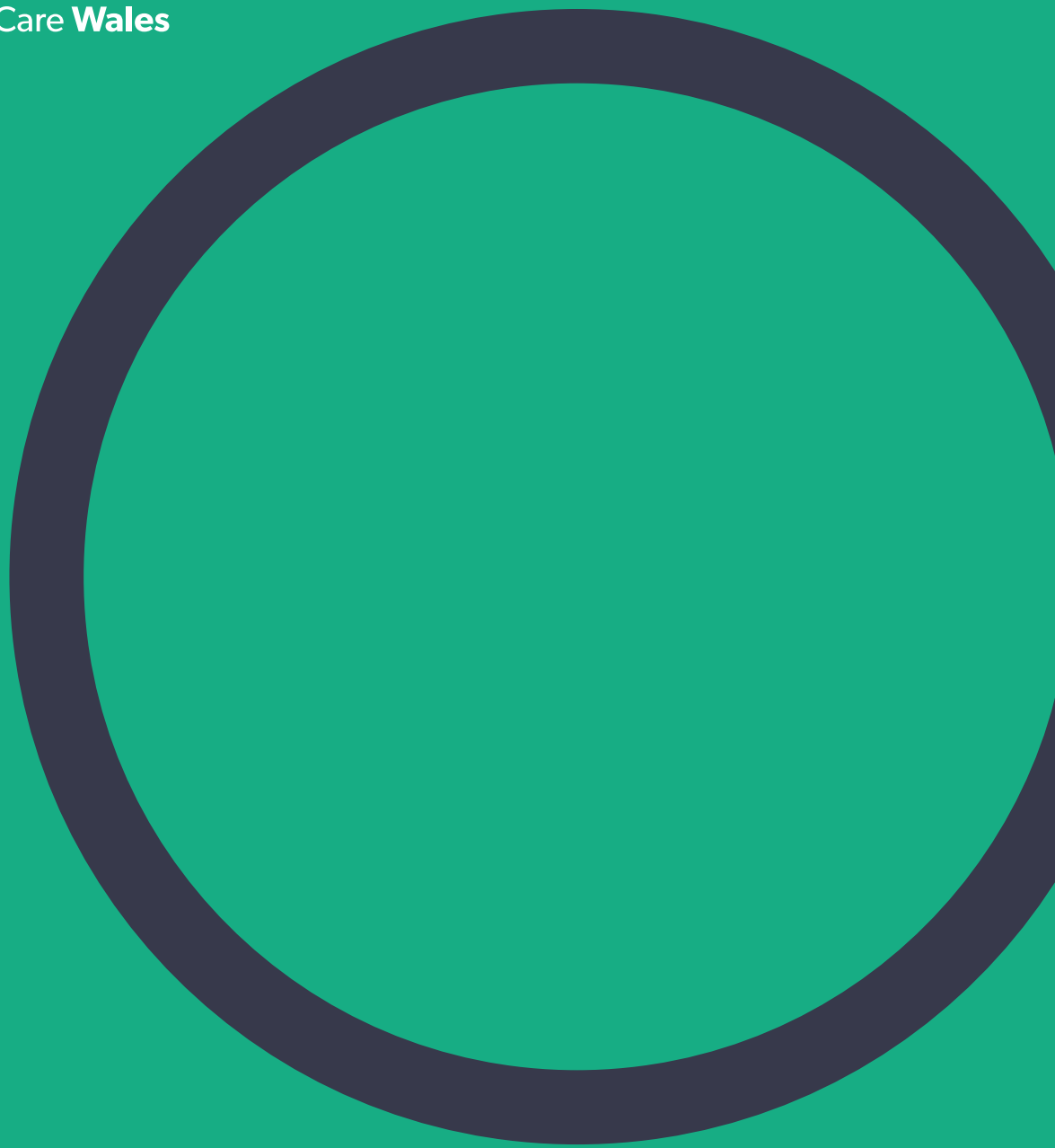




Gofal Cymdeithasol **Cymru**
Social Care **Wales**



All Wales induction
framework for
health and social care:
Workbook four

Health and well-being
(Children and Young People)

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All Wales Induction Framework for Health and Social Care **workbook four:** Health and well-being (Children and Young People)

This workbook will help you explore the role health and social care workers have in promoting children and young people and their families' health and well-being. You can use the completed workbook activities evidence towards achievement of the All Wales Induction Framework for Health and Social Care (Induction Framework). It can also be counted towards the qualification that you will need to complete later for your practice.

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4.1 Well-being

You will have learnt about well-being when you completed the activities in workbook 2 Principles and values of health and social care (children and young people). This section will help you explore your understanding a bit more.

