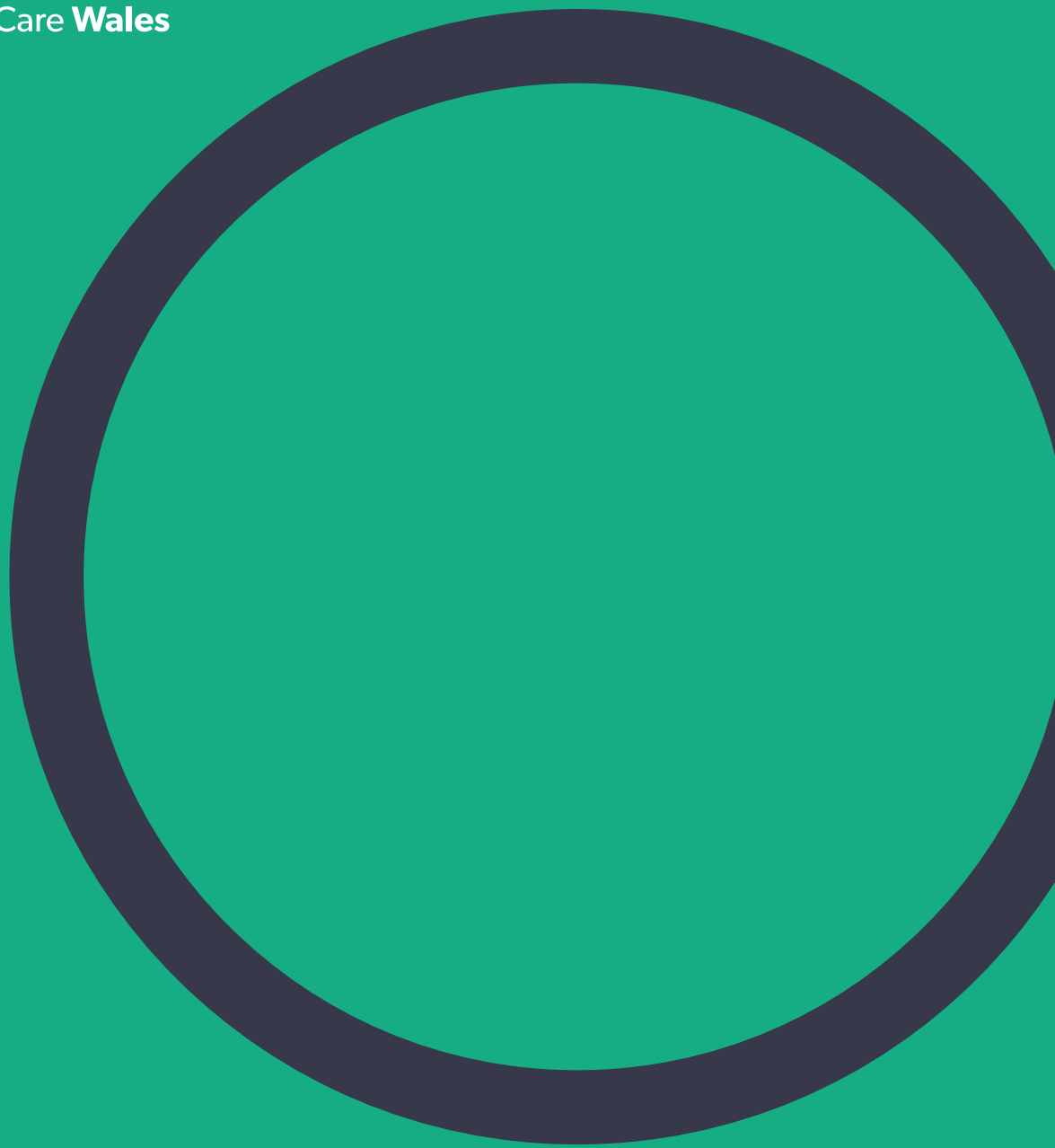




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



All Wales induction
framework for
health and social care:
Progress log three

Health and Well-Being (adults)

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Noddir gan
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Copies also available in Welsh.

