



## **Health and Social Care**

Includes:

- . Key words
- . Core knowledge
- . Definitions
- . Examples
- . Questions

|               |
|---------------|
| <b>Name:</b>  |
| <b>Class:</b> |

## **Topic 1:**

### **1.1**

| <b>Key Word</b>  | <b>Definition</b>  | <b>Examples</b>  |
|------------------|--|--|
| Health Care      | The service of providing medical care and treatment for illness, disease or injury | A service user who attend a GP appointment and is prescribed medication for their illness or injury                                |
| Social Care      | The service of providing of providing a wide range of different types of care      | A care provider who helps a service user to get dressed everyday as well as other daily tasks                                      |
| Service User     | A person who has access to health and social care services                         | A service user who attends a doctors appointment regarding their mental health   |
| Care Provider    | An organisation acting as a direct provider of healthcare services                 | A doctor who carries out a simple procedure, such as taking the temperature of a toddler or taking a service user's blood pressure |
| Domiciliary Care | The range of services put in place to support an individual in their own home      | A domiciliary nurse who helps a service user cook their meals and clean up their home  |

### **Core Knowledge:**

|                               |   |  |
|-------------------------------|---|--|
| Types of Healthcare Settings  | <ul style="list-style-type: none"><li>. Dentist</li><li>. GP</li><li>. Optician</li><li>. Nursing Home</li></ul>  | <ul style="list-style-type: none"><li>. Health Centre</li><li>. Pharmacy</li><li>. Walk-in centre</li><li>. Hospital</li></ul> |
| Types of Social Care Settings | <ul style="list-style-type: none"><li>. Retirement Home</li><li>. Day Centre</li><li>. Residential Home</li><li>. Homeless Shelter</li><li>. Social Services Department</li></ul> | <ul style="list-style-type: none"><li>. Food Bank</li><li>. Community Centre</li><li>. Support Group</li></ul>                 |

## 1.2

| <b>Key Word</b>      | <b>Definition</b>  | <b>Examples</b>  |
|----------------------|--|--|
| Choice               | A service user who is given more than one option when making a decision  | Offering every option available for a service user's treatment   |
| Confidentiality      | Placing restrictions on sharing certain types of sensitive information   | Keeping important files or documents in a locked filing cabinet where only authorised services providers can access  |
| Consultation         | Discussing an issue with another person in order to receive their advice   | A service provider incorporating a service users ideas into their care plan  |
| Equal                | Giving people the same opportunities and choices as everyone else  | A teacher including a student with special needs in all the same lessons and activities as the other students  |
| Fair                 | Being able to have full access to those opportunities and choices, as well as receiving the correct type of care | As service provider bringing a wheelchair ramp for the coach when going on a day trip with older adults from a residential home for those wheelchair users so they are able to take part |
| Abuse                | The intentional harm done to another person through mistreatment or failing to prevent harm                      | A nurse opening all the windows and removing the blanket from the patient so they become cold and their health deteriorates  |
| Equality Act         | A law intended to prevent discriminatory practice and to ensure everyone is treated fairly                       | A service provider protecting a service user from sexist/racist language being said by another service user  |
| Law                  | A rule which is passed by parliament and states the right of a service user                                      | Service providers abiding by the equality act in all care settings   |
| 'Need-to-know' Basis | Information which is only shared with those directly involved with a service user's care                         | A service provider only shares information of a service user with the service user and the other care provider who is involved in their care   |

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|-----------------|--|--|
| Safeguarding    | Actions taken to support a service user by ensuring a safe and healthy environment                   | Doing a DBS check on all staff member before allowing them to work in that setting |
| Manual Handling | Using correct procedures when physically moving a load, by lifting, putting down, pushing or pulling | Transferring a patient from their wheelchair to a hospital bed                     |

