

Person centred approaches in social care settings essay sample

[Health & Medicine](#), [Disability](#)



QUESTION 1

DEFINE THE TERM ' PERSON-CENTRED VALLUES'.

The underlying purpose of “ Person-centred values” is to ensure that the individual needing care is placed at the very centre of the decision making process about their life, the services and support they want and need.

QUESTION 2

EXPLAIN THE IMPORTANCE OF USING PERSON-CENTRED VALUES WHEN WORKING WITH AN INDIVIDUAL.

It is important to work in this way in order to promote individuality, this allow individuals to make informed decisions and choices, as well as understand the consequences as well as possible risks of such decisions and choice that may well relate to their own health and wellbeing. We must do this within the appreciation of rights within the care value base. We can uphold this by empowering individuals to maintain their own independence. Each individual should have the right to privacy which encourages that person to maintain dignity and self-respect. Whilst respecting the individuals diversity cultures and values. It is important to work in these ways e. g.:

- 🎬 To meet the needs of the individual
- 🎬 To provide the best possible quality care service
- 🎬 To ensure a good quality of life of the individual
- 🎬 To treat the individual as you would want to be treated

QUESTION 3

DESCRIBE HOW TO FIND OUT THE HISTORY, PREFERENCES, WISHES AND NEEDS OF AN INDIVIDUAL.

We could find out such information relating to an individual by working in a way that puts the individual at the centre of any planning and support, we can do this by communicating with them to find out about their history, preferences and wishes. It is important that we appear and work in a non-judgemental way in order to eliminate any prejudices and / or personal feelings as to not discriminate in any way against the individual. By promoting independence and autonomy, we can also ensure equality and inclusive practice; we can do this by actively encouraging and thus empowering individuals to use their strengths and potentials. Effective communication is also vitally important as this ensures equality.

QUESTION 4

WHEN PLANNING CARE AND SUPPORT FOR A SERVICE USER, DESCRIBE HOW YOU COULD TAKE INTO ACCOUNT THEIR HISTORY, PREFERENCES, WISHES AND NEEDS.

When planning individual support it is important and necessary to document and record the day-to-day requirements of the individual's preferences for care and support. We can do this by addressing individual needs and preferences within a care plan, as well as individual support plans. Having a holistic approach to meeting the needs and preferences of each individual is also a key skill. **QUESTION 5**

EXPLAIN HOW USING AN INDIVIDUAL'S CARE PLAN CONTRIBUTES TO WORKING IN A PERSON-CENTRED WAY.

We are able to work in a person centred way with the contribution of using an individual's care plane by consulting the individuals, ensuring needs are met, and they maintain empowerment by doing so. We can do this by documenting and recording individual needs, attending to any details of treatment and individualised provisions as set out in care plans.

Implementing non - discriminatory practice and apply a person centred approach whilst doing so.

QUESTION 6

DEFINE THE TERM ' CONSENT'.

Consent means informed agreement to an action and/or decision. To establish consent would be to be given permission and/or approval on such actions and/or decisions. This would vary depending on the individuals assessed capacity to consent.

QUESTION 7

EXPLAIN WHY IS IT IMPORTANT TO GAIN CONSENT WHEN PROVIDING CARE AND SUPPORT. GIVE THREE EXAMPLES.

1. It is important to uphold an individual's rights to be fully involved in their own care, they should be involved in making decisions about their care and support - e. g. about their therapy. 2. You need to use data protection act for sharing personal information and giving information without consent can be illegal. 3. Allow individuals to make their own choice where that is possible. It

is important to discuss with individuals that they have right to refuse such care or treatment, and ensuring the individual are aware and comply with legal requirements.

QUESTION 8

DESCRIBE HOW YOU WOULD ESTABLISH CONSENT FOR AN ACTIVITY OR ACTION.

