**Section 3**: **Health & Well-Being (adults)**

**Intro to section:**

This section will help you develop your understanding of the relationship between health and well-being and the role you have in promoting health and well-being in the care and support provided to individuals.

It also includes:

* Support for personal care and continence
* Pressure area care
* Oral health care
* Foot care
* Administration of medication
* Nutrition and hydration
* Falls prevention
* End of life care
* Electronic Assistive Technology
* Sensory Loss
* Dementia
* Mental Health
* Substance misuse

**Useful resources:**

**Heading 3.1** – **Well-Being**

**What well-being means in the context of health and social care**

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| **3.1a: Core knowledge learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| Explain what is meant by the term ‘well-being |  |  |  |
| Explain why well-being is important |  |  |  |
| Outline the factors that affect the well-being of individuals and carers |  |  |  |
| Explain why families, friends and community networks are important to the well-being of individuals and carers |  |  |  |
| Outline ways of working that support well-being |  |  |  |
| **3.1b: Additional H&SCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signature**  |
| You are able to show that you recognise the importance of families, friends and community networks by working in a way that supports and develops these relationships |  |  |  |

**Heading 3.2: Factors that impact upon health and well-being**

**Factors that impact upon the health and well-being of individuals**

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| **3.2a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |
| Outline theories of human development and factors that can affect it |  |  |  |
| Outline the range of factors that may affect the health, well-being and development of individuals and the impact this may have on them |  |  |  |
| Describe the difference between the medical and social models of disability |  |  |  |
| Describe what is meant by good physical health and good mental health and how these are interdependent |  |  |  |
| Outline the impact of prolonged inactivity on physical and mental well-being |  |  |  |
| Describe the social, mental and physical benefits of engagement in activities |  |  |  |
| Give examples of the different ways that people can engage in personal activities, including the use of social media and technology  |  |  |  |
| Describe how engagement in the ‘Arts’ can support health and well-being |  |  |  |
| Outline the meaning of the term ‘attachment’ and the impact that this can have on individuals in adulthood |  |  |  |
| Explain the importance of self-identity, self-worth and sense of security and belonging for the health and well-being of individuals  |  |  |  |
| Give examples of the types of changes in an individual that would give cause for concern for their health and well-being |  |  |  |
| Explain the importance of observing, monitoring and recording the health and well-being of individuals affected by particular health conditions |  |  |  |
| Explain the importance of reporting concerns or any changes in the health and well-being of individuals |  |  |  |
| Explain the links between health and well-being and safeguarding |  |  |  |
| Explain the links between health and well-being and the Mental Capacity Act |  |  |  |
| **3.2b: Additional H&SCIF learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| You are able to show that you are aware of specific factors that impact upon the health and well-being of the individuals that you work with  |  |  |  |
| You are able to show that you know where to access information or support relating to the health and well-being of the individuals that you support |  |  |  |

**3.3 Support for personal care and continence**

**How to support individuals with their personal care and continence management**

| **3.3a: Core knowledge learning outcomes** | **Evidence used** | **Assessment by whom and when** | **Signatures**  |
| --- | --- | --- | --- |
| Describe how to establish with an individual their preferences in relation to how they are supported with their personal care |  |  |  |
| Describe how to protect the privacy and dignity of an individual when they are being supported with their personal care |  |  |  |
| Explain what is meant by the term ‘continence’ |  |  |  |
| Outline the factors that may contribute to difficulties with continence |  |  |  |
| Explain how difficulties with continence can affect an individual’s self-esteem, health and well-being and day to day activities |  |  |  |
| Explain how an individual’s personal beliefs, sexual preferences and values may affect the management of their continence |  |  |  |
| Give examples of aids and equipment that can support in the management of continence |  |  |  |
| Outline the range of professionals that may help with continence management |  |  |  |

