R035 Personal Learning Checklist

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| Topic Area | What you should know | **R** | **A** | **G** |
| TA1 - The rights of service users in health and social care settings  | **1.1 Types of Care settings** |
| Health care |  |  |  |
| Social care |  |  |  |
| **1.2 - The rights of service users** |
| Choice |  |  |  |
| Confidentiality  |  |  |  |
| Protection from abuse and harm |  |  |  |
| Equal and fair treatment  |  |  |  |
| **1.3 - The benefits to service users’ health and wellbeing when their rights are maintained**  |
| Empowerment- choice, control, independence, self-reliance |  |  |  |
| High self-esteem - value, respect, positive mental health |  |  |  |
| Service users’ needs are met - appropriate care or treatment, improving physical or mental health |  |  |  |
| Trust - reassurance and confidence  |  |  |  |
| TA2 - Person-Centred values  | **2.1 - Person-centred values of care and how they are applied by service providers**  |
| Individuality |  |  |  |
| Choice |  |  |  |
| Rights |  |  |  |
| Independence |  |  |  |
| Privacy |  |  |  |
| Dignity |  |  |  |
| Respect |  |  |  |
| Partnership |  |  |  |
| Encourage decision making of service user |  |  |  |
| Qualities of a service provider: the six Cs |  |  |  |
| **2.2. - Benefits of applying the person centred values**  |
| *Benefits for service providers of applying the person-centred values of care* |
| Provides clear guidelines for the standards of care |  |  |  |
| Improves job satisfaction |  |  |  |
| Maintains or improves quality of life |  |  |  |
| Supports rights to choice and consultation |  |  |  |
| Supports service practitioners to develop their skills |  |  |  |
| Enables the sharing of good practice |  |  |  |
| *Benefits for service users of applying the person-centred values of care*  |
| Ensure standardisation of care |  |  |  |
| Improves the quality of care being given |  |  |  |
| Maintains or improves the quality of life |  |  |  |
| Supports service users to develop their strengths |  |  |  |
| **2.3 - Effects on service users’ health and wellbeing if the person-centred values are not applied**  |
| Physical effects |  |  |  |
| Intellectual effects |  |  |  |
| Emotional effects |  |  |  |
| Social effects  |  |  |  |
| TA3 - Effective communication in health and social care settings  | **3.1 - The importance of verbal communication skills in health and social care settings**  |
| Adapting communication to meet the needs of the service user or situation |  |  |  |
| Clarity |  |  |  |
| Empathy |  |  |  |
| Patience |  |  |  |
| Using appropriate vocabulary (no jargon) |  |  |  |
| Tone |  |  |  |
| Volume |  |  |  |
| Pace |  |  |  |
| Willingness to contribute to team working  |  |  |  |
| **The importance of non-verbal communication skills in health and social care settings**  |
| Adapting communication to meet the needs of the service user or situation |  |  |  |
| Eye contact |  |  |  |
| Facial expressions |  |  |  |
| Gestures |  |  |  |
| Positive body language |  |  |  |
| Sense of humour |  |  |  |
| Positioning - space, height, personal space  |  |  |  |
| **3.3 - The importance of active listening in health and social care settings**  |
| Posture |  |  |  |
| Eye contact |  |  |  |
| Nodding agreement |  |  |  |
| Showing empathy |  |  |  |
| Clarifying  |  |  |  |
| Summarising  |  |  |  |
| **3.4 - The importance of special methods of communication in health and social care settings**  |
| Advocates  |  |  |  |
| Braille |  |  |  |
| British Sign Language |  |  |  |
| Interpreters |  |  |  |
| Makaton |  |  |  |
| Voice-activated software |  |  |  |
| **3.5 - The importance of effective communication in health and social care settings**  |
| Supports the care va;eus |  |  |  |
| Helps to meet service users’ needs |  |  |  |
| Protects the rights of service users  |  |  |  |
| The impact of good communication skills |  |  |  |
| The impact of poor communication skills  |  |  |  |
| TA4 - Protecting service users and service providers in health and social care settings  | **4.1 - Safeguarding**  |
| Service users who need safeguarding  |  |  |  |
| Impacts for service users of a lack of safeguarding |  |  |  |
| Safeguarding procedures in care settings |  |  |  |
| Safeguarding training for all staff |  |  |  |
| Disclosure and Barring Service (DBS) checks |  |  |  |
| **4.2 - Infection prevention** |
| General cleanliness |  |  |  |
| Personal hygiene measures |  |  |  |
| PPE (personal protective equipment) |  |  |  |
| **4.3 - Safety procedures and measures**  |
| Safety procedures e.g. risk assessment, fire drill |  |  |  |
| Safety measures e.g. warning signs, fire safety notice,  |  |  |  |
| **4.4 - How security measures protect care service users and staff**  |
| Identifying staff |  |  |  |
| Monitoring of keys  |  |  |  |
| Receiving and monitoring visitors  |  |  |  |
| Reporting concerns to line managers |  |  |  |
| External doors, restricting access |  |  |  |
| Window locks and restraints  |  |  |  |