Example of an activity or action you would do with a service user: There are several ways to establish consent for an activity and action. Good communication skills, verbal and non-verbal as well as written consent, as well as active listening, play a key role when gaining consent for use of appropriate information. Describe how you would gain consent

Verbally - explaining what you asking for consent to and why, in writing - requiring a written response i. e. permission/acceptance/refusal, casual e. g. " Can I take your temperature?", " Would you like me to put your name down for this trip?" etc. Sometimes a formal response is required but at other times a nod is all that is needed.

QUESTION 9

EXPLAIN THE STEPS YOU WOULD TAKE IF CONSENT CANNOT BE READILY ESTABLISHED.

Whilst complying with legal requirements and abiding by relevant legislation we must act in the best interest of the individual, work towards solving conflicts, with the use of extra support, such as an advocate if necessary.

And where appropriate to contact the person whom has legal responsibility.

It is good to record such information

QUESTION 10

DEFINE THE TERM ' ACTIVE PARTICIPATION'.

By empowering and encouraging each individual to actively participate in everyday life events, such as activities and relationships, whilst doing so maintaining as much independence as possible also to understand the importance of the individual as an active partner in their own care and/or support rather than a passive recipient.

QUESTION 11

DESCRIBE HOW ACTIVE PARTICIPATION BENEFITS AN INDIVIDUAL.

By empowering and encouraging individual's to participate in their own care, this then promotes other physical benefits such as; increase their independence and self-confidence, as well as autonomy and wellbeing. It may well also give them a good sense of purpose.

QUESTION 12

DESCRIBE THREE WAYS IN WHICH YOU COULD HELP TO REDUCE BARRIERS TO ACTIVE PARTICIPATION.

1. By promoting and encouraging active participation, as well as inclusion, positive outcomes can be achieved, upon these we can be creative in the sense of promoting opportunities, enhancing and building confidence amongst individuals. 2. Also by increasing staff training, and awareness of

possible communication barriers, such as the use of Makaton, and sign language would certainly reduce communication barriers whereby verbal communication is a barrier. 3. Organising and providing opportunities for involvement in social activities, offering praise, motivation and constructive comments.

QUESTION 13

DESCRIBE THREE WAYS IN WHICH YOU COULD ENCOURAGE ACTIVE PARTICIPATION.

1. It is important to engage the individual, and maybe appropriate to use physical as well as visual communication aids. 2. Explaining the benefits of participation e. g. feeling at home, improving fitness etc. Enabling and support individual's to access community resources and facilities; perhaps by way of design of suitable events. 3. Inclusion of family members as well as friends to take a part of encourages active participation. QUESTION 14

IDENTIFY TWO WAYS IN WHICH YOU COULD SUPPORT AN INDIVIDUAL TO MAKE AN INFORMED CHOICE ABOUT THEIR CARE, THEIR NEEDS OR THEIR PREFERENCES.

1. It is important that we are non-judgemental when communicating, empowering and encourage the individual to make informed choice, while respecting their choices. 2. Providing information which is complete, objective and understandable.

QUESTION 15

EXPLAIN WHY RISK-TAKING CAN BE PART OF AN INDIVIDUAL'S CHOICES.

It is important that individuals are aware of the risks or hazards as well as potential hazards that maybe involved when making decision or choice. We ca do this by discussions, providing information, with use of risk assessment.

QUESTION 16

EXPLAIN HOW YOU WOULD USE AN AGREED RISK ASSESSMENT PROCESSES TO SUPPORT THE RIGHT TO MAKE CHOICES.

A risk assessment is a process made up of identifying and evaluating a risk and its possible consequences, we do this by identifying the risk involved when partaking in an activity for example, we then decide if the risk in worth taking, we evaluate and record our findings as well as review. These can be decisions that can be used to support make informed lifestyle choices, whether it be decisions about treatment or care, and the impact it may have on treatment or recovery. In identifying the potential benefits as well as hazards we create awareness of actual and likelihood of danger or harm that may arise from choices made by us.

