

Health and Social Care Unit 7 Meeting Needs Top Revision Tips

1. Questions that refer to client/patient **needs** should trigger **PIES** – read the passage and pick out the physical, intellectual, emotional, social in the Case Study given
2. Questions which talk about client/patient **rights** should trigger ideas like the CVB, empowerment, advocacy, anti discrimination etc. relate them to the case study example given.
3. Lots of questions are phrased using vocational words – i.e. key words unusual and specific to health and social care. Every time this happens make sure you define what they mean first then answer the question!
EGs. Assess the burden informal caring may have on Fred
Assess how service user empowerment could affect service provision
4. Examiners are quite keen on ‘appropriate vocational language’ so build up a vocabulary of them and use them in your answers. In other words write like a health care professional might speak no just an average Joanne on the street!
5. Questions which start ‘assess’ or ‘evaluate’ need to be given **BALANCED ANSWERS** – advantages, disadvantages. Candidates have a tendency to see the negative rather than the positive or vice versa – see and describe both
6. There are some concepts in Health and Social care which are non negotiable – they are **GOOD** things e.g. empowerment, anti discrimination, individualised care. When you are asked to discuss such concepts tell the examiner why they are good things and then tell the examiner why a lack of whatever it is would be a bad thing
7. You will be asked somewhere about legislation (laws). Learn the key provisions of the ones we have covered
 1. Anti Discrimination Legislation - race, gender, ethnicity, disability.
 2. Laws affecting vulnerable groups e.g. children, the mentally ill
 3. Other recent legislation e.g. the Human Rights Act, the NHS and Community Care Act and the health Act

Put them on revision cards with the title and date on one side and the main provisions on the back

Now create Revision cards for the following key terms

Advocacy

When someone speaks or acts on behalf of a client who is unable to voice their views themselves because of learning difficulties, mental health problems etc. An advocate can be a health professional, a relative of the client or a volunteer.

Advocates can be important in making sure a client gets the care they need and are entitled to.

Empowerment

Means giving the client power over their own treatment and care rather than just being passive receivers of health care. Empowered clients are active participants in their own care planning and have access to all the information they need.

Care Value Base

Is a summary of the values which underpin practice in health and social care. (Values are things we believe in as good and important) Care Values in the CVB are a commitment to equality and diversity, a clear understanding of the rights and responsibilities of clients and professionals, a belief and understanding of the importance of client confidentiality, an understanding of the importance of effective communication and a commitment to anti discriminatory practice. Revise them in detail here <http://www.educationforum.co.uk/Health/CVB.htm>

Care Planning

The ongoing process of assessment of client needs, setting care objectives, implementing interventions and evaluating outcomes

Revise in detail, here

<http://www.educationforum.co.uk/Health/careplanning.htm>

Informal Care

Care provided by family members or friends.

Multi disciplinary Approach

When several health professionals and carers are involved in the care of a client – doctors, specialists, physiotherapists, etc. The multi disciplinary approach requires people from different ‘disciplines’ or areas of expertise to work together

Key Worker

The named person who ensures the care plan is followed. Sometimes more commonly referred to as the **Lead Professional** – a person important in coordinating the multi disciplinary approach to care planning

Quality Assurance

Making sure that care within organisations is up to recognised standards.

Standards

The recognised acceptable level of care and service

Quality control

Systems put in place by an organisation to ensure standards

Now using your own notes and text books create similar cards for:

Task orientated care, primary care, secondary care, confidentiality, normalisation, public sector, and private sector, and voluntary sector, mixed economy of care, organisational culture, and accountability.