

**Unit 5**

**Awareness of Health and Safety in Health and Social Care**

**Health and Safety** Health and Safety are integral to the role of the care worker. There are numerous pieces of legislation and policies which determine correct practice. Failure to adhere to Health and Safety practices could endanger the care and wellbeing of the service user hence its importance.



**Cultural bias** Migrant Care Workers come from different countries, where Health and Safety practices will differ. Therefore, awareness of Health and Safety requirements according to the country you are working in is essential.

**Module 5.1 Responsibilities and risk assessment relating to health and safety in adult care settings**



**Objectives and Learning outcomes** To explain own responsibilities and risk assessment processes relating to health and safety in adult care settings  
Outline key responsibilities relating to health and safety in adult care settings  
Explain what a risk assessment is and why important in an adult care setting



**Suggested Duration** 1 hour

**Number of Participants** Up to 20



**Materials needed** Computer and projector, Microsoft PowerPoint, Flip chart and paper, Markers, Blu Tack, Risk assessment templates

**Competences** • while carrying out the daily care, is able to prevent general risks

**Knowledge** • is able to explain key health and safety procedures related to elderly care  
• is able to list some most common health and safety risks in elderly care  
• is able to demonstrate an understanding of Health and Safety legislation particular to the country that they are working in

**Skills** • is able to use a health and safety risk assessment and knows how to report identified risks



- is able to follow the correct procedure if an accident or sudden illness should occur
- is able to maintain a safe environment in order to ensure the care and wellbeing of service users

**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** Health and Safety, Risk Assessment

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



### Description of Activity 5.1



**Introduction** In small groups of no more than four, develop key examples and descriptions of different Health and Safety risks associated with different care settings and considering cultural bias (give each group a different setting including persons own home, residential home, nursing home and day centre). Instruct groups to present findings back to the class.  
Following discussion of above, invite each group to come up with key examples of how a care worker should respond to risks identified using flip chart paper. On completion of the task, get each group to present and share findings with everyone.

**Theories and concepts** Tutor to provide short PowerPoint presentation and complementary video (relating directly to Health and Safety) to consolidate learning of key theory and concepts.

**Discussions** Ask participants to reflect on scenarios that may present risk in the Health and Social Care setting. Discuss the requirements of the role of Care Workers to ensure reduced or eliminated risk in the Health and Social Care setting.

**Case studies** In groups of no more than four, provide case studies and ask participants to complete a risk assessment (identify key risks, likelihood of harm, methods to reduce or eliminate harm) specific to each setting and country.  
Share examples of best practice from each risk assessment and highlight learning points.  
To further consolidate learning, look at real examples of risk assessments from different care settings and identify areas of best practice.



**Cultural Bias** Invite participants to reflect on how key cultural differences impact on the Role of the Care Worker in relation to health and safety. Groups to look at relevant examples from local media to highlight areas of poor practice and identify key developmental learning points to improve practice.

Your own  
notes:

## Module 5.2 Accidents and Sudden Illnesses



**Objectives and Learning outcomes** To explain processes required for accidents and sudden illnesses in an adult Health and Social Care setting  
Outline common accidents and sudden illnesses that may occur in an adult Health and Social Care setting  
Explain key actions required following an accident or sudden illness in an adult Health and Social Care setting



**Suggested Duration** 1 hour

**Number of Participants** Up to 20



**Materials needed** Computer and projector, Microsoft PowerPoint, Flip chart and paper, Markers, Blu Tack, Risk assessment templates

**Competences**

- shows responsibility if an accident or sudden illness occurs

**Knowledge**

- understands about the existence of common accidents and sudden illness that may occur in an elderly care setting
- understands what actions should be taken in the event of an accident or sudden illness occurs
- is able to explain key procedures required following accidents and sudden illnesses in an adult care setting

**Skills**

- is able to follow the correct procedure if an accident or sudden illness should occur
- is able to complete an accident/ illness reporting
- 



**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** Accidents, Sudden Illnesses, Procedures

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



### Description of Activity 5.2



**Introduction** In small groups of four, research recent examples of accidents and sudden illnesses in an adult health and social care setting. Write examples on flip chart paper and report back to the group. Tutor to facilitate group discussion and consolidate learning using summary handout.