### Core Knowledge:

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|--|--|
| What are the 5 rights                  | <ul style="list-style-type: none"> <li>. Choice</li> <li>. Consultation</li> <li>. Confidentiality</li> <li>. Protection from harm and abuse</li> <li>. Equal and fair treatment</li> </ul>  |
| What is protection from harm and abuse | <ul style="list-style-type: none"> <li>. Protecting vulnerable individuals from intentional harm or mistreatment e.g. children, dementia patients, or people with a learning disability.</li> <li>. Staff should also be aware of safeguarding procedures e.g. criminal record checks, trained in first aid, manual handling, safeguarding and CCTV</li> </ul> |

### 1.3

| Key Word       | Definition   | Example  |
|----------------|--|--|
| Empowerment    | Giving someone the authority or control to do something    | A service provider allowing a service user to control their care and what type of care they want to receive              |
| Self - reliant | Being able to do or decide things by yourself              | A service user deciding what care they want rather than the service provider   |
| Self - esteem  | How much a person values themselves and the life they live | High self-esteem is someone who is happy and confident but low self-esteem is someone who is unhappy and feels worthless |

|                 |  |  |
|-----------------|--|--|
| Trust           | The firm belief in the reliability, truth, or ability of someone or something          | A service user who lacks trust may not continue with the care they're receiving which could have a negative effect on their physical and mental well-being |
| Physical Health | The condition of your body whether you have an illness, injury or health condition     | The physical health of an elderly woman has deteriorated due to falling and breaking her hip   |
| Mental Health   | The state of health of somebody's mind   | Someone who has lost a family member mental health may decline due to the grief they will go through   |
| Respect         | Admiration felt or shown for someone or something that has good ideas and/or qualities | A care provider respects the decisions a service user makes about their care   |

### Core Knowledge:

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|--|---|
| What are the 4 main benefits of applying person-centred values | <ul style="list-style-type: none"> <li>. Empowerment</li> <li>. High self-esteem</li> <li>. Needs are met</li> <li>. Trust</li> </ul>                       |
| Other benefits   | <ul style="list-style-type: none"> <li>. Feeling valued</li> <li>. Instils confidence</li> <li>. Individuals feel safe</li> <li>. Gives equality</li> </ul> |
| What does it mean if a service user's 'needs are met'          | When appropriate care and treatment is given so a service user's requirements are met, results are good and their physical and mental health has improved   |

## **Topic 2:**

### **2.1**

| <b>Key Term</b>   | <b>Definition</b>   | <b>Example</b>   |
|-------------------|---|--|
| Person - centred  | Key principles that underpin the work of those providing care and support   | A service provider creates a personalised care plan for a service user   |
| Equality          | Treating people fairly and valuing them for who they are  | A care provider providing every service user with the same level of care   |
| Individuality     | Recognising that each person has their own identity, needs, wishes, beliefs and values  | A hospital providing a prayer room in which service users can follow their own belief  |
| Personalised Care | Having choice and control over the way a service user's care is planned and delivered   | During a multi-disciplinary meeting, a service user is in control of their care plan   |
| Privacy           | The right to be let alone and have freedom from interference or intrusion   | A care provider knocks on a service user's door before entering  |
| Dignity           | Having regard for the feelings, opinions and wishes of others   | A care provider respects the needs of the service user when carrying out their care  |
| Partnership       | Involves different professionals, services and agencies working together to provide the most effective care for a service user requiring treatment or support | The hospital, a social worker and a care home working together to provide care to meet the needs of an older adult being discharged from the hospital after a fall |
| Diversity         | Appreciating the differences between people and treating people's values, beliefs, cultures and lifestyles with respect                                       | A care provider understanding the beliefs of people and making sure they're beliefs are followed by all care providers   |
| Sexuality         | A person's gender identity, body image and sexual desires   | A service user is treated as the gender they identify themselves as  |
| The six C's       | Key principles which should inform every health and social care service provider's  | A service provider following these principles when caring for service users  |