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| **3.3b: Additional H&SCIF learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You are able to show how you follow an individual’s care and support plan when assisting them with their personal care and/or continence management |  |  |  |
| You are able to show how you record information in line with policies and procedures when supporting a person with management of their continence |  |  |  |
| You are able to show how you follow personal hygiene procedures for infection prevention and control when supporting an individual with their personal care and continence management |  |  |  |

**3.4 Pressure area care**

**Good practice in relation to pressure area care**

| **3.4a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Explain what is meant by the term ‘pressure area care’ |  |  |  |
| Explain what is meant by the term ‘pressure damage’ |  |  |  |
| Explain what is meant by the term ‘pressure ulcers’ |  |  |  |
| Outline the legislation and national guidelines in relation to pressure damage |  |  |  |
| Outline the factors that cause skin breakdown and pressure damage |  |  |  |

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| **3.4b: Additional H&SCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| You are able to show how you follow an individual’s care and support plan and risk assessment when assisting them with pressure area care |  |  |  |
| You are able to show how you follow personal hygiene procedures for infection prevention and control when supporting an individual with pressure area care |  |  |  |
| You are able to show how you report and record any changes in skin condition including improvement or deterioration |  |  |  |

**3.5 Oral health care**

**How to support good oral health care and mouth care for individuals**

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| **3.5a: Core knowledge learning outcomes** | **Evidence used** | **Assessed by whom and when** | **Signatures** |
| Explain what is meant by the terms ‘oral health care’ and ‘mouth care’ |  |  |  |
| Outline national policy and practice guidance on oral health care |  |  |  |
| Give examples of common oral and dental problems in older people and other individuals who need care and support  |  |  |  |
| Explain why oral health care and mouth care are important |  |  |  |
| Describe the impact of poor oral health care and mouth care on health, well-being, self-esteem and dignity |  |  |  |
| Explain the links between oral health care and mouth care and nutrition |  |  |  |
| List the range of professionals that may help with oral health care |  |  |  |
| **3.5b: Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You show how you follow an individual’s care and support plan when assisting them with mouth care |  |  |  |
| You show how you follow policies for infection prevention and control when supporting an individual with mouth care |  |  |  |
| You are able to show that you know how to record and report any changes in the condition of the mouths of individuals |  |  |  |

**3.6 Foot care**

**The importance of foot care for the health and well-being of individuals**

| **3.6a: Core knowledge learning outcomes** | **Evidence used**  | **Assessed by whom and when**  | **Signatures**  |
| --- | --- | --- | --- |
| Explain why foot care is needed for individuals |  |  |  |
| Give examples of common conditions that can cause problems with feet |  |  |  |
| Describe signs of foot and toe nail abnormalities |  |  |  |
| Explain the impact on foot conditions or abnormalities on the health and well-being of individuals |  |  |  |
| List the range of professionals that may help with foot care |  |  |  |
| **3.6b: Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when**  | **Signatures**  |
| You show how you follow an individual’s care and support plan when assisting them with their foot care |  |  |  |
| You show how you monitor the feet condition of individuals and record and report any concerns |  |  |  |

**3.7 Administration of medication**

**Roles and responsibilities related to the administration of medication in social care settings**

| **3.7a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when**  | **Signatures** |
| --- | --- | --- | --- |
| Outline legislation and national guidance related to the administration of medication |  |  |  |
| Outline the roles and responsibilities of those involved in: prescribing, dispensing and supporting the use of medication |  |  |  |
| Explain where responsibility lies for the use of ‘over the counter’ remedies and supplements in social care settings |  |  |  |
| Explain the links between misadministration of medication and safeguarding |  |  |  |
| **3.7b: Additional HSCIF learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |
| You show how you follow your organisation’s policies and procedures in support of the administration and use of medication |  |  |  |
| You are able to show you understand what you can and cannot do in relation to the administration and use of medication at this stage of your training |  |  |  |