QUESTION 17

EXPLAIN TWO REASONS WHY A WORKER'S PERSONAL VIEWS SHOULD NOT INFLUENCE AN INDIVIDUAL'S CHOICES.

1. Workers own personal views and therefore opinions, not facts; so can be discriminatory against the individual's choices, therefore may prevent

empowerment and hinder encouragement as well as self-confidence. 2. The individuals know best what they are comfortable with and the personal views may not take into account the full picture.

QUESTION 18

DESCRIBE TWO WAYS IN WHICH YOU CAN SUPPORT AN INDIVIDUAL TO QUESTION OR CHALLENGE DECISIONS CONCERNING THEM THAT ARE MADE BY OTHERS.

1. It is important to encourage questions, through discussions, and being prepared to listen. Ensuring each individual is aware of policies and procedures as well as complaints procedures. 2. Awareness of advocates that may be available, and the options of second opinions. It is also important that they aware of their own individual rights. QUESTION 19

EXPLAIN HOW AN INDIVIDUAL'S IDENTITY AND SELF-ESTEEM ARE LINKED WITH THEIR WELL-BEING.

Everything works toward enhancing the service user's well-being - i. e. their overall health, security and confidence. Self-identity is how we recognise an individual's potential and own personal qualities. Self-esteem is how people value themselves and it comes from a positive identity and if you are dependent on others, feel useless, don't have anyone who cares about you then your self-esteem is low. The links between the two can fragment personal identity; this can include effects of possible discrimination, abuse, lack of access to services, and therefore reduces levels of confidence and self-esteem, affecting emotional health.

QUESTION 20

DESCRIBE ATTITUDES AND APPROACHES THAT ARE LIKELY TO PROMOTE AN INDIVIDUAL'S WELL-BEING. GIVE THREE EXAMPLES.

1. It is important that we treat each person as an individual, making us as a social care worker aware of the individual's feelings, whilst upholding the importance of privacy in order to maintain dignity as well as respect: including respect for the individual's spiritual, cultural and religious beliefs.
2. We must work in partnership with other organisations as well as own to set to gain self-esteem and gain confidence.
3. Showing understanding to a person within the service, ask questions, get involved, give positive responses, this also gives confidence and will encourage a person to feel assured about doing things for themselves which has a feel good factor.

QUESTION 21

IDENTIFY THREE WAYS TO CONTRIBUTE TO AN ENVIRONMENT THAT PROMOTES WELL-BEING.

1. Treating individuals with empathy and respect.
2. Being open-minded and considering options/ideas of the individual.
3. Being aware of surroundings, own personal space and possessions.

QUESTION 22

DEFINE WHAT IS MEANT BY:

Diversity: is the valuing of our individual differences and talents, creating a culture where everyone can participate, thrive and contribute. Equality: is a

legal framework to protect against discrimination, promote equality of opportunity and foster good relations between people with 'protected characteristics'. Inclusion: is about positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential. Discrimination: is the prejudicial treatment of an individual based on their membership in a certain group or category. It can be direct or indirect covering gender, age, religious beliefs, ethnicity, language, social class, sexual orientation etc.; failure to observe policies and procedures of organisation/ regulatory requirements.

QUESTION 23

DESCRIBE HOW DIRECT OR INDIRECT DISCRIMINATION MAY OCCUR IN AN ADULT SOCIAL CARE SETTINGS.

Direct discrimination: may occur in the workplace when for example someone is not allowed out on a break because they don't smoke or drink hot drinks, regardless of their rights or wishes in going for a break. Direct discrimination occurs when an individual is aware of what they are doing, and are acting in a purposeful way towards people without regard for equality. Indirect discrimination: occurs when the practitioner does not know or realise that their actions may in some way discriminate one service user over another and not allow them to have their care needs met. For example someone with a physical disability not being asked to go on a trip somewhere that is beautiful for walking; the individual may have once loved to walk and would appreciate even being somewhere beautiful. Assuming

that service users from the same culture will have the same characteristics is also indirect discrimination, and may result in a very upset person if they are not asked what they like to do or eat, instead of just assuming.