Everyone is entitled to well-being. As a health and social care worker you can support and empower children, young people and families to contribute to achieve their own well-being. This will involve building on people's resources, including people's strengths, abilities, families and communities.

Well-being is about more than just being healthy, it can also include:

- being safe
- having somewhere suitable to live
- being involved in decisions that impact your life
- having friends
- being part of good, strong communities
- having every chance to do well in education
- feeling good about your life
- for children – being able to grow up happily and successfully, and being well-looked after
- for young people and adults – being able to work

Learning activity

Think about well-being in relation to your own life, and what this means to you. Reflect upon what is important to you and what helps you achieve a good life.

Workbook notes

*For use by
qualification
assessors*

Learning activity

List five of the factors that negatively or positively affect the well-being of children and young people?

Workbook notes

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Learning activity

Read the case study below and answer the questions.

Elen is 13 years old and is living in a children's home after being physically abused by her mother's partner. After a child protection investigation, Jake, the partner, left the family home. However, some months later he returned and it was considered unsafe for Elen to remain at home because of past concerns and Jake's unwillingness to work with the social workers or acknowledge that he was violent and abusive.

In order to keep Elen safe she was placed in a children's home in Caernarfon, some 10 miles from her home and school in another community. Elen enjoyed attending school and was a member of the school hockey team which trained once a week after school. She had a close relationship with her maternal grandmother who lived near her family and was concerned about her grandmother's deteriorating health. Elen's friends Cara, Freya and Jess lived on the same estate and she missed seeing them after school and on weekends.

At first Elen engaged with workers and the other young people but she has become more and more withdrawn. She is finding it difficult living away from her family and friends and is becoming increasingly anxious about her grandmother's health and her mother's safety.

Workbook notes

1. What is affecting Elen's well-being?

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2. What might help to improve this?

3. How might you work with Elen to support and promote her well-being?

Supporting the well-being of children, young people and their families is an important part of your role. It is important you understand what matters to the children and young people you work with, in order to promote their well-being.

Learning activity

Give an example of where you have supported a child or young person to develop and maintain relationships with family / **significant others** to support their well-being. Explain why you did this.

Workbook notes

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4. How can every-day routines and activities support Llinos' health and well-being?

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5. Why is it important for Llinos and June to engage in meaningful and enjoyable activities? Consider the impact on health, well-being and the development of intellectual, physical and emotional growth.

The arts can play an important role in contributing to our sense of well-being. They bring colour, comfort, imagination and meaning to life, and enhance our sense of well-being. They can be especially helpful in health and social care settings.

Learning activity

Look at the 'What does the Act mean for me?'¹ workbook (pages 17-18) to learn about how the arts can contribute to an individual's well-being.

Discuss with your manager what you have learnt and the potential benefits for Llinos to attend the local drama group.

Workbook notes

Disability Wales², an umbrella organisation for disability groups in Wales says that, 'Disabled people generally have fewer opportunities and a lower quality of life than non-disabled people. There are two different ways of explaining what causes this disadvantage: the medical model of disability and the social model of disability.'

To find out more about the social model of disability, you can watch a film made by Scope UK - What is the social model of disability?³

1 https://socialcare.wales/cms_assets/hub-downloads/What-does-the-Act-mean-for-me-Workbook.pdf

2 <http://www.disabilitywales.org/>

3 Web address - <https://www.scope.org.uk/about-us/our-brand/social-model-of-disability>

Learning activity

When we base our practice on the social model, we focus on reducing or removing the barriers people with disabilities face. We see the person first and not their disability or illness. Our aim is to help them achieve their goals, aspirations and full potential. The social model recognises people with disabilities as full, valued and included members of our communities with the same rights and responsibilities as everyone else.

Write in the table below five differences between the medical and social models of disability.

Medical model of disability	Social model of disability

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Learning activity

Workbook notes

1. What does the term 'attachment' mean and how can it impact on children and young people?

2. What does the term 'resilience' mean and why is this important for the health and well-being of children and young people?

3. What is meant by the term 'experiential learning' and how can it support development?

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4. Why is self-identity, self-esteem and a sense of security and belonging important for the health and well-being of children and young people?

5. Provide an example of how you work with children and young people to promote their self-identity, self-esteem, sense of security and belonging.

Learning activity

Think back to the case study of Elen and answer the following questions.

Workbook notes

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1. What does Elen need to stay healthy? Think of her physical, mental and emotional needs.
2. Elen becoming withdrawn is an example of a change that would cause concern, give three other examples of changes in a child or young person that would give you cause for concern.
3. How important are relationships and support networks in supporting Elen's health and well-being?

Learning activity

Answer the questions below:

Workbook notes

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1. Why is it important to observe, monitor and record the development of children and young people?
2. Describe ways of working that develop positive relationships with children and young people based on trust, respect and compassion.

