

# Knowledge book



Health and Social Care  
OCR Cambridge Technicals

**Unit 1 – Building positive  
relationships in health  
and social care**

## Understanding the key terms used within this unit

Term	Definition
<b>Advocates of Individuals</b>	Advocates represent the views, needs and interests of individuals who are unable to represent themselves. This involves advocates working closely with individuals and on some occasions with others who know the individual well. Advocates may represent individuals both verbally and in writing. Occasions when this may occur may include at a young person's support review meeting or when there is a change in the health needs of an individual who has dementia.
<b>Argyle's Communication Cycle</b>	Argyle's Communication Cycle was named after the British social psychologist Michael Argyle. One of his main areas of research was non-verbal communication. His research showed how non-verbal signals could be more important than verbal communication to convey individuals' feelings and attitudes. Argyle developed a theory of how communication works that consisted of a communication cycle that contained 6 stages: 1) Idea First Occurs (when you have thought and you want to convey it to another person or people), 2) Message Coded (when you place your thought into a form of communication) 3) Message Sent (when you convey your message to another person or people) 4) Message Received (when your message has been received by another person or people) 5) Message Decoded (when your message is being made sense of by the other person or people) and 6) Message Understood (when your message is fully understood by the other person or people in the way you intended it to be).
<b>Assumptions</b>	Ideas that are formed without any proof that they are true. For example, assuming that because others refer to an individual by their first name that you should too when you communicate with the individual.
<b>Autism</b>	Autism also known as Autism Spectrum Disorder (ASD) is a condition that affects children, young people and adults with respect to their communication, social interaction and behaviour. It includes Asperger syndrome and childhood autism. For example, an individual who has autism may be unable to initiate a conversation or understand how another individual may be feeling.
<b>Beliefs</b>	Ideas that are accepted as true and real. For example, these can be based on individuals' personal experiences such as a good education is essential for children's development or an individuals' faith involving going to Church every Sunday is important.

<b>Term</b>	<b>Definition</b>
<b>Braille</b>	Braille is used by individuals who are blind or have a visual impairment to read and write through touch. It consists of different patterns of raised dots that represent the letters of the alphabet, numbers, and punctuation marks.
<b>British Sign Language</b>	British Sign Language also known as BSL is the first or preferred language of some deaf children and adults in the UK. It involves the use of signs and gestures and is a unique language with its own grammar and vocabulary.
<b>Body Language</b>	This refers to a form of non-verbal communication in which thoughts, feelings and intentions are expressed. For example through body posture, facial expressions, gestures and eye contact.
<b>Care Plan</b>	Also referred to as a support plan and can be documented both on paper and electronically and using words, symbols, pictures and/or photographs. It details an individual's needs, strengths, abilities and interests, the support and services the individual would like to carry out their day to day activities and who should provide it. A care or support plan belongs to the individual and must be developed and agreed with the individual or their advocate.
<b>Care Values</b>	Care values underpin the skills and knowledge of all those who work in health, social care and early years' settings with children, young people and adults.
<b>Communication</b>	This refers to the process of receiving and sending information. For example, this can be done verbally through speech, non-verbally through body language, in writing through electronic communications such as e-mails and by using other mediums such as signs and symbols.
<b>Dementia</b>	Dementia is a condition that is caused when the brain is damaged by diseases such as Alzheimer's disease or a stroke. The symptoms that individuals experience depend on the parts of the brain that are damaged and the cause of the dementia.
<b>Dialect</b>	A form of language that is associated with a specific region or group of people. For example, Cockney that originated in the East End of London or Geordie that refers to the dialect from Newcastle-upon-Tyne in North East England.
<b>Diversity</b>	The concept of diversity means positively recognising and understanding that each individual is unique and different. For example, this may be in relation to an individual's abilities, sexual orientation or religious beliefs.
<b>Early Years Sector</b>	The early years sector includes practitioners and organisations that work with children from birth to age five years such as classroom assistants, nursery nurses, room leaders, assistant nursery nurses, crèche workers, nannies and childminders who may work in nurseries, children centres and pre-schools.