|               |  |   |
|---------------|--|---|
|               | practice and enable them to provide person-centred care  |   |
| Care          | A service provider who will do all they can to provide appropriate treatment or support that will maintain or improve a service user's health and well-being                   | A service provider listening to the services users wishes and respecting them and treating them with dignity  |
| Compassion    | Being able to provide care and support with kindness, consideration, respect and empathy   | A care provider listening and helping a service user with the worries they may be having  |
| Competence    | The ability of a service provider to provide high quality, effective care through applying their knowledge, skills, understanding and expertise to meet a service user's needs | A care provider using all of their knowledge and skills to carry out an operation   |
| Communication | The exchange of information by speaking, writing or using some other medium. Essential for developing good relationships with service users, their families and colleagues     | A doctor discussing treatment plans with their patient and informing them of everything going on as well as to everyone who is part of that patients recovery |
| Courage       | Being brave, being able to speak up when having concerns, doing the right things and trying new things.  | A service user expressing their concerns and the care provider changing the care they are giving  |
| Commitment    | When a service provider is dedicated to providing care and support to meet the service user's needs  | A care provider planning the care plan carefully and following through with everything that is on that plan   |

**Core Knowledge:**

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|--------------------------------------|--|
| What are the 9 person-centred values | <ul style="list-style-type: none"> <li>. Individuality</li> <li>. Choice</li> <li>. Rights</li> <li>. Independence</li> <li>. Privacy</li> <li>. Dignity</li> <li>. Respect</li> <li>. Partnership</li> <li>. Encouraging decision making</li> </ul> |
| Choice                               | Being given more than one option when having to make a decision  |
| Independence                         | Not being influenced by others but instead being free to make your own decisions by thinking or acting by yourself   |
| Rights                               | A moral or legal entitlement to have or do something - this is given to everyone, regardless of race, sex, religion or ethnicity   |
| Respect                              | Admiration felt or shown for someone/something that has good qualities and/or ideas  |
| Encouraging decision making          | Encouraging the process of making choices by gathering information and identifying a decision  |
| Name the 6 C's                       | <ul style="list-style-type: none"> <li>. Care</li> <li>. Compassion</li> <li>. Competence</li> <li>. Communication</li> <li>. Courage</li> <li>. Commitment</li> </ul>   |

| <b>Key Term</b>            | <b>Definition</b>  | <b>Example</b>   |
|----------------------------|--|--|
| Valuing diversity          | Accepting and respecting individual differences such as faith, diet, sexuality, ethnicity and customs                  | Receiving appropriate care that meets their needs and they don't experience discriminatory attitudes                     |
| Nutrition                  | The process of providing or obtaining the food necessary for health and growth   | Eating a healthy diet by eating the right amount of each food group, so health and diet is positive                      |
| Healthcare Standardisation | The specifications of rules, guidelines or characteristics for designing products or carrying out activities           | Care providers making sure they follow these standardisations when caring for a service user                             |
| Quality of Care            | The degree to which health services for individuals and populations increase the likelihood of desired health outcomes | The quality of care in a hospital is high, meaning the health of service users should improve                            |
| Quality of Life            | A multi-dimensional concept that includes domains related to physical, mental, emotional and social functioning        | Providing hospital patients with appropriate nutritional meals, providing help to eat and drink and discussing treatment |

### Core Knowledge:

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| How can applying person-centred values benefit service providers | <ul style="list-style-type: none"> <li>. Provides clear guidelines of the standards of care that should be given</li> <li>. Improves job satisfaction</li> <li>. Maintains/improves quality of life</li> <li>. Supports the rights to choice/consultation</li> <li>. Supports providers to develop their skills: enables sharing good practise skills</li> </ul> |
| How can applying person-centred values benefit service users     | <ul style="list-style-type: none"> <li>. Ensures standardisations of care is given: improves quality of care being given to the service user</li> <li>. Maintains/improves quality of life for the service user</li> </ul>   |

