


Health and Social Care Knowledge Organiser: Component 2 Health and Social Care Services and Values	
Learning Aim A: Understand the different types of health and social care services and barriers to accessing them	Learning Aim B: Demonstrate care values and review own practice
<p><i>Providing good health and social care services is very important and a set of 'care values' exist to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.</i></p>	
<p>A1 Health and social care services</p> <p>1. Different health care services and how they meet service user needs</p> <ol style="list-style-type: none"> <u>Primary care</u>, e.g. dental care, optometry, community health care <u>Secondary & tertiary care</u>, e.g. specialist medical care <u>Allied health professionals</u>, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians <p>2. Different social care services and how they meet service user needs</p> <ol style="list-style-type: none"> <u>Services for children and young people</u>, e.g. foster care, residential care, youth work <u>Services for adults or children with specific needs</u> (learning disabilities, sensory impairments, long-term health issues) e.g. residential care, respite care, domiciliary care <u>Services for older adults</u>, e.g. residential care, domiciliary care <u>Role of informal social care provided by relatives</u>, friends and neighbours 	<p>B1 Care values</p> <ol style="list-style-type: none"> <u>Empowering</u> and promoting independence by involving individuals, where possible, in making choices <u>Respect</u> for the individual by respecting service users' need, beliefs and identity Maintaining <u>confidentiality</u> Preserving the <u>dignity</u> of individuals to help them maintain privacy and self-respect <u>Effective communication</u> that displays empathy and warmth <u>Safeguarding and duty of care</u> <u>Promoting anti-discriminatory practice</u> by being aware of types of unfair discrimination and avoiding discriminatory behaviour 
<p>A2 Barriers to accessing services</p> <p>1. Types of barriers and how they can be overcome by the service providers and users</p> <ol style="list-style-type: none"> <u>Physical barriers</u>, e.g. issues getting into and around the facilities <u>Sensory barriers</u>, e.g. hearing and visual difficulties <u>Social, cultural and psychological barriers</u>, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence <u>Language barriers</u>, e.g. differing first language, language impairments <u>Geographical barriers</u>, e.g. distance of provider, poor transport links <u>Intellectual barriers</u>, e.g. learning difficulties <u>Resource barriers for service provider</u>, e.g. staff shortages, lack of local funding, high local demand <u>Financial barriers</u>, e.g. charging for services, cost of transport, loss of income while accessing services 	<p>B2 Reviewing own application of care values</p> <p>1. Key aspects of a review</p> <ol 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 