

## OUTLINE PLAN OF 5 DAY COURSE

|              |  |   | Links to Care Certificate standards                  |
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| <b>DAY 1</b> | <ul style="list-style-type: none"> <li>• The role of the social care worker</li> <li>• Duty of care</li> <li>• Person centred care</li> <li>• Dignity in care</li> </ul> | <p><b>ROLE OF THE H AND SC WORKER</b><br/>           Personal and professional relationships<br/>           What is your role?<br/>           What are policies and procedures?<br/>           Principals of effective teamwork<br/>           Working with other professionals<br/>           Conflict resolutions<br/>           Accessing support, advice and information</p> <p><b>DUTY OF CARE</b><br/>           What is duty of care?<br/>           Duty of care, safeguarding and protection<br/>           Conflicts involving duty of care<br/>           Responding to complaints<br/>           Effective complaints procedures</p> <p><b>PERSON CENTRED CARE</b><br/>           What is person centred care?<br/>           Service centred care versus person centred care<br/>           Person centred values<br/>           Care plans<br/>           Active participation<br/>           Self esteem<br/>           MAPS<br/>           Complex or sensitive situations<br/>           Person centred change</p> | Standard 1<br>Standard 3<br>Standard 5<br>Standard 7 |

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|              |  | <p>Impact of risk aversion</p> <p><b>DIGNITY IN CARE</b><br/>         Defining dignity<br/>         The ten dignity challenges</p>   |  |
| <b>DAY 2</b> | <ul style="list-style-type: none"> <li>• Safeguarding adults and children</li> <li>• Nutrition and hydration</li> <li>• Infection control</li> </ul> | <p><b>SAFEGUARDING</b><br/>         Definitions and signs of abuse<br/>         Reducing vulnerability<br/>         Legislation, policies and reports<br/>         Organisational policies and procedures<br/>         Disclosure and Barring Service<br/>         Reporting abuse<br/>         Handling disclosures of abuse<br/>         Whistleblowing<br/>         Introduction to safeguarding children</p> <p><b>NUTRITION AND HYDRATION</b><br/>         Legislation and CQC regulation 20<br/>         Dehydration<br/>         Promoting hydration<br/>         Nutritional screening<br/>         Groups at risk<br/>         Risks of malnutrition<br/>         Dysphagia<br/>         Cultural needs<br/>         Allergies and intolerances<br/>         Protected mealtimes<br/>         Mealtime equipment<br/>         Fortifying the diet</p> <p><b>INFECTION CONTROL</b><br/>         What is infection?<br/>         Types of micro organisms</p> | <p>Standard 10<br/>         Standard 11<br/>         Standard 8<br/>         Standard 15</p> |

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|              |   | <p>Chain of infection<br/> Signs and symptoms of infection<br/> Reporting illness<br/> Legislation<br/> RIDDOR/ COSHH<br/> Preventing infection<br/> Personal hygiene<br/> Hand washing<br/> High risk areas in the workplace</p>  |   |
| <b>DAY 3</b> | <ul style="list-style-type: none"> <li>• Communication and handling information</li> <li>• Health and safety</li> </ul> | <p><b>COMMUNICATION AND HANDLING INFORMATION</b><br/> Forms of communication<br/> Barriers to communication<br/> Active listening<br/> Importance of record keeping<br/> Good practice in record keeping<br/> Handling information<br/> Records and reports<br/> Incident reports<br/> Recording behaviour<br/> Storage, access, security and confidentiality of information</p> <p><b>HEALTH AND SAFETY</b><br/> What is health and safety?<br/> Hazard and risk<br/> Legislation<br/> Managing health and safety<br/> Risk assessment<br/> Incidents and near misses<br/> Moving a positioning<br/> Accidents and sudden illnesses<br/> Slips, trips and falls</p> | <p>Standard 6<br/> Standard 14<br/> Standard 15</p> |

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|              |  | <p>Fire prevention<br/> Equipment safety<br/> Hazardous substances<br/> Infectious diseases<br/> Waste disposal<br/> Food hygiene<br/> Effective housekeeping<br/> Laundry management<br/> Legionella<br/> Risks of scalds and burns<br/> Work related aggression<br/> General welfare</p>   |             |
| <b>DAY 4</b> | <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Moving and positioning</li> <li>• Introduction to medication administration</li> </ul> | <p><b>FIRST AID</b><br/> The law<br/> What is first aid<br/> Choking<br/> Bleeding<br/> Shock<br/> Primary survey<br/> CPR<br/> AED/ Defibrillation<br/> Secondary survey<br/> Recovery position</p> <p><b>MOVING AND POSITIONING</b><br/> The law<br/> Ergonomics<br/> Controversial lifts<br/> Risk assessment using TILEE<br/> Responsibilities<br/> Practical training – using a hoist and sling, using slide sheets, supporting from sitting to standing.</p> | Standard 12 |

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|              |   | <p><b>SAFE ADMINISTRATION OF MEDICATION</b></p> <p>Definitions<br/> British National Formulary<br/> Legal categories of drugs<br/> Controlled drugs<br/> Brand and generic names<br/> Routes of medication administration<br/> Asthma management<br/> Allergic reactions<br/> Side effects<br/> 10 Rs of medication<br/> Medication management process<br/> Administration procedure<br/> Consent<br/> PPE<br/> Disposal of medication<br/> Recording documents<br/> Interactions<br/> Drugs which need monitoring<br/> Opioids<br/> Medication errors<br/> Legislation</p> |                                   |
| <b>DAY 5</b> | <ul style="list-style-type: none"> <li>• Equality and diversity</li> <li>• Stress management</li> <li>• Personal development and a career in social care</li> </ul> | <p><b>EQUALITY AND DIVERSITY</b></p> <p>Definitions and meanings<br/> Inclusion<br/> Stereotyping<br/> Prejudice<br/> Harassment<br/> Discrimination<br/> Diversity<br/> Active participation<br/> Rights and values</p>  | <p>Standard 2<br/> Standard 4</p> |

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|  |  | <p>The law</p> <p><b>STRESS MANAGEMENT</b><br/>Understanding stress<br/>Causes of work related stress<br/>Impact of stress<br/>Managing stress<br/>What is resilience<br/>Developing resilience to manage stress</p> <p><b>PERSONAL DEVELOPMENT</b><br/>National standards<br/>Educational pathways<br/>Reflective practice<br/>Personal development planning<br/>Career pathways in social care</p> |  |
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