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|  | . Supports service users to develop their strengths |
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## 2.3

| <b>Key Word</b>      | <b>Definition</b>  | <b>Examples</b>   |
|----------------------|--|---|
| Physical Effects     | Relates to the service user's body   | A nursing home resident suffers with coeliac disease, causing negative symptoms if gluten is eaten. If they aren't given gluten-free food, their digestive health will deteriorate                            |
| Intellectual Effects | Relates to the service user's thought processes such as thinking skills, understanding and knowledge                                     | If a young adult with learning difficulties isn't given support, their learning won't progress and they won't reach their full potential  |
| Emotional Effects    | Relates to the service user's feelings   | An elderly vegetarian woman attends a day centre and is expected to eat the same meal as everyone else, just without the meat, which isn't fair so she is likely to have low self-esteem and feel embarrassed |
| Social Effects       | Relates to the service user's relationships with others  | A girl is being bullied at a day centre and staff do nothing about it, which may result in her feeling isolated and withdrawn   |
| Malnutrition         | Lack of proper nutrition, caused by not having enough to eat or not eating enough as well as being unable to eat the food that people do | A patient isn't given enough food throughout the day at the hospital  |
| Dehydration          | The lack of water or the loss of water   | A service user isn't given any water during the day when attending a day centre   |

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|-------------------|---|--|
| Self - confidence | A feeling of trust in one's abilities, qualities and judgements | A service user feeling confident to make a judgment about their care and talk about the concerns they have                             |
| Disempowered      | The deprive of power, authority or influence                    | A service user is too worried/scared to put their opinion out there about their care due to feeling like they have no power or control |

### **Topic 3:**

#### **3.1**

| <b>Key Word</b>          | <b>Definition</b>  | <b>Examples</b>   |
|--------------------------|--|---|
| Communication            | Exchanging of information by speaking, writing or using some other medium  | A service user is given information about their care from a service provider                                |
| Effective                | Being successful is producing a desired or intended result   | A service provider focusing on achieving positive outcomes and promoting the well-being of the service user |
| Interpersonal skills     | The ability to communicate or interact well with others  | A doctor explaining an illness to a child in simple language as well as explaining every detail             |
| Verbal communication     | The exchange of information between people using speech  | Providing emotional support for a service user or a member of their family                                  |
| Non-verbal communication | The ways in which people convey information about their emotions, needs, intentions, attitudes or thoughts without using verbal language | A service provider smiling at the patient when they arrive for their doctors appointment                    |
| Clarity                  | Service providers being able to share information with other staff members or with service users in a clear and                          | A service provider using spoken words and pronouncing everything correctly when speaking to a               |

|          |   |   |
|----------|---|---|
|          | accurate way  | service user  |
| Empathy  | The ability to understand and share the feelings of another person, understand someone's way of thinking and imagine what it would be like to be in that person's situation | A service provider actively listening, reassuring a service user about the thing they are worried about and validating their emotions   |
| Jargon   | Specialist or technical language, or abbreviations that are difficult for non-specialists to understand   | A care provider using technical and confusing words around a patient, which can make them feel worried or scared  |
| Patience | Giving a service user time to say or do what they need to, being supportive, not rushing them and not making them feel pressured  | A service provider allowing a older person with arthritis move at the speed they want and not rush them to walk faster  |
| Tone     | How your voice is heard   | A service provider's voice should be calm and not rushed with speaking to service users   |
| Volume   | How loudly or quietly someone speaks. The volume of your voice can depend on the situation you are in   | A service provider may raise their voice in an emergency to get the service user's attention<br>A service provider will speak quietly when around children as to not make the scared of you |
| Pace     | The speed you speak at. It's important to have the correct pace when speaking   | If a service provider speaks too quickly, the service user may miss important information or not understand what is happening   |

## Core Knowledge:

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|---|---|
| 8 types of verbal communication                           | <ul style="list-style-type: none"> <li>. Clarity</li> <li>. Patience</li> <li>. Empathy</li> <li>. Tone</li> <li>. Volume</li> <li>. Pace</li> <li>. Using appropriate vocabulary</li> <li>. Willingness to contribute to teamwork</li> </ul> |
| What does it mean to use appropriate vocabulary           | Using words and expressions that fit the context and the person you're talking to so the meaning is clear   |
| What does it mean to be willing to contribute to teamwork | Working together as a group to achieve a shared goal and how much you willingly help and contribute with the people you work with   |