<b>Term</b>	<b>Definition</b>
<b>Empathy</b>	This concept is often referred to as having the ability 'to put yourself in another person's shoes'. In other words it involves being able to understand and share how another person is feeling. For example, it is very important for a support worker working with an individual who has recently experienced a family bereavement, to take into account the sadness and sense of loss or anger the individual may be feeling.
<b>Families of Individuals</b>	Individuals have many different ways of defining what a family is and who they see as their family. For some individuals this may include their parents, brothers, sisters, aunts, uncles and grandparents. For other individuals their family may be their friends and/or pets.
<b>Health Sector</b>	The health sector includes practitioners and organisations that provide diagnostic, preventative, remedial and therapeutic services such as consultants, doctors, nurses, midwives, dentists, dieticians, opticians, occupational therapists, hospitals and clinics.
<b>Independence</b>	This refers to individuals who require care or support living their lives as they wish and not being influenced or controlled by others. It involves the recognition of individuals' strengths, abilities and wishes. For example, this may include children and adults who require aids and equipment, a vehicle or home adaptations on a permanent or long-term basis due to a disability, illness or injury. Independence aids and equipment may include talking watches and voice recognition software for children and adults with visual impairments, a four wheeled walker to enable an older adult to be mobile around their own home or easy grip cutlery to enable a child to hold their own fork and spoon to eat.
<b>Individuals</b>	Individuals include adults, children and young people who may require care or support due to being young or old, in need, at risk, having an illness, a disability or in poverty.
<b>Induction</b>	A process used by organisations in health, social care and early years settings to introduce a new employee to either a new role or a new task. This can include, providing the new employee with information about the setting, what their job will involve, what their responsibilities will be as well as an opportunity to work alongside other more experienced employees.
<b>Interpreters</b>	Trained professionals who take a spoken or signed message and convert it from one language into another whilst ensuring they express its meaning and intent as accurately as possible. For example, a professional who interprets spoken English into the Spanish language for an individual who attends a care review and for whom Spanish is their preferred language

<b>Term</b>	<b>Definition</b>
<b>Language</b>	A system of communication and expression that can be spoken, written or non-verbal. For example speech, written words and facial expressions.
<b>LGBT</b>	This is an acronym used to describe the different groups that exist within the gay culture: Lesbian, Gay, Bisexual and Transgender.
<b>Makaton</b>	Makaton is a language programme that uses speech with signs (gestures) and symbols (pictures) to help children and adults to communicate. Makaton is used alongside facial expressions, eye contact and body language to give as much information as possible.
<b>Mental Health</b>	This term refers to the emotional, psychological and social wellbeing in children, young people and adults. For example, how an individual feels, how an individual thinks and how an individual acts.
<b>Pain</b>	This term refers to the physical or emotional sensation of suffering or distress that can be caused by an illness or an injury. For example, an individual could experience both physical and emotional distress after having a fall; the individual may have sustained a broken bone as well as no longer be able to walk unaided which may lead to the individual feeling unhappy.
<b>Perception</b>	This term refers to the ability to have awareness and understanding such as an individual having the ability to sense when an activity or situation may be dangerous.
<b>Person-centred Approach</b>	The person-centred approach was developed from the work of the psychologist Dr Carl Rogers and involves 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.
<b>Physical Disability</b>	This term refers to the total or partial loss in an individual's body functions such as walking and/or total or partial loss of a part of the body such as an individual who has had a limb amputated.
<b>Physical Environment</b>	The surroundings or conditions that influence the building of relationships such as the space available, the positioning of furniture, how much lighting there is and the level of noise.
<b>Pitch</b>	This refers to the quality of a vocal sound made by a person in a communication or situation. For example, a crèche worker may raise her voice to a high pitch when she is singing with a group of children
<b>Positive Relationships</b>	Positive Relationships are meaningful ways of interacting with others that result in positive emotions such as happiness, enjoyment and peace as well as a sense of well-being. Positive relationships are constructive and beneficial for all those involved.

