

# Core Knowledge


Learning Aim A: A1

Different health and social care services and how they meet the service users needs

## Health and Social Care Services


HEALTH CARE	SOCIAL CARE
Primary: GPs, dental care, optometry, community health care.	Children and young people: foster care, residential care, youth work.
Secondary and tertiary care: specialist medical care.	Adults or children with specific needs: residential care, respite care, domiciliary care.
Allied health professionals: physiotherapy, occupational therapy, speech and language, dieticians	Older adults: residential care, domiciliary care.  Informal care: relatives, friends, neighbours.

## Secondary Care services

Cardiologist	Heart 
Gynaecologist	Female reproduction
Endocrinologist	Endocrine glands and hormones
Urology	Male/female urinary tract / male reproductive organs
Paediatrics	Children
Ophthalmologist	Eyes
Obstetrics	Childbirth and midwifery
Psychiatrist	Mental health
Respiratory	Breathing
Neurologist	Brain, spinal cord and nerves
Gastroenterologist	Digestive system
Haematologist	Blood
Orthopaedics	Bones, joints and soft tissue
Dermatologist	skin

# Powerful Knowledge

## Primary Care Services

Pharmacist	Give advice on minor conditions and recommend medication/dispense prescriptions
Registered GP/doctor	Treat patients for a range of medical conditions and make referrals to specialist services 
Walk-in centre	Provides routine or urgent treatment for minor injuries
Out-of-hours GP/doctor	A doctor who can see you urgently if the doctor's surgery is closed
Accident and Emergency department	Provide attention for critical life-threatening conditions
Dentist	Care for the health of the mouth/teeth
Optician	Care for the health of the eyes

## Tertiary care services

Spinal	Complex spinal surgery/rehabilitation
Cardiac	Medical, surgery or rehabilitation for heart problems
Cancer care	Support for those with incurable diseases (end of life care)
Chronic pain	Specialist pain management
Burns	Medical, surgery or rehabilitation for burns
Neonatal	Specialist care for premature/sick newborn babies

## Keywords

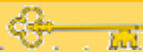
<b>Primary care</b>	Health care provided in the community for people making an initial approach for advice or treatment.
<b>Secondary care</b>	Medical care that is provided by a specialist or facility upon referral by a primary care
<b>Tertiary care</b>	Specialized consultative care, usually on referral.
<b>Allied health professionals</b>	Health care professions distinct from nursing, medicine, and pharmacy.

**KMD - Health and Social Care - Core and Powerful Knowledge: Component 2 Services and Values**

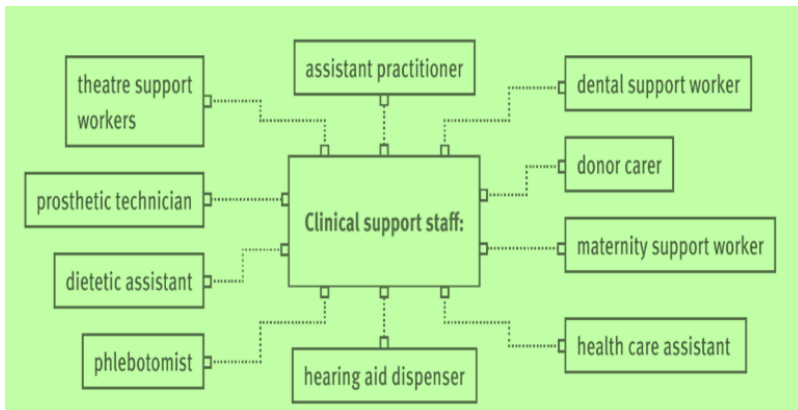
Allied health professionals	
Art therapist	Helps behavioural/emotional problems by drawing/painting
Operating department practitioner	Assessment and care of patients before and after surgery
Dietician	Advise individuals on dietary needs
Paramedic	Responds to emergency health needs
Physiotherapist	Supports mobility, breathing and neurological problems
Occupational therapist	Support for individuals having difficulty with essential daily activities
Speech and language therapist	Support for difficulties with speech, communication and swallowing
Podiatrist	Essential foot care for those with diabetes, circulatory and nerve damage
Radiographer	Produced images to diagnose injury or disease
Orthoptist	Support for individuals with eye disorders



**Keywords**



<b>Residential care</b>	Long-term care given to adults or children who stay in a residential setting (not own home).
<b>Respite care</b>	Temporary care of a sick, elderly, or disabled person, providing relief for their usual carer.
<b>Domiciliary care</b>	Help with personal care and other practical household tasks.
<b>Occupational therapy</b>	The use of particular activities as an aid to recuperation from physical or mental illness.



Services for children and young people	Services for adults with specific needs	Services for older adults	Informal care
<ul style="list-style-type: none"> <li>Foster care</li> <li>Residential care</li> <li>Youth work</li> </ul>	<ul style="list-style-type: none"> <li>Residential care</li> <li>Respite care</li> <li>Domiciliary care</li> </ul>	<ul style="list-style-type: none"> <li>Residential care</li> <li>Domiciliary care</li> </ul>	<ul style="list-style-type: none"> <li>Friends</li> <li>Family</li> <li>neighbours</li> </ul>

# Core Knowledge


Learning Aim A: A2


Types of barriers and how they can be overcome


# Powerful Knowledge

Psychological barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Fear of losing independence</li> <li>• Stigma associated with using some services</li> <li>• Not wanting to be looked after by others</li> <li>• Mental health problems.</li> <li>• Phobias of hospitals/needles</li> <li>• Stigma of seeking help</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising and promotion raise awareness/change attitudes</li> <li>• Confidentiality &amp; privacy</li> <li>• Home visits</li> <li>• Employing a mix of genders/cultures</li> <li>• Interpreters available</li> <li>• Allowing friends/family to attend GP surgery</li> <li>• GP's talking to relatives</li> <li>• Campaigns to raise awareness</li> </ul>