**Key responses** Tutor to present short PowerPoint presentation outlining key responses required following an accident/ sudden illness in an adult health and social care setting. The importance of accurate record keeping should be highlighted.

**Case scenarios** In small groups of four, learners to be presented with case scenarios detailing a range of accidents/ illnesses in an adult health and social care setting. Each group should be instructed to outline required responses and complete an accident/ illness reporting form provided by the tutor.

**Discussions and summary** Each group to discuss findings and present completed report forms to all learners. Tutor to summarise key learning and check learning through questioning.

Your own  
notes:

## Module 5.3 Environmental Safety Procedures



**Objectives and Learning outcomes** Describe key environmental safety procedures within the adult care setting  
List possible environmental risks for an adult Health and Social Care setting  
Explain required environmental safety procedures within an adult care setting for identified risks



**Suggested Duration** 1 hour

**Number of Participants** Up to 20



**Materials needed** Computer and projector, Microsoft PowerPoint, Flip chart and paper, Markers, Blu Tack, Risk assessment templates, Images, Case Studies

- Competences**
- follows agreed and clearly defined instructions of medical personnel or employer about handling medication
  - can identify possible environmental risks within an adult care setting
- Knowledge**
- is able to explain ways to work in order to reduce the spread of infection
  - is able to explain in which way one should move and handle equipment and other objects safely
  - knows how to handle hazardous substances
  - is able to explain basic ways of procedures regarding handling medication
  - is able to explain in which way food should be handled and stored safely
- Skills**
- is able to follow rules of hygiene in order to prevent infection (washing hands, wearing gloves etc.)
  - is able to apply principles and procedures for safe moving and handling
  - is able to safely store, use and dispose of hazardous substances which may be found in a social setting
  - is able to follow agreed key procedures for handling medication
  - is able to handle, store and dispose of food in a safe and hygienic way



**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** Environmental Risks, Safety Procedures



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

**Description of Activity 5.3**

**Environmental risks** Learners, in small groups of four, to be presented with a range of images showing environmental risks. Each group to list risks they see and feedback to group.  
Tutor to present short video detailing environmental risks which could occur in an adult care setting.

**Case studies** Small groups of four to be given a range of case studies detailing environmental reports on adult care settings. Groups to identify each reported environmental risk and outline procedures to ensure good practice.

Your own notes:

**Module 5.4 Cultural perspective on Health and Safety**



**Module 5.4 Cultural perspective on Health and Safety**



**Activity Name** Developing a “code of conduct” considering expectations and national regulations on Health and Safety

**Objectives and Learning outcomes** Combining individual expectations of the client and the care workers with the national regulations on Health and Safety



**Suggested Duration** 3 hours including small group discussions and plenary

**Nº of Participants** Up to 20

**Materials needed** 4-5 rooms for group discussions, Flipchart and paper, markers



- Competences**
- Is able to recognize and behave according to the health and safety regulations and expectations of the client
- Knowledge**
- Knows the cultural differences between the target context and the own perspective



- Skills**
- Clarifies questions according to health and safety regulations if they are not similar to his/her home context
  - Adapts to the guidelines of health and safety in the targets living environment

**Guidelines for Assessment** Group discussion and communication skills and moderation skills

**Keywords** Health and Safety, Code of Conduct

#### Description of activity 5.4

**Case discussions** In small groups of up to four people, the participants discuss the following topics, including their own ideas, fears and uncertainties. On the basis of 1-3 case discussions, they discuss concrete options for action.

The results of the small groups are presented and discussed in the plenary. Subsequently, guidelines for dealing with health and safety are developed, which are based on the following three points:

- How to clarify your own expectations and the clients expectations
- National regulations on health and safety
- How to develop a “code of conduct” considering the expectations as well as the national regulations on health and safety

**Your own  
notes:**

## Key Take-Away Messages



Hand out a copy of national health and safety procedures, which use pictures and easy language. Remember: A migrant care worker should always measure risk and take the appropriate responses when carrying out their roles and responsibilities.