3.1 Well-being

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

3.1a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'well-being' and why this is important			
Factors that affect the well-being of individuals and carers			
The importance of families, friends and community networks on the well-being of individuals and carers			
Ways of working that support well-being			

3.1b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Recognise the importance of families, friends and community networks and work in a way that supports and develops these relationships			
Recognise what matters to individuals			

3.2 Factors that impact upon health and well-being

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

3.2a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Human development and factors that can affect it			
The range of factors that may affect the health, well-being and development of individuals and the impact this may have on them			
The difference between the medical and social models of disability			
What is meant by good physical health and good mental health and how these are interdependent			
The impact of prolonged inactivity on physical and mental well-being			
The social, mental and physical benefits of engagement in activities and experiences			

3.2a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The different ways that people can engage in a range of personal activities including the use of social media and technology			
How engagement in the 'Arts' can support health and well-being			
The meaning of the term 'attachment' and the impact that this can have on individuals in adulthood			
The importance of self-identity, self-worth and sense of security and belonging for the health and well-being of individuals			
How the way that individuals are supported will impact on how they feel about themselves			
The range of health checks that individuals need to support their health and well-being			
The range of services and information that support health promotion			

3.2a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The types of changes in an individual that would give cause for concern for their health and well-being			
The importance of observing, monitoring and recording the health and well-being of individuals affected by particular health conditions			
The importance of reporting concerns or any changes in the health and well-being of individuals			
Links between health and well-being and safeguarding			
Links between health and well-being and the Mental Capacity Act			

3.2b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
You know where to access further information or support related to the health and well-being of the individuals that you support			
Take account of any specific factors that impact upon the health and well-being of the individuals that you work with			
Support health promotion			

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 for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'personal care'			
How to establish with an individual their preferences in relation to how they are supported with their personal care			
How to protect the privacy and dignity of an individual when they are being supported with their personal care			
What is meant by the term 'continence'			
Factors that may contribute to difficulties with continence			
How difficulties with continence can affect an individual's self-esteem, health well-being and day to day activities			

3.3a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
How an individual's personal beliefs, sexual preference and values may affect the management of their continence			
Aids and equipment that can support the management of continence			
The range of professionals that may help with continence management			
How to support individuals with their personal care and / or continence management in a way that protects both the individual and the worker supporting them			

3.3b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow individuals' personal plans when assisting them with their personal care and / or continence management			
Follow workplace policies and procedures for the recording of information when supporting a person with management of their continence			
Follow workplace policies and 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 for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the terms 'pressure area care', 'pressure damage' and 'pressure ulcers'			
Legislation and national guidelines in relation to pressure damage			
Factors that cause skin breakdown and pressure damage			
Stages of pressure ulcer development			
Common parts of the body for pressure damage			
Interventions that can reduce the risk of skin breakdown and pressure damage			

3.4b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow individuals' personal plans and risk assessment when assisting them with pressure area care			
Follow workplace policies and procedures for infection prevention and control when supporting an individual with pressure area care			
Follow workplace policies and procedures for reporting and recording 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

3.5a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the terms 'oral health care' and 'mouth care'			
National policy and practice guidance on oral health care			
Common oral and dental problems in older people and other individuals who need care and support			
Why oral health care and mouth care are important			
The impact of poor oral health care and mouth care on health, well-being, self-esteem and dignity			
Links between oral health care and mouth care and nutrition			
The range of professionals that may help with oral health care			

3.5b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow individuals' personal plans when assisting them with mouth care			
Follow workplace policies for infection prevention and control when supporting individuals with mouth care			
Follow workplace policies and procedures for recording and reporting any changes in the condition of the mouths of individuals			

3.6 Foot care

The importance of footcare to the health and well-being of individuals

3.6a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Why foot care is needed for individuals			
Common conditions that can cause problems with feet			
Signs of foot and toe nail abnormalities			
The impact of foot conditions or abnormalities on the health and well-being of individuals			
The range of professionals that may help with foot care			

3.6b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow individuals' personal plans when assisting them with their foot care			
Follow workplace policies and procedures in the monitoring, recording and reporting of the feet condition of individuals			