QUESTION 24

EXPLAIN HOW PRACTICES THAT SUPPORT DIVERSITY, EQUALITY AND INCLUSION REDUCE THE LIKELIHOOD OF DISCRIMINATION.

Practices that support diversity can reduce the likelihood of discrimination by allowing an employee to work their hours around family arrangements or other commitments, displaying acceptance to a diverse staffing team allowing a diverse range of people to work there, which in turn will reduce discrimination because there are not strict rules on working hours thus leaving people with difficult commitments to work at all. The government have also placed frameworks to reduce discrimination, which allows people of different age groups providing they are old enough to legally work; it safeguards people of different sexual ethnical or religious backgrounds to work the same job without any legal risk of discrimination. Which leads onto equality, championed by the equality act of 2010 which ensures consistency in what workplaces need to do to comply with the law and make working environments fair? The act provides rights for disabled people in areas such as - Employment.

- Education.

- Functions of public bodies, such as acquiring licenses.

- Access to goods, services and facilities including transport services.

Practices that follow equality in terms of pay adhering to the equal pay act 1970, for example having everyone on the same contract for hourly pay, and paying similarly qualified people the same amount reduces the risk of discriminating against someone for the work they are doing.

QUESTION 25

LIST THE KEY LEGISLATION AND CODES OF PRACTICE RELATING TO DIVERSITY EQUALITY, INCLUSION AND DISCRIMINATION IN ADULT SOCIAL CARE SETTINGS.

There is lots of legislation relating to the diversity, equality, inclusion and discrimination in adult social care settings, including key acts such as: - The equality act of 2010

- The disability discrimination act 2005

- The equal pay act 1970

- The sex discrimination act 1975 (and amendments of 1982, 1999) - The race relations act of 1976 (and amendments of 2000, 2003) There are also other acts of legislation that relate to diversity, equality, inclusion and discrimination which include some of the following: - Rehabilitation of

Offenders Act 1974

- Human Rights Act 1998

- Employment Act 2002

- Employment Equality (Sexual Orientation) Regulations 2003

- Employment Equality (Religion or Belief) Regulations 2003

- Employment Equality (Age) 2006

- Gender Recognition Act 2004
- Civil Partnership Act 2004
- Disability Equality Duty 2006
- Work and Families Act 2006
- The Racial and Religious Hatred Act 2006
- The Gender Equality Duty 2007

QUESTION 26

DESCRIBE HOW YOU CAN INTERACT WITH INDIVIDUALS IN AN INCLUSIVE WAY AS AN ADULT SOCIAL CARE WORKER.

There are many things a care worker can do ensure that they work and interact with individuals in an inclusive way such as respecting service users and fellow workers alike regardless of their social identity, for example treating someone with a wealthy background in the same way that you would treat a person with very poor background. It would be beneficial to at least try to increase your knowledge or understandings of certain aspects of a different social identity, especially one that's different from your own and that of people's you know.

For example if there is a new service user taking part in a group activity of playing cards, and there is indecision of which card game to play, increasing your knowledge of a service user could unveil that they were from Lancashire and know how to play all fours, and so asking them if they can play it, and if they would like to teach others to play would be a great way to include others through expanding your understanding of an individual that is

not of the same social background. An effective way of including an individual is to not upset them or make them feel unwelcome by following stereotypes or assuming something about an individual based on their social identity. Taking time to respond to everyone individually, and show them that you recognise them as an individual, including them into the group rather than having the group addressed to as a whole. That stands for lots of things, such as treating people fairly may not mean treating them in the same way, giving out ice cream to everyone is not treating the members of the group that may be diabetic fairly, and as a result is not including them.

QUESTION 27

DESCRIBE TWO WAYS IN WHICH YOU AND AN EMPLOYER CAN CHALLENGE DISCRIMINATION IN ADULT SOCIAL CARE SETTINGS.

