning Outcome 4:

Explain importance of key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in adult care

settings

(30 min)

practice

Small groups of 4 to review recent examples relating to adult care settings where legislation and codes of practice relating to diversity, equality, inclusion and discrimination have not been followed. Groups to identify poor practice and explain consequences for both service user and care worker/ care setting.

Groups to feedback summary of case, legislation/ codes of practice not followed and consequences

Facilitate group feedback and discussion to ensure all relevant key points are discussed and understood.

Close

Review key learning objectives and content, importance to adult care

settings and check understanding.

Your own notes:

Module 4.1.1 Care Value Base

Activity Name Understanding the Care Value Base and Implications for the Migrant

Care Worker

Objectives and Learning

outcomes ca

<u>Define</u> the Care Value Base and relevant key terms in relation to adult care settings

Explain how the Care Value Base should be applied to adult care

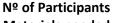
settings

Suggested Duration 1,5 h









Up to 20

Materials needed **<u>Learning outcome 1:</u>** Computer and projector, PowerPoint

presentation, Flip chart and paper, Markers, Blu Tac

Learning Outcome 2: Case studies, Flip chart and paper, Markers, blu

tack

Knowledge

is able to explain the implications of duty of care

is able to describe how the duty of care affects own work role

Skills

is able to communicate about dilemmas that may arise between the duty of care and an individual's rights to the person agreed

applies techniques to support individual identity and autonomy of the elderly person linked with well being

Guidelines for Assessment

Facilitation of group discussion to ensure all key concepts of the Care

Value Base related to adult care settings are covered.

Keywords Care Value Base, Duty of Care

References



Description of Activity 4.1.1

Care Value Base Learning outcome 1

Define the Care Value Base and relevant key terms in relation to (30 min)

adult care settings

Deliver short PowerPoint presentation to introduce the concept of the

Care Value Base and relevant terms.

To consolidate learning, divide students into small groups of no more than 4 participants and ask them to list key important terms in

relation to the Care Value Base and adult care settings.

Support each group to feedback key terms related to the Care Value

Base and compile an agreed list required for care workers.

Facilitate group discussion of key findings and ensure any missing

terms are covered.

Applied Care Value Learning Outcome 2:

Base Explain how the Care Value Base should be applied to adult care

(30 min) settings

> Divide students into different small groups of no more than 4 participants and provide Case Study scenarios relevant to adult care settings. Each group to identify which aspects of the Care Value Base

need to be applied for each scenario and explain why.

Facilitate feedback and discussion regroups findings and relate to

adult care setting.





Close Review key learning objectives and content, importance to adult care (15 min) settings and check understanding.

Your own notes:

Module 4.2 Person centred approaches



Objectives and Learning outcomes

Define what is meant by a person centred approach in a health and

social care setting

Define what is meant by health and wellbeing in the health and social

care setting



Suggested Duration

1.5 hours

20

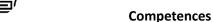


Nº of Participants

Materials needed

Computer and projector, PowerPoint presentation, Flip chart and

paper, Markers, Blu Tac, Case studies, Flip chart and paper



 knows where to get additional support and advice about how to resolve dilemmas

 encourages the elderly person to participate actively in day-today life/activities



 is able to describe the person centred approaches for care and support

• is able to describe activities to promote an individual's well-being

 is able to describe ways how to support an individual's right to make choices





Skills

- assesses ways to contribute to an environment that promotes well-being
- is able to take into account the history, preferences, wishes and needExplain using s of an individual when providing care and support
- is able to identify the risks that can be part of an individual's choice
- is able to analyses her/his personal views to avoid influencing the individual's choices

Guidelines for

Facilitation of group discussion

Assessment Keywords recording on group findings into individual work books Health and wellbeing, Person centred approaches

Description of Activity 4.2

Health and wellbeing

Students to be split into groups of no more than 4 $\,$

Each group tasked with

- designing a specific task to promote each aspect of health and wellbeing, physical, emotional, mental
- Task to be shared across wider group with direct feedback from tutor

Person centred approach

Students to role play managing a difficult situation (devised by tutor) with an elderyl person. Students demonstrate through role play, person centred approach.

