



LOWESTOFT
SIXTH FORM COLLEGE

AS Double Health and Social Care - Summer Project

UNIT 1 - BUILDING POSITIVE RELATIONSHIPS IN HEALTH AND SOCIAL CARE

LO3: Understand how a person-centred approach builds positive relationships in health, social care or child care environment

Task 1:

Person-centred Approach is defined as:

Believing in the potential and ability of individuals who require care or support to make their own choices that are suitable for their own lives without being influenced by the beliefs and values of other professionals or practitioners. In a person-centred approach individuals rather than professionals or practitioners are the experts. The individual's needs, views and wishes are the focus; they come first and become central to any care or support that is accessed.

Research the development of person-centred initiatives such as the 6 C's:

1. care
2. compassion
3. courage
4. commitment
5. competence
6. communication

Why did this initiative come about? ($\frac{1}{2}$ a page)

Give an example of each above in a caring role i.e. nurse, carer, teacher etc.

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The Role of Training

It is important that you understand the importance of training in ensuring a person-centred approach.

Useful information about the Care Certificate developed, jointly by Skills for Care, Health Education England and Skills for Health for the induction of health and social care workers can be accessed from the link below about the Care Certificate Standards.

Website Link: <http://www.skillsforcare.org.uk/Standards/Care>

From your research briefly say how a person-centred approach can be improved by carers gaining the Care Certificate qualification.

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Unit 1 AO4 - Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment

Task 1

- Working with a partner, ask them to observe your communication skills during a five minute conversation.
- Record their/findings/observation of your interaction using the form below.

Score	Very effective — 5	Inappropriate — 1
METHOD OF COMMUNICATION	SCORE	SCORE
	Partner	Yours
Eye contact		
Facial expression		
Angle of head		
Tone of voice		
Position of hands and arms		
Gestures		
Posture		
Muscle tension		
Touch		
Proximity		
Encouraging others to talk back		
Reflecting back what others have said		
Using appropriate questions		
Use of prompts		
Using silence as a listening skill		
Clarity and pace of conversation		
Turn taking		

Task 2

- Now complete a self-assessment — using the same form, how do you think you communicated during the conversation? Be honest!
- Compare the two assessment sheets relating to you and identify any similarities and differences
- Review how you feel you communicate. Reflect on whether you agree with your partner’s assessment and give reasons.

Task 3

Evaluate your communication skills in differing situations. For each, explain how well you think you might communicate in the following:-

- communicating on a one-to-one basis with someone you know
- communicating in a small group of people you know

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- communicating in a small group of people you do not know
- communicating on a one-to-one basis in a caring role

Task 4

Now consider your ability to monitor your own verbal/non-verbal communication skills and consider your strengths and weaknesses.

Summer project	Tick when completed
EVERY page to have your name and page number either as headers or footers	
Size 12 font in main text	
Use Arial, Calibri, Times New Roman or Comic Sans font only	
Spell check	
AO3: Task 1	
AO4: Task 1	
AO4: Task 2	
AO4: Task 3	
AO4: Task 4	
Proof read	
References used and listed	
Hand-in-date:- Friday 6th September 2019	

If you have any questions please email J.Measures-Brown@lowestoftsfc.ac.uk