You: Within adult social care settings it is important to know that you have duty of care to challenge and remove discrimination in any form. Remember that any act of discrimination must be treated fairly and seen from both points of view, considering the difference in moods, points of view their needs and even their cultures. Always using positive language and avoiding any words that could offend an individual is a clear way of handling discrimination fairly. If you took a direct part in discrimination remember to reporting it to a supervisor or manager and always recording all incidents in-line with the organization's policies and procedures be the writing report or filling in an incident form. An Employer: The employer should give purely to understand that discrimination is not tolerated under any circumstances and the employee should follow the procedures and policies of the company. The

employer should ensure that employees and manager and/or supervisor have easy access to the procedures and work standards and codes and they are up to date with training on diversity, equality and inclusion.

QUESTION 28

IDENTIFY THREE SOURCES OF INFORMATION, ADVICE AND SUPPORT AND DIVERSITY, EQUALITY, INCLUSION AND DISCRIMINATION.

Source 1: Supervisor and manager - are first which you could ask for advice and guidance but either you can ask experienced colleagues which could you help where you can get further information or help. Source 2: Advice and information about diversity, equality, inclusion and discrimination can always be found in the policies and procedures of any care home that you might work in, as well as the individual care plans for the residents. Source 3: The Equality and Human Rights Commission which was created to challenge discrimination and promote equality and human rights, they have a website online. There is also always the direct. gov website available which has a diverse amount of information.

QUESTION 29

DESCRIBE HOW AND WHEN YOU WOULD ACCESS INFORMATION, ADVICE AND SUPPORT ABOUT DIVERSITY, EQUALITY, INCLUSION AND DISCRIMINATION.

Information, advice and support about diversity, equality and inclusion can be sought from the manager and looked up in the home's policies and procedures. It should be sought immediately from the manager if someone is

being treated unfairly, if preferences and beliefs aren't being taken into account and if equal opportunities are not being made available. Working with a diverse range of people could cause different situations that require further information, advice and support about diversity, equality and inclusion. If you believe or suspect that someone is a victim of discrimination then it should be reported immediately to your senior or manager for support and advice, as well as if you feel that as an individual you are a victim of discrimination in any form this should be taken to your senior or manager. If you detect discrimination in the home but are unsure of how to tackle it, or even if it is justified to interfere with something then advice should be called for from a senior member of staff if the answer cannot be obtained by searching through care plans or any policies and procedures.

QUESTION 30

OUTLINE THREE REASONS WHY PEOPLE COMMUNICATE IN ADULT SOCIAL CARE SETTINGS.

1. Giving/receiving instructions - is the most important communication in adult social care settings and its help with contacting with individual regarding his health situation for e. g. taking about changes to care plan or medications or simple asking individuals how they are. 2. Getting to know each other - it's good to have and know colleagues at work because you can make conversation with them and help each other in any situation at work. In some situation you can share with them about experience and your knowledge or either chatting about yours personal fillings or issues. 3. Asking

for help – e. g. individuals asking for assistant, care worker asking for help with something service user, asking for help colleagues.

QUESTION 31

EXPLAIN HOW EFFECTIVE COMMUNICATION CAN AFFECT ALL ASPECTS OF WORKING IN ADULT SOCIAL CARE SETTINGS.

Effective communication affects all aspects of working in adult social care settings as it builds up team work and creates an easier environment to work in. It delivers a better understanding of situations and helps keep everyone “on the same page” and everyone has the same understanding. If there is inadequate communication then that can cause problems. It is important as it ensures that information is: clear, concise, accurate, non-judgmental, and informative. This reduces the possibility of mistakes being made, and ensuring appropriate care service delivery. It is important to work as a team with your colleagues, so that you all work to achieve the same outcomes and targets.

QUESTION 32

EXPLAIN WHY IT IS IMPORTANT TO OBSERVE AN INDIVIDUAL’S REACTIONS WHEN COMMUNICATING WITH THEM.