Role plays videoed for analysis by main group

Students should demonstrate professional values within health and social care including respect, choice, confidentiality, autonomy and antidiscriminatory practice.

Group discussion facilitated by tutor.





Module 4.3 <u>Key cultural differences in communication, well-being</u> and respecting individual choices

Activity Name Antidiscriminatory practice and biographical approach

Suggested Duration 2 hours

Nº of Participants 15

Knowledge

Skills

Materials needed Computer and projector, Internet access (for small videos),

PowerPoint Presentation, Flip chart and paper, Markers, Blu Tac, Flip

chart and paper

Competences• is able to behave in the way that suit the cultural expectations of the care service user

 is able to describe aspects in communication that may be different in another cultural context

• is able to describe the concept of well-being with regards to the cultural background of the service user

has some basic understanding of cultural ideas of individualism vs collectivism

 has a basic understanding of the appropriate distance and physical contact to the client

has an understanding of common conversation topics

• is able to identify her/his own cultural communication habits which are different to the ones of the care service user

• is able to identify potential cultural differences in the concept of well-being of the care service user

• is able to identify his/her own behaviour in accordance to cultural ideas

• Is able to adapt his/her behaviour according to the right professional distance

 is able to make small talk accordingly (e.g. talk about the weather) at the beginning of meetings with the client

Keywords Antidiscrimination, Empowerment







Description of Activity 4.3

Reflection Phase one:

Invite participants to reflect on how key cultural differences relating to personal preferences e.g. communication, body language, dress, diet etc. may impact on implementation of the Care Value Base.

Reflect on cultural differences to the main target group of clients. This can relate to religion, politics, values, traditions, regional differences... This can be done via discussions, examples, games...For example every participant could present a stereotype which is true or untrue regarding his/her nationality. And the participants could share stereotypes among each other which can be discussed. This will contribute to the sensitivity and tolerance. Another approach could be, that every participant writes down one example of a common stereotype for his/her citizens and that another participant has to guess to which Nation the stereotypes belong.

Develop knowledge

Develop knowledge, and communication and behaviour options for cultural differences. This includes possible ways to adapt to the clients' cultural background if necessary and possible. Situations like different ceremonies for greeting and welcoming or common small talk topics can be examples which can be practiced by the participants.

Identify differences

Identify differences in cultural aspects and if there can be added value by the migrants culture. These can be discussed as group work in the participants group, so everybody can share positive aspects of his or her culture.

Develop sensitivity

Develop sensitivity and tolerance for cultural differences. This can be also discussed with examples from the group. Ideally some participants can share experiences in the target society where they experienced the effects of cultural differences and the group can develop assumptions and solution options. This should include a mixture of experiences.

Care value base Phase two:

The trainer shows a video explaining the care value base (for example https://www.youtube.com/watch?v=jce9M2-64YE) especially antidiscriminatory practice.

The trainer or an expert shows a video or a Power Point Presentation explaining the national antidiscrimination law; he brings examples of direct and indirect discrimination

The group discusses own experiences of cultural differences or discriminations

Reflexion in the group on imbalances of power in care relationship





Your own notes:			





Key Take-Away Messages



A migrant care worker should always consider the individual choices and rights of service users whilst always considering appropriate risk taking and health and safety requirements.

What I do					
☐ I do have the best interest of the client foremost at all times.					
☐ I demonstrate respect and value for the individual.					
☐ I do report any concerns and issues to your manager.					
☐ I reflect on cultural and other differences (age-gender-social status etc)					
☐ I do question stereotypes					
☐ I develop and ask for solutions in communication and behaviour for cultural differences					
 I keep in mind the basics of antidiscrimination legislation 					
☐ Don't discriminate against the individual based on age, gender, race, religion, sexuality,					
marital status, disability and number of dependents.					
What I don't do					

what i don't do	
☐ I don't dismiss the views and options of the individual.	
 I don't apply personal bias while caring for the individual. 	
☐ I do not set the own cultural values and characteristics as a fix precondition	