**3.8 Nutrition and hydration**

**The importance of nutrition and hydration for the well-being of individuals**

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| **3.8a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by whom and when** | **Signatures**  |

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| Explain what is meant by the terms ‘nutrition’ and ‘hydration’  |  |  |  |
| Describe the principles of a balanced diet and good hydration |  |  |  |
| Outline government recommendations for a balanced diet and hydration |  |  |  |
| Outline national and local initiatives that support nutrition and hydration |  |  |  |
| Explain the importance of a balanced diet for the optimum health and well-being of individuals |  |  |  |
| Outline the factors that can affect nutrition and hydration  |  |  |  |
| **3.8b: Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by whom and when** | **Signatures**  |
| You are able to show you are aware of any specific nutrition and hydration requirements for the individuals that you support |  |  |  |
| You are able to show you know what needs to be recorded when supporting an individual with the management of their nutrition and hydration |  |  |  |

**3.9 Falls prevention**

**How to support falls prevention**

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| **3.9a: Core knowledge learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |

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| Outline **the factors that can contribute to falls** |  |  |  |
| Explain the ways in which falls can be prevented |  |  |  |
| **3.9b: Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| You are able to show that you take steps to ensure that factors that can contribute to falls are minimised wherever possible |  |  |  |
| You are able to show that you know how to record and report any concerns about factors that may lead to falls |  |  |  |

**3.10 End of life care**

**Factors that affect end of life care**

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| **3.10a: Core knowledge learning outcomes**  | **Evidence used** | **Assessed by who and when** | **Signatures**  |

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| Outline theories about the impact of death and dying, grief and mourning on individuals and key people in their lives |  |  |  |
| Describe how culture, religion and personal beliefs will impact upon approach to death and dying |  |  |  |
| Explain what is meant by ‘advanced care planning’ and why this is important |  |  |  |
| **3.10b: Additional HSCIF learning outcomes**  | **Evidence used** | **Assessed by who and when**  | **Signatures**  |
| You are able to show that you know how to access support for yourself when supporting individuals with end of life care |  |  |  |

**3.11 Electronic Assistive Technology**

**How electronic assistive technology can be used to support the health and well-being of individuals**

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| **3.11a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by who and when** | **Signatures**  |

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| Explain what is meant by the terms ‘assistive technology’ and ‘electronic assistive technology’ |  |  |  |
| Give examples of the types and range of technological aids that can be used to support an individual’s independence and how these can be accessed |  |  |  |
| Explain how technological aids can be used to support active participation |  |  |  |

**3.12 Sensory Loss**

**How sensory loss can impact upon the health and well-being of individuals**

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| **3.12a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by who and when** | **Signatures**  |

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| Explain what is meant by the term ‘sensory loss’ |  |  |  |
| Outline some of the causes and conditions of sensory loss |  |  |  |
| Describe the indicators and signs of sensory loss |  |  |  |
| Outline the factors that impact upon an individual with sensory loss |  |  |  |
| Explain what needs to be considered when communicating with an individual with: sight loss; hearing loss; deafblindness |  |  |  |
| Explain what needs to be considered when supporting an individual with: loss of taste; smell or touch |  |  |  |

**3.13 Dementia**

**How living with dementia can impact on the health and well-being of individuals**

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| **3.13a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by who and when**  | **Signatures**  |

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| Explain what is meant by the term ‘dementia’  |  |  |  |
| Outline the indicators and signs of dementia |  |  |  |
| Describe some of the ways in which dementia can affect individuals and how they experience the world |  |  |  |
| Explain what is meant by ‘living well with dementia’ |  |  |  |
| Explain how person-centred approaches can be used to support individuals living with dementia |  |  |  |
| Outline what needs to be considered when communicating with an individual living with dementia |  |  |  |
| Explain the impact supporting and caring for an individual living with dementia, can have on family / carers |  |  |  |
| Give examples of the ways that carers can be supported to continue in their role |  |  |  |
| Explain what is meant by a ‘dementia friendly’ community |  |  |  |
| Explain how dementia friendly communities can contribute to the well-being of individuals living with dementia |  |  |  |