Talk to your manager about the following points. Ask them to give you some feedback and record the important points in the space below:

- how experiences and life events impact on the children and young people that you support
- how you support children and young people to recognise and celebrate their abilities, talents and achievement
- how you support and encourage children and young people to participate in a range of activities and experiences and make developmental progress at a level appropriate to their age, needs and abilities
- how you work with children and young people to maximise their **active participation**, independence and responsibility.

If you are not yet employed, leave this blank and come back to it later

Workbook notes

Manager notes

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assessors*

4.3 Positive environments for the health, well-being and development of children and young people

Providing positive and nurturing environments which support children and young people's emotional, physical and mental well-being is important to support their growth and development. A positive environment includes many aspects including providing good quality and nurturing care within a safe and comfortable physical environment.

In the report **The Right Care: children's rights in residential care in Wales**⁴, 2016, the Children's Commissioner for Wales details the experiences of children who are looked after in children's homes across Wales and explores how their rights are realised. It also includes the views of workers and includes many quotes and examples. For example, considering environments, this is what Ruth, aged 16, said:

“the best thing about living here is they will give you your space when you ask them”.

Learning activity

Workbook notes

1. What contributes to a positive environment? List at least five features.

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assessors*

4 <https://www.childcomwales.org.uk/wp-content/uploads/2016/06/The-right-care.pdf>

2. How can the environment support the holistic development and inclusion of children and young people?

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Reflecting on Elen's case study.

Workbook notes

1. Why would it be important to continue with consistent routines in relation to her health, well-being and development?

2. Elen is a member of the school hockey team and enjoys skateboarding with her friends. Why is it also important to encourage her to rest and have quiet times?

Discuss with your manager how you ensure a welcoming, nurturing, safe, clean, and stimulating environment which takes account of children and young people's needs, interests and preferences. **Give an example of how this can support a child or young person's health, well-being and development.**

4. Describe how play assists children and young people's learning about themselves, those around them and the wider environment.

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5. Why risk is important in play and how do you encourage and support acceptable levels of risk?

If you are already employed, give some examples of how you:

1. provide a range of opportunities for different types of play for children and young people's individual needs and preferences.

2. adapt the environment and activities to support participation for children and young people's individual needs and preferences.

Ask your manager for some feedback and record some notes in the space below. If you are not yet employed, leave this blank and come back to it later.

4.5 Speech, language and communication

Learning activity

Understanding how to communicate effectively with children, young people and their families is important. Almost everything we do involves communication including expressing wishes and feelings, learning, playing or making friends. Communication can take many forms including speech and language, non-verbal communication, British Sign Language (BSL) or symbols amongst others. Some children and young people will need support from social care workers to effectively communicate their needs.

To show your understanding, answer the questions below.

Workbook notes

1. Explain the importance of speech, language and communication for children and young people and how this impacts on health, well-being and development?
2. What would you do if you were concerned about a child's speech, language and communication development?
3. In these circumstances why is early intervention important for speech, language and communication delays disorders?

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4. How do multi agencies work together to support speech, language and communication development?

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qualification
assessors*

5. How can play and activities be used to support the development of speech, language and communication? Give three examples.

Talk to your manager about how you have considered the communication needs of a child or young person that you work with and record some key points below. If you are not yet employed, leave this blank and return to it later.

Workbook notes

4.8 Administration of medication

Some of the children and young people you support might use medication and require support to take. Others, such as young people who have left care, may be able to manage their own medication safely and this should be encouraged to promote their continuing independence. Information about the support and individual needs with their medication will be included in their **personal plan**.

It is important you talk to your manager or team leader about what you can and cannot do to support with medication with regard to your role, and stage of training. This should cover

- your organisation's **policies and procedures** for medication management and administration
- what training is required to support with the administration of medication if this forms part of your role.

Write a summary of your discussion in the space below to show your understanding.

Workbook notes

*For use by
qualification
assessors*

Learning activity

Workbook notes

*For use by
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assessors*

1. Outline the legislation and national guidance that relates to the administration of medication.

2. What are the roles and responsibilities of those involved in:

- prescribing

- dispensing

- supporting the use of medication.

3. Where does the responsibility lie for the use of 'over the counter' remedies and supplements in health and social care settings?

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4. Explain the link between misadministration of medication and safeguarding.

4.9 Personal care

Supporting children's personal care in a way that demonstrates dignity and respect is an important aspect of good quality care and support. Some children and young people will need support or guidance to learn to take increasing responsibility for their own personal care whilst others require more direct support, depending on age and support needs.

