

# Care Values



**Care Values Project**

**1<sup>st</sup> – 18<sup>th</sup> July 2019**

## Introduction to the Project

At the root of all Health and Social Care professions is the need to meet all the care values of the sector. As students seeking a profession in Health and Social Care these care values need to be understood and practised in everyday conduct at school. The aim of this project is to embed these care values and professional conduct with all students and set them on the right career journey.

### What are the care values?

Care Value	Definition
Empowerment	Empowering and promoting independence by involving individuals, where possible in making choices about treatments they receive or about how care is delivered. For example giving patients all of the information they need about the different treatments that are available for them and allowing them to make a decision about what care they want.
Maintaining Confidentiality	Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately for example gossiping. For example a doctor sharing information with a physiotherapist so that the physiotherapist can treat the patient in the correct way.
Dignity	Preserving the dignity of individuals to help them maintain privacy and self-respect. For example a midwife delivering a baby will need to ensure that the mother is not embarrassed or that personal comments that would be upsetting are not made about her.
Safeguarding	Safeguarding and duty of care in maintaining a healthy and safe environment as well as keeping individuals safe from physical harm. For example a social worker removing a child from a home setting where they are in danger of being abused.
Respect	Respect for the individual by respecting service user's needs, beliefs and identity. For example a nurse who has to treat a patient who does not believe in blood transfusions but needs one to survive. The nurse still has to treat the patient whilst respecting their beliefs.
Communication	Effective communication that displays empathy and warmth. For example a doctor telling a patient that they have cancer will need to use appropriate communication so that they are able to understand but at the same time must be sensitive and caring.
Anti-discrimination	Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour For example a surgeon who operates on all of his patients in the same professional manner and upholding the same high standards irrespective of their religion, age, gender, sexual preferences or skin colours.

## What is the project?

The aim of this project is to embed the care values with our students so that they are equipped to demonstrate these at all times.

The project is going to be very independent/student led, with staff there to support, guide and mentor groups along their care values journey.

## How will the project run?

The start of the project will be the introduction of the seven care values, along with a session on professional conduct.

After these sessions student will be allocated into groups and these are the groups they will work with for the 3 weeks of their project. Groups will be small, with no more than 5 students per group.

Project groups will meet on a regular basis for the last 3 weeks of term.

### Planning the project:

On Monday 1<sup>st</sup> July groups and mentors will have from 2.00 – 3.50 to begin planning their project.

Each group will pick one of the care values that they would like their project to be based around. It does not matter if other groups have the same value as each group will be working separately to design their project. They will need to decide what activities they will do throughout the 2 weeks to successfully complete their project.

During the project planning session each member of the group will be assigned a role. It will be up to the group to decide what those roles will be.

Groups will also need to identify what resources they are going to need for the duration of the project and complete a Purchase Requisition form that must be handed to Mrs Kumari by their mentor at the end of the Monday planning session.

On completion of the project each group will have to produce the following:

- A project journey display
- A presentation of the project (this can take whatever form the group decide but try to avoid PowerPoints)
- A role play in the SIM Ward
- A classroom display of the care values
- A video demonstrating professional conduct

## **Competition:**

Throughout the project the groups are going to be judged on a number of different criteria, which will include their professional conduct and embedding their care value in all aspects of their project. This will be assessed in each session you do and recorded on a score card.

On the last day of the project the visiting governors and employer partners, along with Mr Bradley and Miss Cooper will be judging the overall winners in the different categories of the project.

## **Medical Mavericks:**

This is a 2 hour workshop delivered by Medical Mavericks (they have been in previously to deliver an assembly to students).

Students can find out about the well-known health related careers (e.g. doctor, nurse, midwife etc.) but also the lesser known careers such as biomedical science, healthcare science, medical engineering, medical physics, physiology, bioinformatics and many more.

During the workshops students will take part in a number of practical activities that give them an insight into the different careers in health and social care.

There will also be a Career Zone that students can visit to find out about how to get into the different careers in health and social care.

## **Presentation day:**

The last day will be a whole day event on the 18<sup>th</sup> July. On this day students will be given 2 hours to bring together their project and set up their display and presentation in the foyer and atrium.

Employer partners and governors will be invited in to view the presentations and displays and talk with the groups. This will give the groups the opportunity to demonstrate their professional conduct to potential future employees. This is where the projects will be judged.

Staff and students will also have the opportunity to bid farewell to our Chair of Governors, Linda Lang. Linda has been involved with HFUTC from the very beginning and is retiring from her role at the end of this year.

Following lunch parents, future students and their parents will be invited in to view the presentations and displays.

## Year 10

Each year 10 group will be assigned to a staff mentor for the duration of the project. They will have a base classroom where they will always meet with their mentor and all mentor sessions will be in that room.

The only stipulations we are giving is what areas the project has to cover that link to their chosen care value, and these are:

Related Area	Brief
English	This will link in with your Speaking and Listening assessment. The assessment should be based around your chosen care value in either: <ul style="list-style-type: none"> <li>- Your work experience</li> <li>- Your area of scientific research in the project</li> </ul>
Science	You need to decide on a current health and social care related news topic from the last 6 months and research into the scientific developments linked with this topic. You are encouraged to participate in a science practical experiment if your chosen topic allows it.
Maths	This will be linked with your chosen scientific development topic. You need to be working on the statistics related to your area of research. How can the data be interpreted and presented?
PE	This has to be linked to healthy lifestyles and fitness related to your care value. You should be linking this with your related topic from Maths and Science
Health and Social Care	You need to design and perform a role play relating to your care value in the SIM Ward.
The New Health Area	You need to design a name and logo for our new health area which will then be judged by the ELT and Governors.

Groups will work on a rotation during the afternoon sessions to receive support, direction and guidance from subject specialists in each of the specified areas.

## Year 12:

Each year 12 group will be assigned to a staff mentor for the duration of the project. They will have a base area where they will always meet with their mentor and all mentor sessions will be in that area.

Their project will have 5 elements to it:

Element	Brief
Community Initiative	Design and carry out a small scale local community initiative focused around your chosen care value that can be completed in the duration of the project.
Health and Social Care	Design and carry out a role play relating to your care value in the SIM Ward.
Future Projects	Reflect on the current project and propose a future Mental Health project that your team can deliver and run next year. This proposal you will have to deliver the Extended Leadership Team and Governors.
Research	You need to decide on a current health and social care related news topic from the last 6 months and research into the scientific and social developments linked with this topic. Your research should focus on how the development impacts health and social care in the local and wider community.
The New Health Area	You need to design a name and logo for our new health area which will then be judged by ELT and the Governors.

Groups will have access to different subject/element specialist staff throughout the project for delivery of sessions and as a point of reference/guidance. Groups will also be expected to work independently on certain elements of their project.