<b>Term</b>	<b>Definition</b>
<b>Race</b>	A group of people who share the same or similar physical characteristics, language, background, ethnic or national origins, colour or nationality such as Asian, Black, White, Traveller.
<b>Reflective Practice</b>	Reflective practice involves being able to think about and learn from situations, incidents, issues and concerns that may arise. It is a process that involves thinking about what happened as well as the reasons why. It enables good practice to be identified as well as what is not working well and what needs to be changed to make it work better next time.
<b>Religion</b>	A system of beliefs, faith and worship such as Buddhism, Christianity, Hinduism, Islam and Judaism. Religion can also include a lack of belief.
<b>Self-awareness</b>	A process that involves consciously getting to know and understand one's own thoughts, feelings, beliefs and wishes, strengths and areas for development. For example, a young person may change their own looks and behaviours when going out with their friends.
<b>Sensory Impairment</b>	This term refers to a loss in vision (this includes blindness and partial sight), a loss in hearing (this includes deafness and partial hearing) and a loss in both vision and hearing (this includes deaf blindness and a partial loss in both vision and hearing).
<b>Signers</b>	Trained professionals who communicate with individuals using signs. For example, this may include Makaton signs and others forms of sign language that may have been adapted by individuals to help them communicate with others. Signers can also include Interpreters who are trained in British Sign Language.
<b>Social Care Sector</b>	The social care sector includes professionals and organisations that provide care, support and protection to children or adults in need, at risk, or with needs arising from illness, disability, old age or poverty. For adults this includes, care assistants, support workers and managers who provide care and support to older people, individuals who have dementia, learning disabilities, physical disabilities, alcohol and substance misuse needs in their own homes, in residential and community based settings and services. For children, this includes, children and family support workers, social workers, youth workers, foster carers who work with children and young people as well as their families and carers in their own homes, in residential and community based settings and services.
<b>Social Environment</b>	The social conditions that influence the building of relationships such as individuals and professionals' background, education, interactions with others.

<b>Term</b>	<b>Definition</b>
<b>SOLER</b>	This is an acronym developed by Professor Gerard Egan who has written numerous books around communication and counselling. It describes a number of key techniques that are essential for active listening in communication: S – Squarely (how to position yourself in relation to the other person), O – Open (how to maintain an open posture i.e. uncrossed arms, legs), L – Lean (the effects that leaning towards the other person can have), E – Eye contact (how to maintain eye contact) and R – Relax (the effects that being relaxed can have on the other person).
<b>Spiritual</b>	A system of beliefs and values such as those that involve the innermost self and provide a sense of meaning, value, hope and purpose.
<b>Stereotypes</b>	These refer to generalisations that are made, that are often offensive and exaggerated, about a group of people. For example believing that all individuals who have dementia are all the same and cannot make their own choices in life due to their condition.
<b>Technological aids</b>	Technological aids are designed to enable children and adults to communicate more easily. For example, a Dynavox, that resembles a tablet PC can be used by children and adults who are unable to speak by providing them with words and messages that they can access via touching a screen that contains text, pictures and symbols; it then converts those that are touched into speech. Lightwriters are text-to-speech devices are also designed for individuals who cannot speak but who are able to write and type a message on the keyboard that is then displayed; the message is then converted into speech.
<b>Tone</b>	This refers to the strength of a vocal sound made by a person in a communication or situation. For example, a care assistant may ask an individual in a quiet tone of voice whether they would like to use the toilet facilities.
<b>Training</b>	A structured process of learning and development that is provided by organisations in health, social care and early years settings to teach and develop employees' knowledge and skills for example in relation to communication, health and safety, dementia, autism.
<b>Translators</b>	Trained professionals who take a written message and convert it from one language into another whilst ensuring they express its meaning and intent as accurately as possible. For example, a professional who translates written English into French for an individual who has received a letter from Social Services.

Term	Definition
<b>Tuckman's Stages of Group Interaction</b>	Tuckman's stages of group interaction were named after Bruce Tuckman, an educational psychologist. He originally developed a four stage model (he later refined and developed this further and added a fifth stage) after studying the behaviours of small groups of people in a range of different environments. His research showed how groups need to go through a series of different processes or stages before they can reach their full potential and work effectively. Tuckman's original group development model consisted of the following 4 stages: 1) Forming (where the group members are getting to know each other), 2) Storming (where group members begin to ascertain their views and ideas that may be similar to and/or in contrast to the views and ideas of others), 3) Norming (where the group establish their aim and individual group members' roles and responsibilities) and 4) Performing (where the group works effectively and the group members together to a consistently high standard). Tuckman later revised this and developed Stage 5 which was named Adjourning (where the group achieve their aim and complete their work, an opportunity for group members to recognise their achievements and move on).
<b>Values</b>	Ideas that become part of individuals' lives and form a system by which they live their lives; very often individuals' beliefs can develop into values. For example, an individual may believe that making arrangements for their child to be privately educated is their duty as a parent or that living their life honestly and peacefully leads to happiness.



## Coursework unit – UNIT 1: Building positive relationships in health and social care

The table below shows all the topics you will cover.