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assessors*

Talk to your manager about how you

- support personal care routines that meet the individual needs of children and young people
- work with children and young people in a way that treats them with dignity and respect, taking into account their background, culture and religion
- work in ways that protects both the child or young person and yourself from harm or allegations of harm
- follow policies and procedures for infection prevention and control when supporting children and young people with personal care routines.

Ask them to record some feedback in the space below. If you are not yet employed, leave this blank and come back to it later.

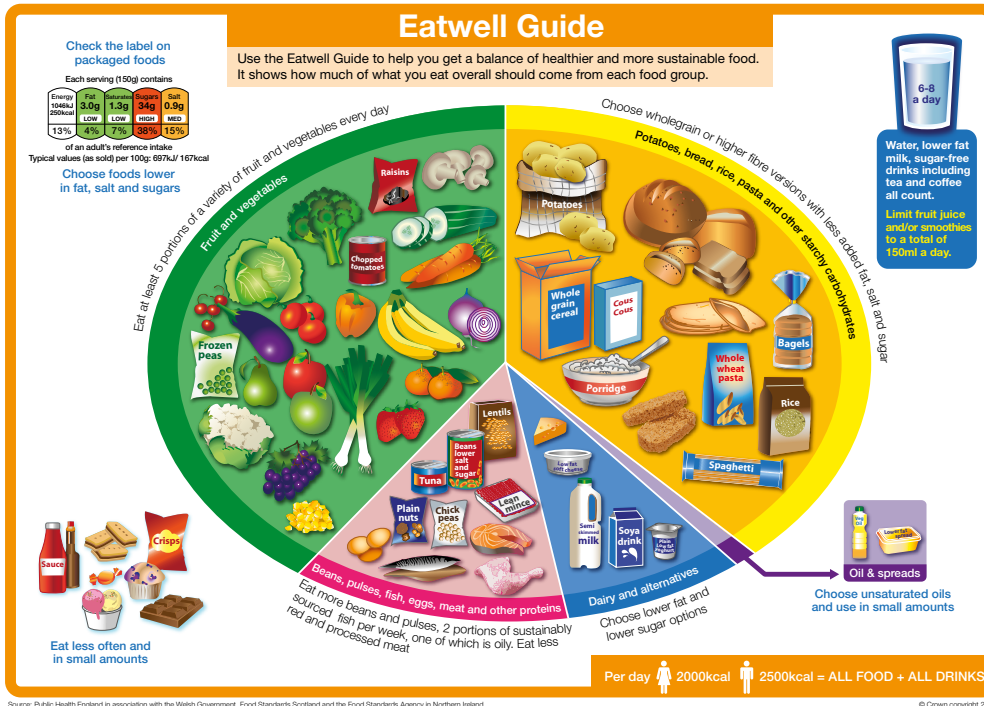
Workbook notes

Manager notes

4.10 Nutrition and hydration

What we eat and drink is vital to our health and well-being, how we look, feel and function. A diet that does not include the right balance of everything we need, can lead to ill-health. Supporting children and young with their dietary needs should be carried out in a child-centred way. Their personal plan is an essential tool in providing this properly.

For use by
qualification
assessors



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf

Learning activity

Workbook notes

1. What is meant by the term 'nutrition' and 'hydration'?

2. Identify seven **factors that affect nutrition and hydration**.

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3. Outline two national and local initiatives that have been introduced that support nutrition and hydration.

As a health and social care worker you should understand the importance of a balanced diet for the optimum health, development and growth of children and young people. Explain why it is important to ensure children and young people eat a balanced diet.

Workbook notes

Ask your manager for feedback on how you

- follow personal plans to support individual children or young people to meet their nutrition and hydration requirements
- provide support for a balanced diet and good hydration.

If you are not yet employed, leave this blank and return to it later.

Feedback from manager

*For use by
qualification
assessors*

4.11 Practice placement reflection

Talk to a manager in your work placement about how you have put health and well-being of children and young people in health and social care into practice.

Write a short reflective account and ask the manager to record a summary in the space below.

Workbook notes

*For use by
qualification
assessors*

Manager feedback

Use the space below to record any discussions between you and your qualifications assessor.

Qualification assessor discussion notes

*For use by
qualification
assessors*

If evidence from the workbook is being used towards the qualification the assessor must complete the declaration below.

*For use by
qualification
assessors*

New worker declaration

I confirm that the evidence listed for the workbook is authentic and a true representation of my own work.

Learner signature

Date

Manager declaration

I confirm that the new worker has achieved all the requirements of the workbook with the evidence submitted

Manager signature

Date

Qualification assessor declaration

I confirm that the learner has achieved all the requirements of the workbook with the evidence submitted. Assessment was conducted under the specified conditions and is valid, authentic, reliable, current and sufficient.

Qualification assessor signature

Date