



# **The New Normal**

**9<sup>th</sup> September – 21<sup>st</sup> October 2020**

# Introduction to the Project

We are living in a very different world from when we were last launching a project. Life may be starting to get back to a level of normality but we cannot escape the changes to our everyday lives and what that means for the health and social care sector. It is important for us as a school community to reflect on these changes and adapt to the ‘new normal’. One way we do this is by reflecting on the care values we know and love and how these are more important than ever.

## The ‘new normal’ terminology:

<b>New Terms</b>	<b>Definition</b>
<b>Lockdown</b>	An emergency protocol implemented by the authorities that prevents people from leaving a given area.
<b>Social Distancing</b>	The practice of maintaining a greater than usual physical distance (such as six feet or more) from other people or of avoiding direct contact with people or objects in public places during the outbreak of a contagious disease in order to minimize exposure and reduce the transmission of infection
<b>Bubbles</b>	A bubble is defined as a group of people with whom you have close physical contact.
<b>Shielding</b>	People who are identified as clinically extremely vulnerable may be at high risk of serious illness if they catch coronavirus (COVID-19). They are strongly advised to stay at home as much as possible and keep interactions outside to a minimum.
<b>Track and Trace</b>	If someone tests positive for Covid-19 they should provide contact details of anyone they have come into close contact with for more than 15 minutes. These people will be contacted and advised to isolate for 14 days. Since the reopening of the hospitality sector people visiting pubs and restaurants must give their contact details.
<b>BAME</b>	An abbreviation for Black, Asian, and minority ethnic: used to refer to people in the UK who are not white.
<b>When this is all over...</b>	The phrase often used by people when making plans for ‘after lockdown’.
<b>Clap for carers</b>	A gesture of appreciation for the workers of the United Kingdom's National Health Service (NHS) and other key workers.
<b>Furloughed</b>	The temporary leave of employees due to special needs of a company or employer, which may be due to economic conditions at the specific employer or in the economy as a whole.

## What are the care values?

Care Value	Definition
<b>Empowerment</b>	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.
<b>Maintaining Confidentiality</b>	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.
<b>Dignity</b>	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.
<b>Safeguarding</b>	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.
<b>Respect</b>	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.
<b>Communication</b>	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.
<b>Anti-discrimination</b>	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 introduce (year 10 and 12) or revisit (year 11 and 13) the care values of the health and social care sector with a 'new normal' twist.

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

## How will the project run?

The start of the project has already happened as all of you have had an introductory session to the care values and professional conduct.

There will be an official launch of the project with Dr Cheryl Etches OBE, former Chief of Nursing at Royal Wolverhampton. Dr Etches will share her experiences about the past 6 months and how the health and social care sector is living with the 'new normal'

After the launch you will be working in your project groups to start planning your project.

Project groups will meet every Wednesday afternoon for this half term. There may be additional times throughout the half term where you will take part in project related activities.

## Planning the project:

On Wednesday 9<sup>th</sup> September groups and mentors will begin planning their project.

Each group will focus on a specific care value and their mentor has already randomly picked the care value for them. They will need to decide how they will complete all of the activities over the half term 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.

**Resources and Finance:** Groups will also need to identify what resources they are going to need for the duration of the project and complete a request form. These forms need to be submitted 1 week in advance to allow time for ordering and delivery if we do not have them onsite. There will be no allocated budget per project group this year. Instead there will be a centralised budget that Miss Griffith will manage. If a resource request involves something that we would not normally have onsite then the group will be required to write a proposal to Miss Griffith as to why this resource is necessary. She will make a decision within 24 hours of receiving the request.

## **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 will be judging the overall winners in the different categories of the project.

## **Presentation of the Project:**

Each group will have a project display board. They will be given the display boards on Wednesday 15<sup>th</sup> October. Groups will have that afternoon and the morning of the showcase day to put their display together. Groups will not be provided with backing paper or boarder rolls.

## **Showcase Day:**

The last day will be a whole day event on the 21<sup>st</sup> October. On this day students will be given the morning to bring together their project and set up their display and presentation in the foyer, atrium and first floor open space.

Employer partners, governors, parents and the local community 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.

If we are unable to host a live showcase event then we will make arrangements for a virtual showcase.

## Key Stage 4

Each key stage 4 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.

Related Area	Brief
Living through lockdown	<p>This will link in with your English speaking and listening assessment. The assessment should be based around your chosen care value and be focused around one of the following topics:</p> <ul style="list-style-type: none"> <li>• Lockdown rules: how did you cope/what have you learnt?               <ul style="list-style-type: none"> <li>• WHO responsibility: are they to blame?</li> <li>• BAME: why are they more vulnerable?</li> </ul> </li> </ul>
Health and social care developments	<p>You need to decide on a current health and social care related news topic from the last 6 <i>months</i> (e.g. <i>track and trace, vaccine development, Nightingale hospitals, pollution, local lockdown etc.</i>) and research into the developments linked with this topic.</p>
Statistical analysis and presentation	<p>This will be linked with your chosen health and social care development topic. You need to be working on the statistics related to your area of research. How can the data be interpreted and presented? <i>How are you going to present your data? Think about how data has been presented to the public during the pandemic. Could you host your own HFUTC briefing?</i></p>
Healthy lifestyle	<p>This has to be linked to healthy lifestyles and fitness related to your care value. You should be linking this with your related health and social care development. <i>How many of us have changed our health routine/regime in the past 6 months – are we healthier? E.g. recreate a Jo Wicks style YouTube channel, create and cook a healthy meal, plan a de-stress session...</i></p>
Clinical Area	<p>You need to film a role play in the clinical area. The role play must include all members of your group and it must be focused around your care value and reflect ‘the new normal’. You can make use of all areas of the clinical area (vis suite, ward, triage, waiting area)</p>
Humanity	<p>Over the last few months we have seen the best and worst of humanity. Create a presentation that demonstrates this in relation to your care value. Your presentation can take any form you want, e.g. collage, video, blog, song etc.</p>
Charity	<p>Make contact with a local charity that could be seen as promoting the care value of your group. Create an awareness campaign for that charity. The awareness campaign <b>cannot</b> involve fundraising.</p>

## Key Stage 5:

Key stage 5 groups will have a mentor who is allocated to 4 different groups. That mentor will be based with those groups and offer support and guidance.

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. You will be responsible for contacting community groups where you can carry this out. This may be a challenge under the current circumstances so it is important that you secure this ASAP
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Statistical analysis and presentation	This will be linked with your chosen health and social care development topic. You need to be working on the statistics related to your area of research. How can the data be interpreted and presented? <i>How are you going to present your data? Think about how data has been presented to the public during the pandemic. Could you host your own HFUTC briefing?</i>
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Clinical Area	You need to film a role play in the clinical area. The role play must include all members of your group and it must be focused around your care value and reflect 'the new normal'.
Humanity	Over the last few months we have seen the best and worst of humanity. Create a presentation that demonstrates this in relation to your care value. Your presentation can take any form you want, e.g. collage, video, blog, song etc.