3.7 Administration of medication

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

3.7a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Legislation and national guidance related to the administration of medication			
The roles and responsibilities of those involved in: prescribing, dispensing and supporting the use of medication			
Where responsibility lies for the use of 'over the counter' remedies and supplements in social care settings			
Links between misadministration of medication and safeguarding			

3.7b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
You are aware of what you can and cannot do in relation to the administration and use of medication at this stage of your training in the context of your role			
Follow your workplace policies and procedures in support of the administration and use of medication			

3.8 Nutrition and hydration

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

3.8a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the terms 'nutrition' and 'hydration'			
The principles of a balanced diet and good hydration and government recommendations for a balanced diet and hydration			
National and local initiatives that support nutrition and hydration			
The importance of a balanced diet for the optimum health and well-being of individuals			
Factors that can affect nutrition and hydration			

3.8b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Take account of any specific nutrition and hydration requirements for the individuals that you support			
Follow workplace policies and procedures for monitoring and recording when supporting individuals with the management of their nutrition and hydration			

3.9 Falls prevention

How to support falls prevention

3.9a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
Factors that can contribute to falls			
How falls can be prevented			

3.9b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Minimise the factors that can contribute to falls			
Follow workplace policies and procedures for the recording and reporting of any concerns about factors that may lead to falls			

3.10 End of life care

Factors that affect end of life care

3.10a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
How death and dying, grief and mourning may impact on individuals and key people in their lives			
How culture, religion and personal beliefs will impact upon approach to death and dying			
What is meant by the terms 'advanced care planning' and 'advanced directives' and why these are important			
The range of support that is available to support individuals with end of life care			
The range of assistance that is available for workers when supporting individuals with end of life care			

3.10b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow workplace policies and procedures when supporting individuals with end of life care			

3.11 Assistive technology

How Assistive Technology can be used to support the health and well-being of individuals

3.11a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the terms 'assistive technology' and 'electronic assistive technology'			
The types and range of technological aids that can be used to support an individual's independence and how these can be accessed			
How technological aids can be used to support active participation			
The range of support that is available for the use of assistive technology			

3.11b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Follow workplace policies and procedures for the use of assistive technology			

3.12 Sensory loss

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

3.12a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'sensory loss'			
The causes and conditions of sensory loss			
Indicators and signs of sensory loss			
Factors that impact upon an individual with sensory loss			
What needs to be considered when communicating with an individual with: sight loss; hearing loss; Deafblindness			
The importance of supporting individuals to use aids such as hearing aids and glasses			

3.12a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What needs to be considered when supporting an individual with: loss of taste; smell or touch			
The range of support that is available for individuals with sensory loss			

3.12b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Take account of sensory loss support requirements			

3.13 Dementia

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

3.13a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'dementia'			
Indicators and signs of dementia			
The ways dementia can affect individuals and how they experience the world			
What is meant by 'living well with dementia'			
How person centred approaches can be used to support individuals living with dementia			
What needs to be considered when communicating with an individual living with dementia			

3.13a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
The impact supporting and caring for an individual living with dementia, can have on family / carers			
Ways that carers can be supported to continue in their role			
What is meant by a 'dementia friendly community' and how this can contribute to the well-being of individuals living with dementia			
The range of support that is available for individuals living with dementia			

3.13b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Support individuals that you work with to live well with dementia			

3.14 Mental health

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

3.14a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'mental ill-health'			
Factors that can contribute or lead to mental ill-health			
Indicators and signs of mental illness			
The potential impact of mental ill-health on health and well-being			
Ways in which individuals can be supported to live well with mental ill-health			
Positive outcomes associated with improved mental health and well-being			
The range of support that is available to help individuals with mental ill-health			

3.14b Additional AWIFHSC Learning Outcomes: You are able to work in ways that:	Evidence used	Assessed by who and when	Signatures
Support individuals to live well with mental ill-health			

3.15 Substance misuse

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

3.15a Core knowledge learning outcomes for all workers	Evidence used	Assessed by who and when	Signatures
What is meant by the term 'substance misuse'			
Indicators and signs of substance misuse			
The potential impact of substance misuse on the health and well-being of individuals			
The range of support that is available to individuals who misuse substances			