## 3.2

| Key Word           | Definition  | Examples  |
|--------------------|---|---|
| Eye contact        | Looking at someone at the same time they are looking at you                       | Service providers are always aware to be sensitive to service users' views about eye contact. In some cultures, like East Asian, it is considered disrespectful |
| Facial expressions | Positive and negative responses to a situation shown by the movement of your face | A service provider smiling at a service user when they arrive for a doctors appointment   |
| Gestures           | Giving someone a message through hand movements                                   | A service user twiddling their thumbs to show their impatient   |
| Position           | The level at which your body is at  | A service provider sitting next to a service providers bed so they are at the same level when speaking  |
| Personal Space     | The distance a person feels   | A care provider hiring out a  |

|         |   |   |
|---------|---|---|
|         | comfortable at when talking to other people | large space for residents at a care home to do an activity so they all can have space around them |
| Posture | The way you position your whole body        | If a service provider has good posture, they seem more approachable and welcoming                 |

### Core Knowledge:

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| What are the 5 types of non-verbal communication | <ul style="list-style-type: none"> <li>. Gestures</li> <li>. Eye contact</li> <li>. Body Language</li> <li>. Positioning</li> <li>. Sense of humour</li> </ul> |
| What is a sense of humour                        | The ability to find amusement in everyday situations and to laugh at yourself  |

### 3.3

| Key Word         | Definition  | Examples   |
|------------------|---|--|
| Active listening | Involves demonstrating an interest in and responding to what a person is saying by fully concentrating on what is being said rather than just passively hearing | A service provider summarises what a service user has said to them after they've finished to show that they've been listening and to make sure they fully understand |

### Core Knowledge:

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| What are the 6 active listening skills | <ul style="list-style-type: none"> <li>. Having an open, relaxed posture</li> <li>. Making eye contact and looking interested</li> <li>. Nodding in agreement</li> <li>. Showing empathy and reflecting feelings</li> <li>. Clarifying (use open questions)</li> <li>. Summarising to show understanding (paraphrasing)</li> </ul> |
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### 3.4

| Key Word                 | Definition   | Examples  |
|--------------------------|--|---|
| Advocate                 | Someone who speaks on behalf of a service user who is unable to speak for themselves   | An advocate for a child could be their parent   |
| Braille                  | A method of communication used by visually impaired or blind people - consists of dots which are read by touch                     | A service provider could make a game using braille for a service user so that they can participate  |
| British Sign Language    | Using the hands and fingers to make visual signs   | A interpreter comes in to help translate to and from the doctor and patient using BSL   |
| Interpreters             | They will convert a written message from one language to another and speak it  | An interpreter may change a language of a service user into English for the care provider to understand   |
| Makaton                  | A system that uses a combination of speech, gestures and pictures to communicate   | At a day centre, a service provider may speak to a non-verbal child through pictures so that they can communicate and the child can develop intellectual skills |
| Voice Activated Software | Allows users to write text, use the internet, send emails and use application by using their voice rather than a mouse or keyboard | A blind person may use this to gain independence and allow themselves to use the internet and any electronic freely without the help of                         |

|               |   |  |
|---------------|---|--|
|               |   | someone else   |
| Reassurance   | The action of removing someone's doubts or fears  | A care provider reassuring a mother before their child goes into a operation                             |
| Patronise     | Treating someone in a way that is apparently kind or helpful but betrays a feeling of superiority | Repeating words to a service user when they don't understand instead of explaining calmly in more detail |
| Student/Pupil | The name given to someone attending school under the age of 16                                    | -  |
| Patient       | The name given to the person who visits or has a stay in hospital                                 | -  |
| Resident      | The name given to someone who lives in a care home  | -  |