Financial barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Charges/fees</li> <li>• Lack of money for transport</li> <li>• Lack of money to provide the service</li> </ul>	<ul style="list-style-type: none"> <li>• Cheaper prescriptions</li> <li>• More drugs available by the NHS</li> <li>• Transport vouchers for Hospital appointments</li> <li>• Free parking</li> <li>• Reduce Hospital waiting lists</li> </ul>

Physical barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Client working shifts, therefore unable to access service as the service is not available when they are not working</li> <li>• Stairs</li> <li>• Lack of adapted toilets</li> <li>• Lack of ramps</li> <li>• Lack of lifts</li> <li>• Lift controls being out of reach.</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent uneven pavements</li> <li>• Add ramps and lifts</li> <li>• Wide doorways and corridors for wheelchairs</li> <li>• Electric opening doors</li> <li>• Low reception desks</li> </ul> 

Geographical barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Living in a rural area where facilities are limited</li> <li>• Living in a rural area where transport is not available when the services are open</li> <li>• A long bus/train journey may not be practicable.</li> </ul> 	<ul style="list-style-type: none"> <li>• Provision of more services</li> <li>• Continuity of services across areas</li> <li>• Outreach workers</li> <li>• Better and cheaper transport</li> <li>• Use of family or friends to take you to services</li> </ul>

Resource barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Lack of staff</li> <li>• Lack of information about services (absence of information resources)</li> <li>• Lack of money to fund services</li> <li>• A large demand for a particular service (exceeding supply)</li> </ul>	<ul style="list-style-type: none"> <li>• Raised awareness of the use of different services</li> <li>• More government grants for individuals training in health care (nurses/doctors)</li> </ul> 

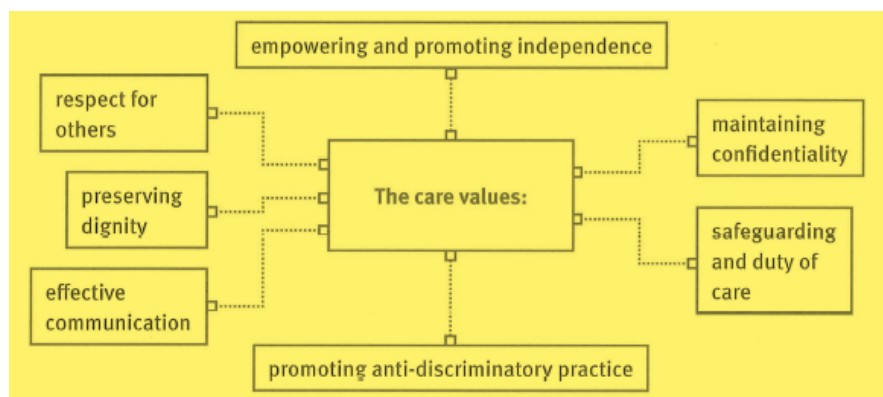
Cultural and language barrier	How it could be overcome
<ul style="list-style-type: none"> <li>• Using English may deter some people from using services</li> <li>• Not having professionals who are of the same sex, for example, women doctors/consultants for women</li> <li>• Written information not in the person's own language (including braille/ large print)</li> <li>• Some treatments may be considered unacceptable to certain cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• More Professionals provided from a variety of different genders and cultures</li> <li>• Leaflets and posters printed in a variety of languages</li> <li>• Interpreters</li> <li>• Advocate</li> <li>• Better promotion of healthcare facilities particularly in multi-cultural areas</li> <li>• Bi-Lingual outreach workers</li> </ul>

# Core Knowledge

Learning Aim B: B1 & B2

Demonstrate care values and review own practice

## Powerful Knowledge



Care value	What are they? Why are they important?
Empowering and promoting independence	<ul style="list-style-type: none"> <li>Empowering individuals means to give service users control of their own lives.</li> <li>Adapting activities and environments in order to promote involvement in daily life and meet their physical, intellectual, emotional and social needs</li> </ul>
Maintaining confidentiality	<ul style="list-style-type: none"> <li>Confidentiality means that we do not share information without permission from the client (personal information is not shared)</li> </ul>
Safeguarding and duty of care	<ul style="list-style-type: none"> <li>This means that we must ensure the physical and emotional safety of all individuals in our care</li> <li>Whilst a member of staff is on the premises (even on a break), they have a responsibility to ensure the safety of the individuals who use the service.</li> </ul>
Promoting anti-discriminatory practice	<ul style="list-style-type: none"> <li>Ensuring that all individuals are treated equally and not discriminated against protected characteristics (age, sex, race etc.)</li> </ul>
Effective communication	<ul style="list-style-type: none"> <li>Communication should be clear, understandable and fitted to the situation.</li> <li>Using an individuals preferred method of communication supports the development of trust between you and them.</li> <li>This can be verbal or non-verbal (body language)</li> </ul>
Preserving dignity	<ul style="list-style-type: none"> <li>Workers must protect the dignity of each vulnerable individual by being aware of situations and actions that may cause embarrassment and make the individual feel silly or exposed</li> </ul>
Respect for others	<ul style="list-style-type: none"> <li>Do not discriminate against an individual or treat them differently from another</li> <li>Use the appropriate terms when addressing an individual, like Sir / Madam / Miss</li> <li>Show interest in each individual, including how to pronounce their names</li> <li>Do not make fun of individuals if they make a mistake, have an accident or forget something</li> </ul>