It is important to observe an individual’s reactions when communicating with them as it helps give a better understanding of what they are trying to express in the situation, their reaction may show positive or negative reactions to what is being said or done that helps gauge their needs and whether any changes are needed. If verbal or written reactions aren’t clear

it's good to look at body language or gestures like hand or head shaking. Facial expressions can provide more insight than dialogue alone; increases own understanding of the individual e. g. emotional/ social traits may be just as important as physical disabilities.

QUESTION 33

EXPLAIN WHY IT IS IMPORTANT TO FIND OUT AN INDIVIDUAL'S COMMUNICATION AND LANGUAGE NEEDS, WISHES AND PREFERENCES.

It is important to find out an individual's communication and language needs, wishes and preferences to understand them correctly so as not to cause them any distress or frustration and to understand the way that is best for them to communicate. What could work well with one person may not work well with another person and no one should feel excluded because their needs are different. Some people have communication difficulties like people with Autism, Demetria or people who are unable to speaking or understanding. In order to support them it is really important to recognize that people are individuals and you need to know what is important for each of them including very basic things such as what they want to be called. You need to either remember to respect their beliefs, values and culture which important part of their life.

QUESTION 34

DESCRIBE FIVE VERBAL AND OR NON-VERBAL COMMUNICATION METHODS.

Method 1: Verbal - such as speech, full conversation or making noise. This is main type of communication between people and it use to spoken word.

Communication should run with clearly speaking allows instructions to be absorbed and understood and if hearing or learning difficulties are involved then some service such users can lip-read or use body language to gain further understanding. You need to remember to use appropriate language which is classed as a formal and informal and is used with various ways with difference people. Method 2: Non-verbal - such as body language or touching and gestures. Being able to see the person you are communicating with face to face can help you gauge their response by reading their body language. Gestures, eye contact, Appropriate and effective use of eye contact helps the communicator seem credible, dynamic, believable, likable and persuasive. Method 3: Behaviour - In our daily lives we judge each other, observing the behavior of people around us.

According to the rules of good behavior, our behavior should be professional with full respect for the other person and polite, calm behavior to convey not correct nonverbal behavior. Method 4: Reading and writing - Written communication and clear is an important part of our communication because the style allows us to store different types of types of notes types of care plan by leaving a note or a colleague. The bases of good written notes are the earlier plan and do it in a clear, short and simple way. We must remember that such a way of communication was professional and friendly message was for the person who reads it. Method 5: Pictures, symbols and visual aids - This type of communication is everywhere around us ranging from signs, signs and paintings that explain something. This type of communication is useful especially when the language barrier occurs.

Images and symbols are also used as additional information on the packaging

QUESTION 35

IDENTIFY FOUR BARRIERS TO EFFECTIVE COMMUNICATION.

1. Emotional difficulties - Many of us have emotional difficulties at times and become very upset. For example you may have an argument with a member of your family or you may have had some bad news. This can affect communication by not being able to focus properly and can lead to misunderstandings and mistakes. 2. Sensory barriers - When someone cannot receive or pass on information because they have impairment to one or more of their senses, the most common is hearing or seeing. 3. Speaking a different language - when someone speaks a different language or uses sign language, they may not be able to understand what the other person is trying to say. 4. Cultural or religious differences - when the same thing means different things in two cultures, communication can be difficult. For example, it is seen as polite and respectful to make eye contact when speaking to someone in Western culture but in other cultures, for example in East Asia, it can be seen as rude and defiant.

QUESTION 36

DESCRIBE TWO WAYS OF REDUCING BARRIERS TO COMMUNICATION.

