

T Level in Health

Activities of daily living

Lesson three

Presenter name

Time and date

Location

03

Care values
ESP preparation

Aims



To explore the six Cs



To consider why they were implemented



To analyse how we can promote them in health and social care settings

Meeting a service user

- Once a report of care needs has been received, the social worker and the service user read it.
- They then choose two or three recommendations which best meet the service user's needs and organise a meeting.
- We will prepare for this stage.

Care

- Keep them safe
- Prevent harm
- Ensure high-quality care
- Make them feel valued
- Care rounding



Compassion

- Loneliness
- Human contact
- Attitude – demonstrating the six Cs
- Dignity



Competence

- Regular observation of patient
- Taking every opportunity to identify and mitigate risks to patients
- Preventing pressure ulcers
- Preventing falls
- Preventing venous thromboembolism (VTE)
- Preventing catheter-related infections



Communication



- Regular communication with patient
- Enhancing the comfort of the patient
- Decreasing the anxiety of the patient
- Make them feel valued
- Non verbal – gentle approach

Courage

- Challenging poor practice
- Challenging accepted practice
- Incident reporting / whistleblowing
- Ability to admit when you are wrong
- Apologise / start again / professionalism
- Putting patient at centre



Commitment

- Trust me to care
- “Kissing it better” campaign
- Individual commitment to course, making the most of every learning opportunity



Why six Cs?

- Serious failings were found at Mid Staffordshire NHS Foundation Trust
- An enquiry was launched
- Francis report was damning