### Core Knowledge:

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| What is specialist communication                 | The ways that people with disabilities use to communicate  |
| What are the 6 types of specialist communication | <ul style="list-style-type: none"> <li>. Advocate</li> <li>. Braille</li> <li>. British Sign Language (BSL)</li> <li>. Interpreter</li> <li>. Makaton</li> <li>. Voice Activated Software</li> </ul>                             |
| What can an advocate do                          | <ul style="list-style-type: none"> <li>. Go with a service user to meetings</li> <li>. Help find and access information</li> <li>. Write letters on their behalf</li> </ul>  |
| What will an advocate do                         | <ul style="list-style-type: none"> <li>. Represent service users views and not their own</li> <li>. Ensures a service user's rights and views are recognised</li> <li>. Represents the service users wishes and views</li> </ul> |
| What will an advocate not do                     | <ul style="list-style-type: none"> <li>. Judge a service user</li> </ul>   |

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|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>. Give personal opinions</li> <li>. Make decisions for a service user</li> </ul>  |
| Translator                    | A person who converted a written message from one language to another and writes it  |
| Safeguarding                  | The actions taken to protect a service user by ensuring a safe and healthy environment   |
| Who needs safeguarding        | <ul style="list-style-type: none"> <li>. Homeless people</li> <li>. Children</li> <li>. People with physical disabilities</li> <li>. People with learning disabilities</li> <li>. People with mental health conditions</li> <li>. Older adults in residential care</li> <li>. People with sensory impairments</li> </ul> |
| Disclosure                    | When a service user tells you directly, or indirectly through their behaviour, that they have been or are being abused   |
| Vulnerable                    | Someone who is less able to protect themselves from harm or abuse  |
| Physical impacts of abuse     | <ul style="list-style-type: none"> <li>. Bruising</li> <li>. Illness</li> <li>. Pain</li> <li>. Self harm</li> <li>. Lack of sleep</li> </ul>  |
| Intellectual impacts of abuse | <ul style="list-style-type: none"> <li>. Confusion</li> <li>. Denial</li> <li>. Loss of concentration</li> <li>. Lack of motivation</li> <li>. Not asking questions</li> </ul>   |
| Emotional impacts of abuse    | <ul style="list-style-type: none"> <li>. Disempowered</li> <li>. Afraid</li> <li>. Low self-esteem</li> <li>. Upset</li> <li>. Low self-confidence</li> </ul>  |
| Social impacts of abuse       | <ul style="list-style-type: none"> <li>. Anti-social</li> <li>. Aggression</li> <li>. Lack of trust</li> <li>. Withdrawal</li> <li>. Isolated</li> </ul>   |

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| What does DBS stand for  | Disclosure and Barring Service   |
| What are the 3 different types of DBS check  | <ul style="list-style-type: none"> <li>. Standard Basic - a check for a criminal record</li> <li>. Enhanced - Highest level of criminal record check available</li> <li>. Enhanced with barred list checks - a check of 1 or both of the barred lists that DBS manage and maintain</li> </ul>  |
| What is the barred list  | Databases that have details of people that have been banned from working with children or vulnerable adults due to past behaviour or offenses  |
| What are the different types of hygiene measures                                       | <ul style="list-style-type: none"> <li>. Hair tied up/covered</li> <li>. Regular brushing of teeth</li> <li>. Appropriate protective clothing</li> <li>. Open wounds covered</li> <li>. Regular showering and hair washing</li> <li>. Disposal of tissues and antiseptic wipes</li> <li>. No jewellery or nail polish</li> <li>. Correct hand-washing</li> </ul> |
| What does PPE stand for  | Personal Protective Equipment  |
| What is a safety measure   | A specific action e.g. putting up a wet floor sign after mopping   |
| What is a safety procedure   | A set process that is followed e.g. fire drill or risk assessments   |
| What considerations need to be taken before adding a piece of equipment into a setting | <ul style="list-style-type: none"> <li>. Fit for purpose</li> <li>. Safety checked</li> <li>. Reporting system for damage</li> <li>. Risk assessed</li> </ul>  |
| What security measures need to be taken in every setting                               | <ul style="list-style-type: none"> <li>. Identifying staff - ID lanyards, uniform, visitor badges</li> <li>. Monitoring keys</li> <li>. Receiving and monitoring visitors - reception, signing in and out</li> <li>. Reporting concerns to line managers</li> <li>. Restricting access at external doors</li> <li>. Window locks and restrains</li> </ul>        |