1. Problems with speech, hearing or sight - Speak clearly when talking to someone. Do not use slang that the listener is not familiar with. Choose appropriate time to have a conversation. Listen when the other person is

speaking instead of thinking about what you will say next; actually take in what the other person is saying so you are to receive their message well. 2. Noise Barriers - To overcome the noise barrier, you must discover the source of the interference. The noise barrier can't always be overcome but the awareness of its existence by the sender of the message can help improve the communication flow. When someone is speaking, possibly the worst thing that could be in the way is background noise. For example when you are in a busy office space, there is a high chance that there will be noise in the background because of the other employees working. A way to reduce the impact of background could be holding the conversation in a quiet place, like a personal office or meeting space.

QUESTION 37

DESCRIBE TWO WAYS TO CHECK THAT COMMUNICATION HAS BEEN UNDERSTOOD.

1. PLAY BACK - asking for simple confirmation. For example you could say "let me see if I have understood correctly, you are saying that ..." and you rephrase what the speaker said. If this "play back" version is acknowledged as being correct by the original speaker, then you have a greater degree of confidence in your own understanding. For any message or viewpoint, there should be a clear, concise and verified statement of what was said; without this someone will get it wrong. 2. WRITE BACK for confidence. If your time and effort depend upon it, you should write it down and send it to everyone involved as a double check. This has several advantages: Further clarification - is this what you thought we agreed? Consistency check - the

act of writing may highlight defects/omissions. A formal stage - a statement of the accepted position provides a spring board from which to precede evidence - hindsight often blurs previous ignorance and people often fail to recall their previous errors. QUESTION 38

IDENTIFY TWO SOURCES OF INFORMATION, SUPPORT OR SERVICES THAT ARE AVAILABLE TO SUPPORT YOU IN COMMUNICATING EFFECTIVELY.

Situation 1: Translation services - this service helps in translating text from one language to another. This method help us translating every kind of speech also including sign language is used in dealings with clients. Situation 2: Advocacy services - This service can support people who are unable to speak up for themselves. This Service tries to understand the needs, wishes and preferences of people and will argue on their Behalf.

QUESTION 39a

DEFINE THE TERM ' CONFIDENTIALITY'.

Confidentiality means not sharing information about people without their knowledge, agreement and ensuring that written and electronic information cannot be accessed or read by people who have no reason to see it.

QUESTION 39b

DESCRIBE TWO WAYS IN WHICH YOU CAN MAINTAIN CONFIDENTIALITY DURING DAY-TO-DAY COMMUNICATION.

Confidentiality is extremely important in any health and social care settings. The most common way in which workers breach confidentiality is by chatting

about work with friends or family. It is fine to chat with them because it is therapeutic to discuss stressful day, and help to get things into perspective. One important rule is not to mention names when you speaking with family and friends. You need to also be sure that you don't discuss someone you care for with another person you care for. You may not think that you would ever do this, but it is so easy to do with the best of intentions.

QUESTION 40

DESCRIBE TWO SITUATIONS WHERE INFORMATION NORMALLY CONSIDERED TO BE CONFIDENTIAL MIGHT NEED TO BE SHARE WITH AGREED OTHERS.

Sometimes confidential information disclosed by a client may need to be passed on to others: If there is a risk of danger or harm to the client, or other people, if abuse is suspected, or if there is suspected misconduct of a colleague, in respect of care of a client, (Whistle-blowing). You must inform the client why the information needs to be passed on to others, and that it is your responsibility to do so. A key factor in many serious case reviews has been a failure to record information, to share it, to understand the significance of the information sheet, and to take appropriate action in relation to known or suspected abuse or neglect. (Often it is only when information from a number of sources has been shared that it becomes clear that a child is at risk of, or is suffering, harm).

QUESTION 41

EXPLAIN WHEN AND HOW YOU SHOULD SEEK ADVICE ABOUT CONFIDENTIALITY

Confidentiality is about protecting an individual's right and privacy. Each workplace has a Confidentiality policy that sets out rules and procedures on sharing confidential information and everyone should read it and follow it in workplace. You should seek advice when a child or adult has spoken to you in confidentiality is when that person is in danger. For example; when being sexually abused, physically abused, threatening to kill them etc.