The search for answers



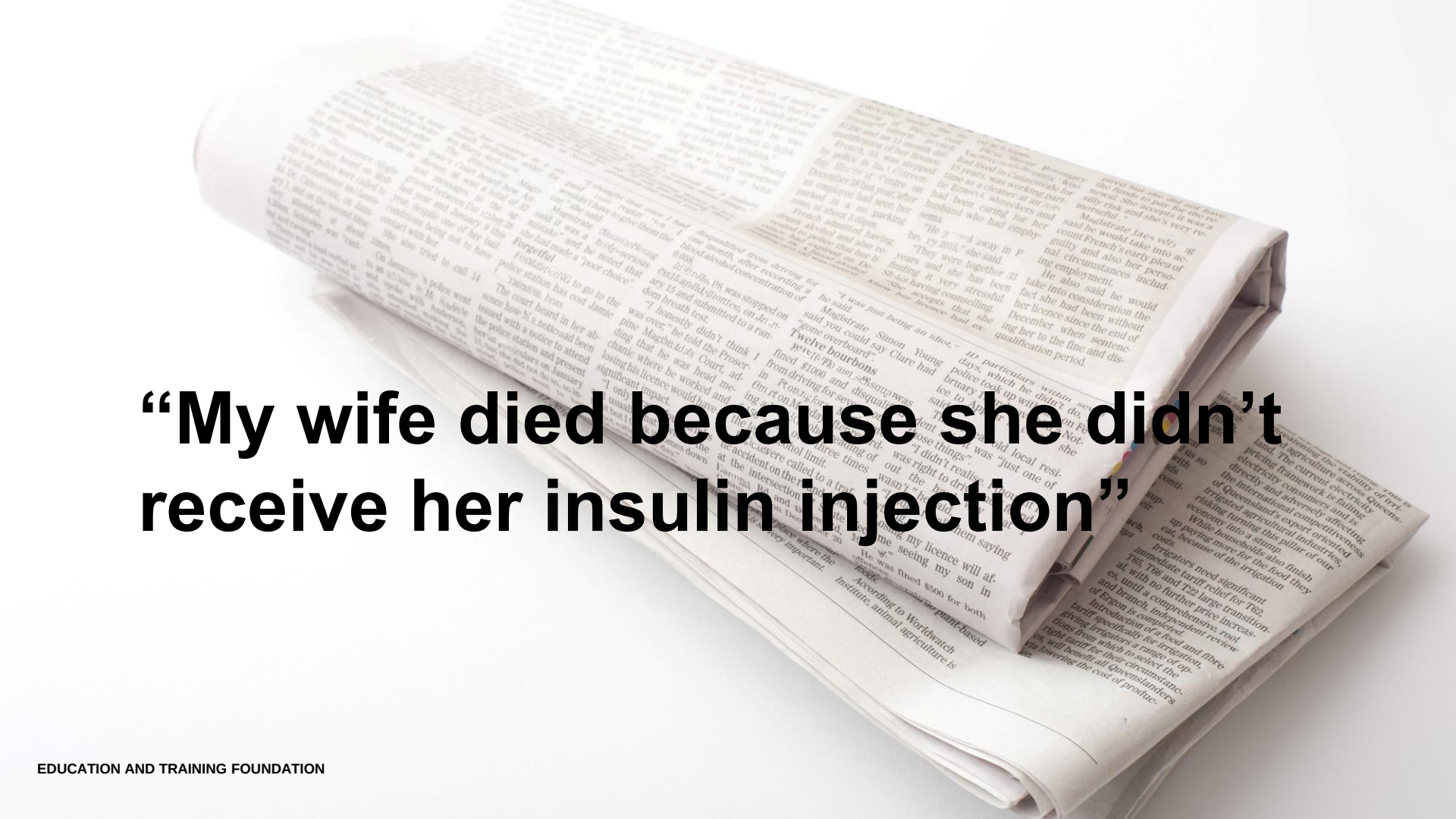


The findings of the Francis report...

EDUCATION AND TRAINING FOUNDATION

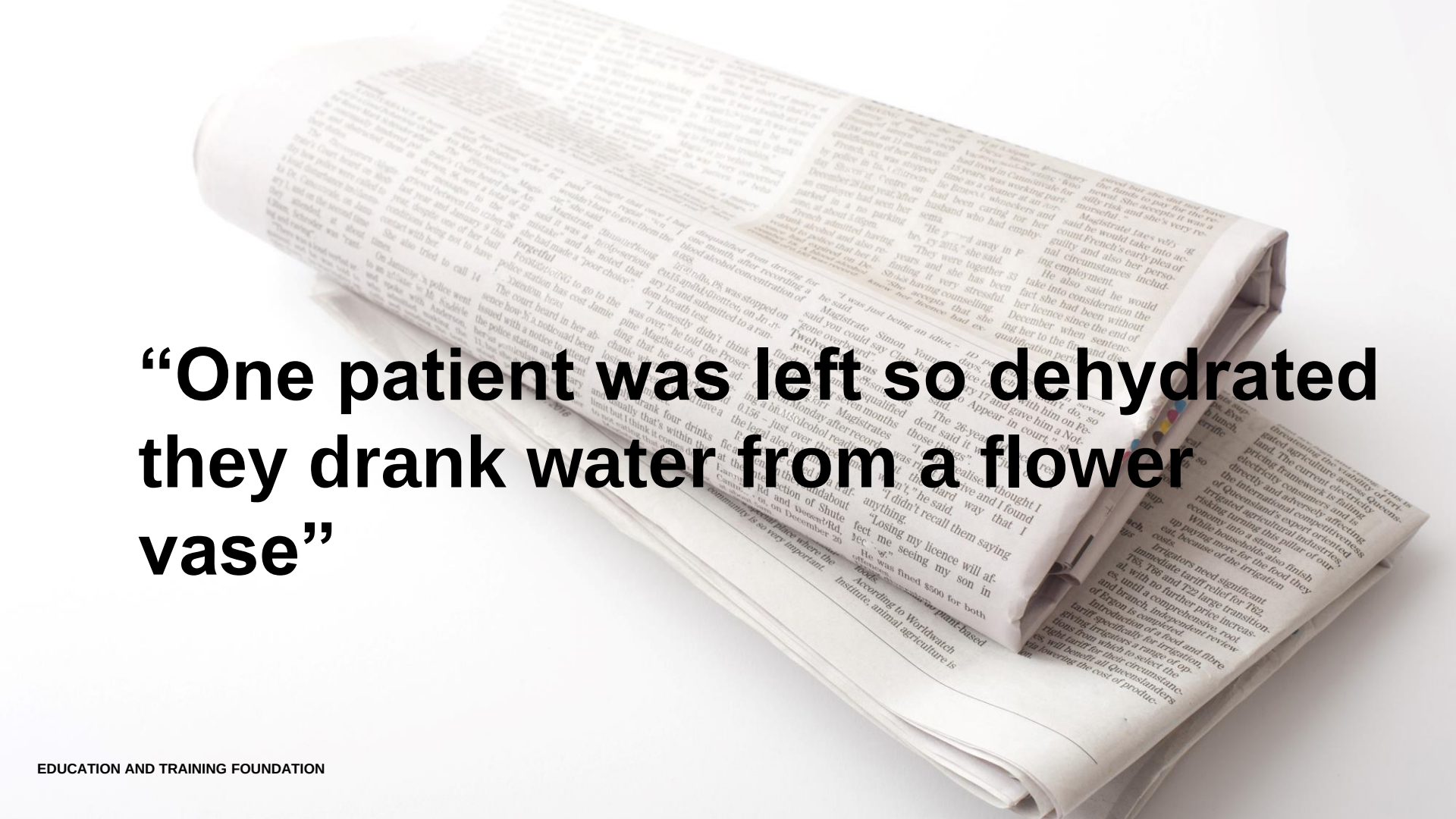


“In the wards people lay hungry, thirsty and in their own soiled bedclothes”

A rolled-up newspaper is shown, partially unrolled, revealing several columns of text. The text is in English and appears to be from a news outlet. The newspaper is rolled up from the left side, with the right side unrolled. The text is in a standard serif font. The background is a plain, light-colored surface.