What I do
<input type="checkbox"/> I do ensure I understand key legislation relating to health and safety in the country I am working in as a care worker
<input type="checkbox"/> I do ensure that I assess all risks and respond appropriately
<input type="checkbox"/> I do ensure I follow all policies and procedures in relation to health and safety in your place of work

What I don't do
<input type="checkbox"/> I don't assume that health and safety legislation is the same in every country
<input type="checkbox"/> I don't overstep the scope of my role as a care worker and deal with serious risk on my own
<input type="checkbox"/> I don't ignore any health and safety risk or concern



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

# **Unit 6**

## **Principles of Safeguarding in Health and Social Care**

Unit 6

## Principles of Safeguarding in Health and Social Care

**Safeguarding** Safeguarding is a key component in the health and social care sector. Knowledge and understanding of safeguarding and the legislative framework is critical for safe practice

The aims of safeguarding are to prevent harm and reduce the risk of abuse or neglect to adults with care and support needs.

**Cultural bias** Migrant Care Workers come from different countries, where the procedures and policies for safeguarding may differ from the host country's legislative framework. It is important to consider this from both the migrant worker and service user perspective.



### Module 6.1 Abuse, safeguarding, protection

**Activity Name** Know how to recognise and respond to signs of abuse

**Objectives and Learning outcomes** To raise awareness and develop knowledge and skills of elderly care protection issues, recognise possible signs of abuse and understand how to report concerns:

**Identify** signs and predictors of abuse

**Define** key responsibilities for responding to signs of abuse

**Explain** key reporting mechanisms for responding to signs of abuse

**Suggested Duration** 2 hours

**No of Participants** Up to 20

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

**Competences**

- demonstrates responsibility for reporting suspicions of abuse to the relevant person/authority

**Knowledge**

- is able to explain signs associated with different types of abuse
- is able to describe factors that may contribute to an individual being more or less vulnerable to abuse
- is aware of local policies, agencies and systems that relate to safeguarding and protection from abuse



<b>Skills</b>	<ul style="list-style-type: none"> <li>• is able to follow procedure when there are suspicions or allegations that an individual is being abused</li> <li>• is able to follow safe practices to reduce the likelihood of abuse</li> </ul>
<b>Guidelines for Assessment</b>	<p>Evidence of active participation</p> <p>Verbal discussion Q&amp;A, explanation</p> <p>Facilitation of group discussion</p> <p>Development of case studies based on actual events</p>
<b>Keywords</b>	Physical, emotional, sexual, exploitation, financial and neglect
<b>References</b>	<p>Key pieces of legislation in each country (e.g., Safeguarding Vulnerable Groups (NI) Order 2007)</p> <p>Safeguarding and vulnerable adult's policies</p> <p>Safeguarding procedures manuals</p>



### Description of Activity 6.1

<b>Identifying signs</b> (60 min)	<p><b><u>Identifying signs and predictors of abuse</u></b></p> <p>Divide students into small groups of no more than 4 participants and ask them to identify signs, predictors and causes of abuse, emotional, exploitation, financial, physical, sexual and neglect, using mindmapping</p> <p>Bring students back to main group to share findings and discuss different perspectives and understanding of what constitutes abuse. Provide 4 case studies on each category of abuse and ask each group to analyse and discuss the actions that should be taken</p> <p>Feedback to main group using flipchart</p> <p>Tutor to give powerpoint presentation on country specific guides on identifying signs and causes of abuse</p> <p>Compare student findings with information on powerpoint</p> <p>Facilitate discussion regroup findings</p>
<b>Group discussion case studies</b>	
<b>Key responsibilities</b> (30 min)	<p><b><u>Key responsibilities within each identified role</u></b></p> <p>Divide students into small groups of no more than 4 participants and allocate each group a key role identified from the key activity above</p> <p>Group members to define key responsibilities on that role.</p> <p>Group members to devise a poster outlining the key responsibilities for the given role and present back to main group.</p> <p>Group discussion on job descriptions specific to students country to embed learning</p>
<b>Professional response to abuse</b> (30 min)	<p><b><u>Concerns with employers</u></b></p> <p>Ask participants to reflect or imagine situations in which they may encounter indicators of abuse. Discuss the situation described and detail what the professional response should be.</p> <p>Ask Participants to describe the process for highlighting concerns with employers or statutory organisations.</p> <p>Ask participants to share examples of best practice and key learning</p>



### Cultural Bias Third Phase

In plenary, invite course participants to reflect on their cultural biases by discussing differences in country response to incidences of abuse, highlighting the differences in responses and value bases across countries.

