**Southmoor Academy**

**Single Health & Social Care**

**Yr 11 into Yr 12 Summer Transition Work**

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**Task One**

**Title: Sectors, Settings and Employees**

There are three main sectors within HSC;

1. Social Care
2. Health Care
3. Early Years and Education

Research these three sectors.

Create a mind map or fact sheet for each sector. This should include

* All the different settings/places that would fall within the sector and what they are
  + e.g. Maternity Unit
* The types of workers who would work in each setting within each sector
  + Midwifes, Nurses, Neonatal nurses, Obstetricians
* The role of each worker
  + Obstetricians are doctors who specialises in complicated pregnancies and childbirth. Obstetricians also take charge if specialist help is needed during labour such as use a caesarean.

**Helpful sources to help get you started:**

<https://www.nct.org.uk/pregnancy/who-will-care-for-you-during-pregnancy/health-professionals-you-might-see-during-your-pregnancy>

<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/overview-of-the-social-care-sector>

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare/typesofchildcare>

**Task Two:**

**Title: Explain different types of relationships that can be built in health, social care**

**or child care environments**

* Pick two different environments (see options)
* For **each** environment pick one relationship (see options)

**ENVIRONMENT OPTIONS**

1. Anywhere in health care
2. Anywhere in social care
3. Anywhere in early years/education

**RELATIONSHIP OPTIONS (worker and..)**

1. Individuals who require care & support (service user)
2. Families of the service user
3. Colleagues/peers they work with
4. Their senior workers/managers

**For each**

1. Explain purposes or reasons for these relationships.
2. Explain when and why would these two people meet/interact with examples
3. Why are these relationships important

**Further Help**

* Types of child care settings:

<https://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/>

* Types of health and social care settings:

<https://www.cqc.org.uk/what-we-do/services-we-regulate/services-we-regulate>

**Layout:**

**Environment 1:.................**

**Relationship 1:................**

**Environment 2:..............**

**Relationship 2:..............**

**Task Three**

**Title: The factors that can influence the building of positive relationships in health, social care or child care environments**

Pick either a

* Teacher & Student in a school
* Nurse and Patient in a hospital
* Carer and Resident in a care home

For your chosen relationship describe how verbal and non verbal communication might play a part in their relationship.

* how it can be used to help them build a better relationship.
* Link to some research evidence

**Things to consider:**

* Verbal (pace and tone)
* Non Verbal (facial expression, body language and gestures)

i.e. how a teacher might use/change their verbal communication with their pupils to form a positive relationship and research to prove a teacher’s voice is effective in teaching

**Task Four**

**Title: Demonstrate effective communication skills in a one-to-one interaction to build a positive relationship in a health, social care or child care environment ​**

* For this task you need to plan and act out a short interaction where you place the worker with at another person (one to one)
* There are examples of case studies to pick at the end from OR you can make up your own scenario. ​
* You are ALWAYS acting out the role of the worker and we will be observing how you interact with the other person. ​
* First you must have a script for this and then practice your interaction
* Then record this on your phone and show your teacher this recording when you return in year 12

In your interaction you need to show good communication skills​.

I am looking for:

* appropriate pace ​and tone ​
* effective questioning ​
* active listening (repeating information back, nodding to show listening) ​
* no slang and jargon ​
* good body language & facial expressions
* eye contact
* demonstrating empathy i.e. through gestures

**Task Five**

**Title: Demonstrate effective communication skills in a group interaction to build a positive relationship in a health, social care or child care environment ​**

* For this task you need to act out a short interaction where you place the worker with at least two other people (group) and record this on your phones
* There are examples of case studies to pick at the end from OR you can make up your own scenario. ​
* You are ALWAYS acting out the role of the worker and we will be observing how you interact with the other person. ​
* First you must have a script for this and then practice your interaction
* Then record this on your phone and show your teacher this recording when you return in year 12

​

In your interaction you need to show good communication skills​.

I am looking for

* appropriate pace ​and tone ​
* effective questioning ​
* active listening (repeating information back, nodding to show listening) ​
* no slang and jargon ​
* good body language & facial expressions
* eye contact
* demonstrating empathy i.e. through gestures

Task 4 & Task 4 Scenarios

**Case Study 1: Trevor**

Trevor is 55 years of age. He has very high blood pressure and has to visit the GP each month to have this checked. He also visits the local hospital once each month for physiotherapy, as he had a lymph gland removed from his leg and this has caused his leg to swell. Trevor will need to give and obtain information about himself and his conditions with the care professionals. There will also be occasions when he will need to exchange ideas and opinions. You have been asked to talk with Trevor about the amount of exercise he is doing and to suggest how he could do more to help himself to become more mobile.