Learning outcomes	What you must know
<p><b>1. Understand relationships in health, social care or child care environments</b></p>	<p><b>Types of relationship, i.e.</b></p> <ul style="list-style-type: none"> <li>• individuals who require care and support</li> <li>• families/advocates of individuals who require care and support</li> <li>• colleagues/peers</li> <li>• senior workers/managers</li> <li>• health and social care professionals/practitioners</li> </ul> <p><b>Relationship contexts, i.e.</b></p> <ul style="list-style-type: none"> <li>• formal or informal (e.g. professional boundaries, personal relationship)</li> <li>• one-to-one</li> <li>• group</li> <li>• environment (e.g. hospital, care home, individual’s home, supported living service, away from work setting)</li> </ul> <p><b>How context can impact relationships</b> (e.g. maintaining independence (e.g. remaining in own home, using an aid to independence), temporary dependency (e.g. accident or injury))</p>
<p><b>2. Understand the factors that influence the building of relationships</b></p>	<p><b>Communication factors, i.e.</b></p> <ul style="list-style-type: none"> <li>• verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, eye contact, touch, proximity, non-discriminatory language, avoiding slang and jargon, age appropriate, demonstrating empathy)</li> <li>• written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language)</li> <li>• special methods and adaptations ( e.g. Makaton, British Sign Language, Braille, deafblind language, signs and symbols, technological aids)</li> <li>• theories of communication and application to health and social care contexts (e.g. Argyle’s stages of the communication cycle, Tuckman’s stages of group interaction, SOLER)</li> </ul> <p><b>Cultural factors</b> (e.g. race, religion, LGBT, language)</p>

	<p><b>Environmental factors, i.e.</b></p> <ul style="list-style-type: none"> <li>• physical environment (e.g. lighting, seating, noise, setting, space, smells, time)</li> <li>• social environment (e.g. individual experience, education, background)</li> </ul> <p><b>Spiritual factors, i.e.</b></p> <ul style="list-style-type: none"> <li>• belief and value system (e.g. changing beliefs and values depending on life experiences)</li> <li>• avoiding assumptions and stereotypes</li> </ul> <p><b>Physical factors, i.e.</b></p> <ul style="list-style-type: none"> <li>• conditions (e.g. dementia, mental health, impact of pain)</li> <li>• sensory impairment (e.g. hearing impairment, visual impairment)</li> <li>• physical disability (e.g. wheelchair user)</li> <li>• language and perception needs (e.g. autism, English as a second language)</li> <li>• alcohol and drugs</li> </ul>
<p><b>3. Understand how a person-centred approach builds positive relationships in health, social care or child care environments</b></p>	<p><b>Strategies to ensure a person centred approach, i.e.</b></p> <ul style="list-style-type: none"> <li>• understand individual’s needs and preferences (e.g. initial face-to-face meeting with the individual, use of current information on individual/care plan, use of appropriate communication skills, recognition of wider relationships)</li> <li>• enabling and supporting an individual (e.g. use of advocates, interpreters, translators, signers, use of technological aids)</li> <li>• staff training (e.g. induction, statutory and mandatory training, additional staff training)</li> <li>• demonstrate professional behaviour (e.g. maintaining confidentiality, reflective practice, promotion of care values)</li> </ul> <p><b>How a person-centred approach supports positive relationships, i.e.</b></p> <ul style="list-style-type: none"> <li>• empowers individual</li> <li>• builds trust</li> <li>• develops mutual respect</li> <li>• recognises diversity</li> <li>• develops confidence (e.g. individual self-confidence, confidence in each other)</li> <li>• develops teamwork (e.g. between individual and professional, between colleagues, between professional and individual’s family/advocates)</li> <li>• leads to additional benefits (e.g. encourages interaction with other professionals or services)</li> </ul>

**4. Be able to use communication skills effectively to build positive relationships in a health, social care or child care environment**

**Communication skills, i.e.**

- verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, touch, proximity, non-discriminatory language, avoiding slang and jargon, age-appropriate, demonstrating empathy, special methods and adaptations (e.g. Makaton, British Sign Language, deafblind language, Braille, signs and symbols, technological aids))
- written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language)
- apply theories of communication to health and social care contexts (e.g. Argyle's stages of the communication cycle, Tuckman's stages of group interaction, SOLER)

**Effectiveness of interactions, i.e.**

- self-awareness and reflection
- use of strategies, support and aids to overcome barriers

**Aspects of reflective practice, i.e.**

- evaluating specific incidents or activities
- identifying what might be done better next time
- identifying what went well
- exploring training and development needs