

A photograph of a person wearing a beige sweater, holding a small yellow and green ball. Another person's hand is visible, resting on the first person's arm. The background is blurred, showing what appears to be a wooden bench or railing.

## **Unit 4**

# **Introduction to the Care Value Base for Health and Social Care**

Unit 4

## 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.

**Cultural bias** 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 Key legislation and codes of practice relating to diversity, equality, inclusion and discrimination in 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





<b>Competences</b>	<ul style="list-style-type: none"> <li>applies practices which can reduce the likelihood of discrimination</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>is able to define the key terms diversity, equality, inclusion and discrimination</li> <li>is able to describe key legislation and codes of practice relating to diversity, equality, inclusion and antidiscrimination in adult care setting</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>is able to illustrate by example how direct or indirect discrimination may occur in the work setting</li> </ul>
<b>Guidelines for Assessment</b>	<ul style="list-style-type: none"> <li>Match key terms and definitions</li> <li>Recording of findings on flip chart</li> <li>Facilitation of group discussion to ensure related to adult care settings</li> <li>Facilitation of presentation back to main group</li> <li>Collation of main points and add in points identified by group discussion</li> </ul>
<b>Keywords</b>	Care Value Base, Individuals, Rights, Choice, Equality, Diversity, Communication, Confidentiality, Duty of Care
<b>References</b>	<p>Key legislation relevant to country and setting (e.g. Section 75 Northern Ireland Act 1998)</p> <p>Key policy relevant to each setting (e.g. General Data Protection Regulation policy)</p> <p>Relevant workforce regulator (Northern Ireland Social Care Council)</p>



#### Description of Activity 4.1

<b>Diversity, equality, inclusion and discrimination in relation to adult care settings</b> (30 min)	<p><b>Learning outcome 1:</b> <b>Define diversity, equality, inclusion and discrimination in relation to adult care settings</b></p> <p>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</p> <p>Facilitate discussion regroup findings and relate to adult care setting.</p>
<b>Key legislation</b> (45 min)	<p><b>Learning Outcome 2:</b> <b>Identify key legislation relating to diversity, equality, inclusion and discrimination in adult care settings</b></p> <p>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.</p>
<b>Key codes of practice</b>	<b>Learning Outcome 3:</b>



(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 practice**

**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) 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**

**Define** 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



**Nº of Participants** Up to 20

**Materials needed** **Learning outcome 1** : 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**

(30 min)

**Define the Care Value Base and relevant key terms in relation to 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**

(30 min)

**Explain how the Care Value Base should be applied to adult care 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** (15 min) Review key learning objectives and content, importance to adult care 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

**Nº of Participants** 20



**Materials needed** Computer and projector, PowerPoint presentation, Flip chart and paper, Markers, Blu Tac, Case studies, Flip chart and paper

### **Competences**

- knows where to get additional support and advice about how to resolve dilemmas
- encourages the elderly person to participate actively in day-to-day life/activities

### **Knowledge**

- 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 need Explain 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** recording on group findings into individual work books  
**Keywords** 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 elderly 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.

**Your own  
notes:**



## Module 4.3 Key cultural differences in communication, well-being and respecting individual choices

**Activity Name** Antidiscriminatory practice and biographical approach

**Suggested Duration** 2 hours

**Nº of Participants** 15

**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

**Knowledge**

- 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

**Skills**

- 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

<b>Reflection</b>	<p>Phase one:</p> <p>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.</p> <p>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.</p>
<b>Develop knowledge</b>	<p>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.</p>
<b>Identify differences</b>	<p>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.</p>
<b>Develop sensitivity</b>	<p>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.</p>
<b>Care value base</b>	<p>Phase two:</p> <p>The trainer shows a video explaining the care value base (for example <a href="https://www.youtube.com/watch?v=jce9M2-64YE">https://www.youtube.com/watch?v=jce9M2-64YE</a>) especially antidiscriminatory practice.</p> <p>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</p> <p>The group discusses own experiences of cultural differences or discriminations</p> <p>Reflexion in the group on imbalances of power in care relationship</p>

**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
<input type="checkbox"/> I do have the best interest of the client foremost at all times.
<input type="checkbox"/> I demonstrate respect and value for the individual.
<input type="checkbox"/> I do report any concerns and issues to your manager.
<input type="checkbox"/> I reflect on cultural and other differences (age-gender-social status etc)
<input type="checkbox"/> I do question stereotypes
<input type="checkbox"/> I develop and ask for solutions in communication and behaviour for cultural differences
<input type="checkbox"/> I keep in mind the basics of antidiscrimination legislation
<input type="checkbox"/> 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
<input type="checkbox"/> I don't dismiss the views and options of the individual.
<input type="checkbox"/> I don't apply personal bias while caring for the individual.
<input type="checkbox"/> I do not set the own cultural values and characteristics as a fix precondition