Develop sensitivity for abuse, especially that the start of abuse can be perceived differently in different cultures and by different persons. Provide examples and discuss signs of abuse and the different cultural specifications. The invitation of an expert or an information centre is a valuable possibility.

Identify boundaries and ensure that people are informed about their rights. Indicate solutions and anonymous trustful contact persons to receive support without fear. Present signs and behaviours for evidences of abuse, so the participant can react on signs of abuse and prevent mistreatment.

Create role plays and freeze situations to identify wrong behaviour and ask a person of the group to intervene in the scene and behave the way he/she thinks is correct.

Rules and laws regarding abuse shall be presented and “translated” or explained to the participants, so they are absolutely aware of the legal framework.

Your own  
notes:

## Module 6.2 National and local context of safeguarding and protection

**Activity Name** Know how to recognise and respond to signs of abuse

**Objectives and Learning outcomes** Identify National and local legislation for safeguarding and protection  
Define Key role of care worker within the local and national context

**Suggested Duration** 1,5 h

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





- Knowledge** • is aware of local policies, agencies and systems that relate to safeguarding and protection from abuse
- Skills** • is able to define the role of care worker within the local and national context

**Guidelines for Assessment** Evidence of active participation  
Verbal discussion Q&A, explanation  
Facilitation of group discussion  
Development of case studies based on actual events

**Keywords** Physical, emotional, sexual, exploitation, financial and neglect

**References** Key pieces of legislation in each country (e.g., Safeguarding Vulnerable Groups (NI) Order 2007)  
Safeguarding and vulnerable adult's policies  
Safeguarding procedures manuals



## Description of Activity 6.2

<b>National and local legislation</b>	<p><b><u>Identifying national and local legislation for safeguarding and protection</u></b></p> <p>Divide participants into small groups of no more than 4</p> <p>(60 min) Participants to engage in action research to identify and discuss the relevant legislation and legislative guides for safe guarding and protection</p> <p>Participants to draw up bullet pointed list of the key components of the legislation and devise a PowerPoint for sharing with the main group</p> <p>Each powerpoint to be presented to the main group and to engage in tutor led discussion</p>
<b>Key role</b>	<p><b><u>Key role of care worker within the local and national context</u></b></p> <p>(30 min) Divide students into small groups of no more than 4 participants and allocate each group to draw up a list of safe practices based on person centred values, active participation and the promotion of choice and rights.</p> <p>Group members to rag safe practices in order of importance.</p> <p>Tutor will share high profile cases of elder abuse and ask participants to identify where safe practice may have avoided the potential for abuse.</p> <p>Participants to share key examples of safe practice and key learning points.</p>

Your own  
notes:

## Module 6.3 First Aid Course

**Activity Name** Officially certified First Aid Course



**Objectives and Learning outcomes**

- Understand **first aid** legislation.
- Carry out an initial assessment of a casualty.
- Carry out CPR and Rescue breaths.
- Recognise and deal with a choking casualty.
- Recognise and deal with a person in shock.
- Manage bleeding, burns and scalds.
- Dealing with an unconscious person.
- Recognise the need to prevent cross infection.
- Recognise the need to keep themselves safe.



**Suggested Duration** 4 hours



**Materials needed** Depending on course provided



- Competence**
- is able to act autonomously in the agreed ways to provide First Aid
- Knowledge**
- is able to describe the different steps to follow to provide First Aid
- Skills**
- is able to demonstrate the actions required to provide First Aid

**Guidelines for Assessment** Language Course: Lesson about First Aid

**Keywords** First Aid

## Module 6.4 Cultural bias in abuse

**Activity Name** Interviews and working with key situations concerning signs of abuse



**Objectives and Learning outcomes** Raising awareness of signs of abuse; developing confidence in action in the context of suspected or confirmed abuse



**Suggested Duration** 4 hours: introduction and interviews (30 minutes), working with key situations (approx. 3,5 hours)

**Number of Participants** 20



**Materials needed** Flipchart and paper, markers

**Competences**

- is able to identify signs and norms regarding abuse

**Knowledge**

- knows possible signs of abuse and how and to whom to report it

**Skills**

- is able to identify possible signs of abuse
- has increased their communication skills especially in cases of suspected or confirmed abuse

**Guidelines for Assessment** Considering that the participants have probably not worked with clients in the care system yet the trainer should provide at least 2-3 key situations.