**3.14 Mental Health**

**How mental illness can impact upon the health and well-being of individuals**

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| **3.14a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by who and when**  | **Signatures**  |

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| --- | --- | --- | --- |
| Explain what is meant by the term ‘mental illness’ |  |  |  |
| Outline some of the factors that can contribute or lead to mental illness |  |  |  |
| Give examples of the indicators and signs of mental illness |  |  |  |
| Describe the potential impact of mental illness on health and well-being |  |  |  |
| Outline the ways in which individuals can be supported to live well with mental illness |  |  |  |
| Give examples of the positive outcomes associated with improved mental health and well-being |  |  |  |
| Outline the range of support that is available to help individuals with mental illness |  |  |  |

**3.15 Substance Misuse**

**How substance misuse can impact upon the health and well-being of individuals**

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| **3.15a: Core knowledge learning outcomes**  | **Evidence used**  | **Assessed by who and when** | **Signatures**  |

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| What is meant by the term ‘substance misuse’ |  |  |  |
| Give examples of the indicators and signs of substance misuse |  |  |  |
| Describe the potential impact of substance misuse on the health and well-being of individuals |  |  |  |
| Outline the range of support that is available to individuals who misuse substances |  |  |  |

**Glossary**

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual’s right to participate in the activities and relationships of everyday life as independently as possible

**‘Factors** **that may affect the health, wellbeing and development of individuals’** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; diet and lifestyle; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

**Factors that can contribute to falls** would include:

* Balance problems
* Muscle weakness
* Poor vision
* Long term health conditions such as heart disease, dementia or low blood pressure that can lead to dizziness and brief loss of consciousness
* Environmental factors such as wet floors; dim lighting; rugs or unsecured carpets; clutter; reaching for storage areas; going up or down stairs; rushing to get to the toilet or answer door.

The **individual** is the person you support or care for in your work; this could be a child or an adult

**Additional information:**

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| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 2 diploma health and social care (adults) |
| Level 3 diploma health and social care (adults) |
| Level 3 diploma health and social care (CYP) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |

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| **Related units** | **Level** | **Knowledge or competence** |
| NHS Wales induction for clinical healthcare support workers (nursing) | 2 | K |
| NHS Wales induction for clinical healthcare support workers (Core) | 2 | K |
| ACT 202: Understand the benefits of engaging in activities |  |  |
| HSC2004: Contribute to monitoring the health of individuals affected by health conditions | 2 | C |
| HSC2016: Support individuals to manage continence | 2 | C |
| HSC2017: Provide agreed support for foot care | 2 | C |
| HSC2024: Undertake agreed pressure area care | 2 | C |
| HSC3047: Support the use of medication in social care settings | 3 | C |
| HSC3048: Support individuals at the end of life | 3 | C |
| SSMU 2.1: Introductory awareness of sensory loss | 2 | K |
| SSMU 3.1: Understand Sensory Loss | 3 | K |
| SSOP 2.1: Introductory awareness of models of disability | 2 | K |
| SSOP 3.1: Understand models of disability | 3 | K |
| SSOP 2.4: Contribute to supporting individuals in the use of assistive technology | 2 | C |

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| **Related National Occupational Standards** |
| SCDHSC0224: Monitor the condition of individuals |
| SCDHSC0370: Support the use of technological aids to promote independence |
| SCDHSC0384: Support individuals through bereavement |
| SCDHSC0385: Support individuals at the end of life |
| SCDHSC2019: Support individuals to manage continence |
| SCDHSC2022: Maintain the feet of individuals who have been assessed as requiring help with general footcare |
| SCDHSC3122: Support individuals to use medication in social care settings |
| SFHCHS5: Undertake agreed pressure area care |