P4: Have a one-to-one interaction with Trevor to discuss what exercises he could do and how he could become more mobile.

P5: Have a discussion with a small group of individuals who attend physiotherapy for a variety of injuries to their limbs to discuss what they could do and how exercise would help them.

**Case Study 2: Surinder**

Surinder is 70 years of age. He still lives in his own home but he has severe mobility problems and is very overweight. He attends the local day care centre three times each week. When he first visits the day care centre a key worker will want to obtain information from Surinder about his personal and medical conditions. Surinder will also want to find out what happens at the day care centre so that he can decide which activities he would like to take part in. The day care centre will provide Surinder with the opportunity to exchange views and opinions with others of the same age as himself, there is always time for getting to know other people. You are working at the local day care centre with Surinder.

P4: Have a one-to-one interaction with Surinder to find out about his eating habits when he is at home, or about ways in which improvements could be made to this area of his care plan.

P5: Have a conversation with a small group of individuals about eating healthily, or about the activities they would like to do while at the day care centre

**Case Study 3: Skye**

Skye is four years of age. She attends ‘Parrots Playgroup’ for three mornings each week. While at the playgroup Skye likes to join in some of the creative activities that are taking place. She enjoys making things. While she is at the playgroup she will talk to the nursery nurse about the activities she is doing and ask questions. Children always want to know ‘why’ when they are asked to do things. The nursery nurse may on some occasions ask Skye some questions when she needs some information, for example, if she is upset or pleased about something or when she finds an activity that interests her. Skye has arrived at the playgroup and has decided to join in the creative activities session using card, materials and paints.

P4: Have a one-to-one interaction with Skye while she is involved in the activity.

P5: Have a group conversation with a small group of children about what they would like to make for a special event that the nursery is holding.

**Case Study 4: Counsellor**

Members of a youth club recently discussed the media focus on body image. A number of the 13 year olds have expressed concerns about their body image. As a peer counsellor you have been asked to meet with individuals and groups to discuss these concerns.

P4: You will have a one-to-one interaction with one of the youth club members to discuss their concerns.

P5: Discuss with a group of youth club members how body image is presented in the media.

**Case Study 5: Social Services**

Peter is 85 years of age. He still lives in his own home but his mobility is getting worse and he is finding it more difficult to look after himself. Social services have become involved and are trying to work with Peter to help him keep his independence and continue to live at home. They have arranged for a home help to visit daily. They have also suggested that Peter spends one day a week at a local care home. You have been asked to meet with Peter so he can discuss his needs.

P4: Have a one-to-one conversation with Peter to find out how best the home help can meet Peter’s domestic needs in his home.

P5: Take part in a group interaction with people who use the local care home to discuss what the care home provides.

**Case Study 6: Peska**

Peska is 4 years of age and has just moved into the area with her mother. She attends the local Rainbow Nursery School but is always distressed when her mother tries to leave. You are Peska’s key worker at the nursery and have noticed that Peska is unhappy and will not interact with other children.

P4:Have a one-to-one meeting with Peska’s mother to discuss how best to support Peska to interact with other children.

P5: Take part in a group interaction with a small group of children to talk about what they like about the nursery.

**Case Study 7: Carer**

At a local day care centre one afternoon a week. Some of the older adults who use the centre are concerned about one of their friends who is having memory problems. The group want to know how they could best support their friend. The day care centre manager has suggested that you meet with them to discuss their concerns.

P4: You will have a one to one interaction with one of the group to discuss their concerns.

P5: Discuss with the group how people with memory problems could be supported.

**Case Study 8: Jamie**

James is 15 years of age and has a number of friends who are overweight. They spend many hours playing computer games and watching television, and do not take part in regular physical activity. Whilst playing football James becomes breathless and is unable to continue. James goes to the doctor who diagnoses him as being seriously overweight. He recommends that James attends a healthy eating clinic run in the primary care centre. James and his friends are concerned that unless they change their diet and lifestyle they could face health problems in the future. As a health care worker working at the primary care centre talk to James and his friends about how they could improve their diet and lifestyle.

P4: Have a one to one conversation with James about how he could improve his diet and lifestyle.

P5: Take part in a group interaction with James and his friends to discuss how they could support each other to follow a healthier lifestyle.