**Keywords** Possible signs of abuse, Confidence in action, reflective work with key situations

**References** Projektverbund QuarteT - Quartiere eröffnen Teilhabe (2014): Jugendarbeit ohne Diskriminierung!? Ein Leitfaden für die Praxis.

Working with key situations: after: Tov, Eva / Kunz, Regula / Stämpfli, Adrian (2013): Key situations in social work. Professionalism through knowledge, reflection and discourse in communities of practice. Bern: hep publishing house. [www.schluesselsituationen.ch](http://www.schluesselsituationen.ch) [21.11.2014]



## Description of Activity 6.4



**Introduction** Part 1: As an introduction to the topic, two participants interview each other on

- Possible signs of abuse
- Understanding of abuse
- Possible experiences in working with clients with abuse experiences

**Key situations** Part 2: Working with key situations



**Objective:** The model of key situations aims at abstracting situations that occur repeatedly in variations in social work and care systems and thus filtering out approaches that can be generalized. The knowledge gained can then be used for new, similar situations. In this way one's own professionalism is further developed.

**Duration:** It takes a few hours to work out and reflect on a key situation, but the results can significantly facilitate further work in one's own professional environment.

**Description:** The recording of key situations can take place in very different contexts. The key situations are usually introduced by individual team members. However, this can also be done by a team that repeatedly experiences certain situations together. The key situations can only be processed by the person(s) concerned. Nevertheless, a subsequent discussion within the team or with other colleagues is useful in order to generalize the knowledge gained or to get further suggestions.

**Description** 1 Description of the situation: This is first of all a pure description and recording of the situation.

**Reflection** 2 Reflection in Action: By re-enacting the situation, the emotions and thoughts of the experienced situation become clear again and it is also possible to see how the reflection in the situation itself controlled the behaviour. By working out the impulses that guided your actions in the situation, your implicit knowledge becomes visible and conscious. For this purpose it is useful to divide the situation into sequences. This reflection approach of the "reflective practitioner" refers to Donald A. Schön (1983 and 1987).

**Titling** 3 Title: By choosing a title for the key situation, you determine which aspect you want to focus on in particular, or which perspective you take.

**Characterizing** 4 Situation characteristics: You determine which features make up or characterize the situation you are describing.

**Resources** 5 Resources: You determine which resources are necessary to create such a situation. These may include knowledge, experience, skills, but also organizational, temporal and material prerequisites.



**Quality Standards** 6 Quality standards: You record what professional behaviour means to you in this specific situation. The basis for this is the resources and values you have developed.

**Reflection of standards** 7 Reflection of the quality standards: On the basis of the quality standards you reflect on the situation described in the first step. Since it cannot always be assumed that you have already complied with all standards in the situation you have reflected on yourself, this is the starting point for developing alternative courses of action.

**Actions** 8 Alternatives for action: Based on the findings of the reflection you develop new options for action.

**Your own  
notes:**

## Key Take-Away Messages



A care worker should acknowledge that abuse in any form is unacceptable in any country and that they should always act appropriately following policy and procedure for best practice

What I do
<input type="checkbox"/> I do ensure that I am vigilant at all times to signs of abuse
<input type="checkbox"/> I do ensure that I adhere to all safeguarding policies and procedures
<input type="checkbox"/> I do ensure that I report any concerns relating to abuse
<input type="checkbox"/> I am sensitive about possible signs of abuse
<input type="checkbox"/> I inform myself about the legal framework and trustful contact persons

What I don't do
<input type="checkbox"/> I don't ignore potential signs of abuse
<input type="checkbox"/> I don't ignore safeguarding policies and procedures to ensure the individuals needs are met
<input type="checkbox"/> I do not take my own interpretations and signs of abuse as granted in the target culture
<input type="checkbox"/> I don't step outside my role as a care worker for example, investigate allegations myself