**“My wife died because she didn’t
receive her insulin injection”**

"Patients left in pain"

A rolled-up newspaper is shown, partially unrolled, revealing several columns of text. The paper is aged and slightly discolored. Overlaid on the newspaper is a large, bold, black text quote. The background is a plain, light-colored surface.

**“One patient was left so dehydrated
they drank water from a flower
vase”**

“Patients left unwashed”



“Patient buzzers would drone endlessly unanswered”

“Student nurses too posh to wash”

Mid Staffordshire in numbers

mhp

communications

Up to **1,200** more patients died than would be expected between 2005-2008



2

hospital sites at Mid Staffordshire



37

weeks of evidence



807

qualified nursing, midwifery & health visiting staff at Mid Staffordshire



290

witnesses or statements to the inquiry



£13m

spent by the Francis Inquiry to date (as of 5 February 2013)

mhp | health mandate

Mid Staffordshire's financial performance

£155 million annual turnover

£21 million cash support from the Department of Health in 2011/12

£18.8 million underlying deficit for 2012/13



Lessons
learnt...

- Creating the right culture and putting patients first and foremost
- Openness, transparency and candour
- Effectiveness in complaints handling
- Safe staffing levels
- Education and professional regulation of fitness for practice

PAD DOCUMENT

Mentor also has to pass student on their ability to demonstrate the 6 C's during placement or highlight areas for concern

The code

Standards of conduct,
performance and ethics
for nurses and midwives

Jane Cummings



Embedding the six Cs into PCP

Effective communication

Empowerment and promoting independence

Maintaining confidentiality and privacy

Considering health and safety issues

Safeguarding and duty of care noted

Ensuring choices are offered

Ensuring your case-study person has their dignity protected

Showing respect at every opportunity

Working in partnership, for example, consulting, talking about an advocate and informal care people

Case studies

- You will work in pairs
- Each pair will be given two case studies
- One of you will role play a service user and the other will role play a practitioner
- You can discuss your role play and write a script
- Practitioners need to demonstrate their skills
- You must evidence the six C's
- This is an assessed activity





Consider different scenarios



- Plan a practical situation in which you may deliver support
- You write a script and act out the situation
- Remember: one person will role play the patient or service user and the other the practitioner
- You will then swap places
- Consider how care values are used in practice
- Use different colour text for the practitioner and the service user



Practitioner: Hi, my name is Tina [shows ID]. How are you?

Mrs Jones: I'm OK.

Practitioner: I have come to have a little chat, Mrs Jones.

Mrs Jones: Please just call me Sarah.

Practitioner: I have come to talk about your meal options.

Mrs Jones: Thanks very much, I've been thinking about this.

Practitioner: There is a wide choice available: chicken casserole, jacket potato with different fillings or chilli.

Mrs Jones: I really want sausages and mash but it is Good Friday and I do not want anyone seeing me.

Practitioner: Of course you can have sausages and mash. You could say it is vegetarian if you are worried about others seeing you eat meat today. The only people who know are the staff who are making your meals and they cannot share any information about you with anyone.

Mrs Jones: That's fantastic. Bless you.

Practitioner: We also have bingo tickets for next week. Would you like some?

Mrs Jones: Yes please.



Sample script

Practitioner: Hi, my name is Tina [shows ID]. How are you? (Communication, competence and duty of care)

Mrs Jones: I'm OK.

Practitioner: I have come to have a little chat, Mrs Jones.

Mrs Jones: Please just call me Sarah.

Practitioner: I have come to talk about your meal options. (Care)

Mrs Jones: Thanks very much, I've been thinking about this.

Practitioner: There is a wide choice available: chicken casserole, jacket potato with different fillings or chilli. (Dignity)

Mrs Jones: I really want sausages and mash, but it is Good Friday and I do not want anyone seeing me. (Trust, communication)

Practitioner: Of course you can have sausages and mash. You could say it is vegetarian if you are worried about others seeing you eat meat today. The only people who know are the staff who are making your meals and they cannot share any information about you with anyone. (Compassion, communication, safeguarding, confidentiality)

Mrs Jones: That's fantastic. Bless you.

Practitioner: We also have bingo tickets for next week. Would you like some? (Compassion)

Mrs Jones: Yes please.



Add comments
demonstrating
values in HSC

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