

RO21 LO2 KNOWLEDGE ORGANISER

UNDERSTAND THE IMPORTANCE OF VALUES OF CARE AND HOW THEY ARE APPLIED



WHAT ARE VALUES OF CARE

CORE principles that underpin the work of people providing health, social or early years care – aiming to stop discrimination and ensure equality.

They provide guidelines and ways of working for care settings and staff

- * Promoting equality and diversity
- * Maintaining confidentiality
- * Promoting rights and beliefs
- * Healthy and safe environment
- * Working in partnership
- * Equality / Diversity / Anti-Discrimination

WHERE are values of care applied

Healthcare settings (Somewhere that provides care for someone's health)

GP surgery / Health centre / Hospital / Medical Centre / Nursing Home / Optician / Pharmacy

Social Care settings: (somewhere that provides personal care, protection or support)

Community centre / Day centre / Lunch Club / Residential Home / Retirement home / Social services department / Support group / Breakfast club

Early Years care and education settings: (somewhere a child goes for care / education)

Childminder / Children's centre / Children's home / Creche / Nursery / Nursery school / Parent and toddler group / Playgroup / Pre-school /

DIVERSITY – recognising that everyone is different and has different needs. Appreciating and respecting individuals' differences. For example, a person's choice of faith, diet or ethnicity.

REFLECTIVE PRACTITIONER

Someone who regularly looks back at the work they do and how they do it, to consider how they can improve their practice.

REFLECT on the work that they have done.

4 main aspects of being a reflective practitioner =

- Evaluating specific incidents or activities
- Identifying what might be done better next time
- Identifying what went well
- Exploring training and development needs to improve

P.I.E.S (effects if values of care are not applied)

Effects on individuals – Physical, Intellectual, Emotional and Social. **Examples of these effects:**

Physical – relate to an individual's body (illness / injury) (hospital patient not given regular drinks – resulting in dehydration / bruises/broken bones/injury)

Intellectual – relates to an individual's thought processes (leaving residents sitting watching tv all day – lacks mental stimulation /losing interest / lack of knowledge)

Emotional – Relate to an individual's feelings (expectant mum wanting a home birth, told she is not allowed without reason, would cause upset and anger / low confidence / frustrated / humiliated)

Social – Relate to an individual's relationships. (children in a nursery laugh at a child with a birthmark and staff do nothing, the child becomes isolated and withdrawn, and refuses to attend. / excluded / antisocial/behaviour problems)

EQUALITY – enabling individuals to have the same rights, access to opportunities as everyone else regardless of gender, race, ability, age, sexual orientation or religious belief

IMPACT OF VALUES OF CARE

Clear guidelines to inform and improve practice

LEADS TO

Standardisation of care

LEADS TO

Improved quality of care

LEADS TO

Improved quality of life

HOW values of care are applied in EARLY YEARS settings.



- Ensuring **welfare of the child is paramount** (*making sure the Childs needs are at the centre of everything you do*)
- Keeping children safe (*following safeguarding and safety policies at all times*)
- Maintaining a healthy, safe environment
- Working in **partnership** with parents/guardians (*phone calls / meetings / diaries / open days*)
- Encouraging children’s learning and development (*letting them try new things / activities / develop imagination*)
- Valuing diversity (*display toys / books / activities from different cultures encouraging all to get involved and learn new things*)
- Ensuring equal opportunity for a child to achieve their potential (*every area accessible / dietary need met*)
- No **discrimination** (*no racist language / all treated fairly regardless of age, race, gender. Needs to be catered for – e.g. Braille*)
- Ensuring confidentiality (*only staff or individuals directly involved with a child should have access to their information*)
- Working with other organisations to ensure welfare is always paramount. (*working with health visitor or social services to support needs of a child*)

HOW the values applied in HEALTH AND SOCIAL CARE setting.



Promoting equality and diversity:

Use language individuals can understand (**non-discriminatory**)

CHALLENGE ANY DISCRIMINATION

Ensure care meets individuals’ **SPECIFIC** needs.

Foods available to suit individuals’ dietary requirements.

Maintaining confidentiality:

Only share information on a need to know basis (*E.G. Password protect information on computers*)

Do not share information with anyone, even the individual’s family **unless the person** is at risk of harming others * at risk of harming themselves * at risk of being hurt by others * a serious risk of an offence being carried out.

Promoting individuals’ rights and beliefs:

Support individuals’ religious beliefs (*E.G. provide a prayer room*) Consulting the person on what they want (*E.G. a pregnant woman consulted on choice of birth she would like*)

Being a reflective practitioner

Look at what worked well, what could be better and adapt care / service to make it better for the individual / organisation.

THE IMPORTANCE OF APPLYING THE VALUES OF CARE



Practitioners will deliver best practice.

Service users will feel valued and respected and their needs will be met.

It ensures standardisation of care

All staff will know how to work to a high standard

It improves the quality of care

Individuals needs will be met consultation, treatment, provisions will all be linked to individuals needs

It provides clear guidelines to inform and improve practice.

Practitioners use the values of care to understand how to provide effective care and apply them effectively.

It maintains or improves quality of life

Tailoring the care to meet the needs of individuals will ensure all care received is beneficial.

ADDITIONAL KEY INFORMATION

DBS checks – Criminal record checks carried out by Disclosure and barring service Preventing unsuitable people working with vulnerable adults and children.

Designated child protection officer – named individual who is the first point of contact for staff in a care setting, with concerns about the welfare of a child.