




HEALTH AND SOCIAL CARE LEVEL 2 – KNOWLEDGE ORGANISER – COMPONENT 2 –CARE SERVICES ND VALUES

<p>LEARNING AIM A – understand the different types of health care services and barriers to accessing them</p>	<p>LEARNING AIM B – demonstrate care values and review own practice</p>
<p style="text-align: center;">A1 – HEALTH AND SOCIAL CARE SERVICES</p> <p>Different health care services and how they meet service user needs:</p> <ul style="list-style-type: none"> • Primary care, e.g. GPs, dental care, optometry, community health care • Secondary and tertiary care, e.g. specialist medical care • Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians  <p>Different social care services and how they meet service user needs:</p> <ul style="list-style-type: none"> • Services for children and young people, e.g. foster care, residential care, youth work • Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care • Services for older adults, e.g. residential care, domiciliary care • The role of informal social care provided by relatives, friends and neighbours 	<p style="text-align: center;">B1 – CARE VALUES</p> <p>Care values:</p> <ul style="list-style-type: none"> • Empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered • Respect for the individual by respecting service users' needs, beliefs and identity • Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip) • Preserving the dignity of individuals to help them maintain privacy and self- respect • Effective communication that displays empathy and warmth • Safeguarding and duty of care, e.g. maintaining a healthy and safe environment, keeping individuals safe from physical harm • Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour 
<p style="text-align: center;">A2 – BARRIERS TO ACCESSING SERVICES</p> <p>Types of barrier and how they can be overcome by the service providers or users:</p> <ul style="list-style-type: none"> • Physical barriers, e.g. issues getting into and around the facilities • Sensory barriers, e.g. hearing and visual difficulties • Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence • Language barriers, e.g. differing first language, language impairments • Geographical barriers, e.g. distance of service provider, poor transport links • Intellectual barriers, e.g. learning difficulties • Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand • Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services 	<p style="text-align: center;">B2 – REVIEWING OWN APPLICATION OF CARE VALUES</p> <p>Key aspects of a review:</p> <ul style="list-style-type: none"> • Identifying own strengths and areas for improvement against the care values • Receiving feedback from teacher or service user about own performance • Responding to feedback and identifying ways to improve own performance 