## Questions to try

**1. What is a service user?**

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**2. What is a care provider?**

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**3. Three examples of what choice is?**

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**4. What is confidentiality?**

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**5. What is consultation?**

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**6. What is abuse?**

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**7. What is the Equality Act?**

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**8. Example of “what is the need to know “basis?**

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**9. In which settings would this be used? Give at least 3 examples.**

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**10. What is an example of “Safeguarding”?**

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**11. What is manual handling? Give an example.**

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**12. Who passes the laws? How are these used in the NHS?**

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**13. Empowerment. What does this mean and give an example in a health care setting.**

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**14. What does the word “Self-reliant “mean and how can a service user use this?**

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**15. What does the word “self-esteem” mean? Give an example of this?**

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**16. What does the word “trust” mean? Give an example of this in a school setting?**

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**17. Physical health describes what? Give an example in a care setting?**

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**18. Mental health describes what? Give an example of a charity that supports this?**

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**19. Give an example of what “trust is” and a setting where this would be applied?**

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**20. This word means to recognise that each person has their own identity.**

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**21. Give three examples of what personal care is?**

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**22. Give three examples of privacy?**

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**23. How would this empower the service user?**

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**24. How can a service user be provided with “Dignity” give an example?**

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**29. What word am I looking for when I say “accepting and respecting individuals’ differences such as faith, diet, or customs?”**

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**30. What is an example of “Nutrition “**

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**31. What does the word “standardisation” mean?**

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**32. What is the quality of life? Give an example of how this would be met in a hospital?**

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**33. Give an example of a physical effect for a service user if their dietary needs are not being met?**

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**34. Give an example of an intellectual effect if someone with learning difficulties is not having their needs met?**

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**35. Give three examples of an emotional effect in a care home if the service user is not having their needs met?**

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**36. Give three examples of a social effect for a student within a high school? If their needs are not being met?**

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**37. What word am I looking for when I say “lack of proper nutrition caused by not having enough to eat?”**

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**38. What is the word that describes the lack of water?**

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**39. Self - confidence is a feeling of trust in someone’s abilities, qualities and judgement. Give an example of this in a dentist.**

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**40. Give an example of oral/verbal communication?**

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**41. Give an example of written communication?**

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**42. Why does communication need to be so effective?**

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**43. What does the word “clarity” mean? Give an example of using this?**

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**44. What word gives us the ability to understand and share the feelings of others?**

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**45. Give three examples of what Jargon could be?**

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**46. When would you need to be “patient” give an example of this?**

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**47. When your voice is calm and not rushed, this is what?**

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**48. Give three examples when it would be important to raise your voice?**

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**49. Give three examples of when it would be important to lower your voice?**

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**50. What does the word “pace” mean? Give an example of this?**

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**51. What could be a gesture? How could this be seen to a service user? Give examples.**

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**52. What is personal space and why is this important within a school setting?**

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**53. Give three examples of what you should do when “actively listening”.**

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**54. What is an “advocate”?**

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**55. Braille is a method of communication used by who?**

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**56. What is British Sign Language (BSL) in what settings could this be used?**

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**57. What is an Interpreter? When would this be used?**

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**58. What is Makaton? In what setting could this be used?**

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**59. What is voice activated software and who might use this?**

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**60. What does the word “reassurance” mean? Give an example of this to a child?**

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**61. What does the word “patronise “mean? How would this make you feel?**

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**62. What is a day care centre?**

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**63. What is the name given to someone under the age of 16 who attends a school?**

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**64. What is the name given to the person who visits or has a stay in hospital?**

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**65. What is the name given to someone who lives in a care home?**

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**66. What is the name given to someone who attends a day care centre?**

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**67. When is a sense of humour appropriate in a care setting and when is it not?**

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**68. How would a care provider show that they are actively listening? Why is this appropriate?**

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