

Care Certificate PA Induction Workbook

A workbook to help you when starting as a
Personal Assistant



Contents

Introduction	2
The 15 Care Certificate Standards	
1. Understand your role	6
2. Your personal development	12
3. Duty of care	18
4. Equality and diversity	26
5. Work in a person centred way	32
6. Communication	38
7. Privacy and dignity	44
8. Fluids and nutrition	50
9. Awareness of mental health conditions, dementia and learning disabilities	56
10. Safeguarding adults	62
11. Safeguarding children	68
12. Basic life support	74
13. Health and safety	78
14. Handling information	92
15. Infection prevention and control	96

Introduction to the Care Certificate Induction Workbook

**This workbook
aims to
promote good
practice and to
assist you when
first starting as
a PA...**

Being a Personal Assistant (PA) or Support Worker requires a wide range of skills and involves many different roles and responsibilities. It can take place in a variety of settings mostly in people's homes and out in the community. Being a competent PA means having the skills, knowledge and behaviours to provide high quality care and support.

This induction workbook is designed to promote good practice and to support you when you first start working as a Personal Assistant or Support Worker. It can also be used for existing care workers to refresh or improve their knowledge.

The structure of this workbook is based on the Care Certificate which provides a set of 15 nationally agreed standards covering the learning outcomes, competencies and behaviours that are expected of anyone working in the health and social care sector.

It embraces the values of the 'Social Care Commitment' as well as the 6Cs from the NHS's 'Compassion in Practice'. The 6Cs are **care**, **compassion**, **competence**, **communication**, **courage** and **commitment**.

The aim of the Care Certificate is to develop your support and assistance according to national standards and to help you carry out your work:

- in a person centred way
- competently
- confidently and with minimal supervision
- safely
- with integrity, dignity, respect and compassion

The NHS Compassion in Practice 6Cs

are:

Care

Compassion

Competence

Communication

Courage

Commitment

The workbook has been designed to be an integral part of your induction and can be used as a guide to prompt discussions and develop your understanding of your role and how you can best work with your employer. These discussions will encourage communication in order to:

- understand how the person you assist likes things done so that you can tailor your support accordingly
- promote good and safe practice
- help you to identify what you can and can't do in relation to your role
- manage expectations on both sides
- develop your knowledge, skills and strengths
- feel confident and effective in your role
- identify where further training and supervision may be required

This workbook will help you to demonstrate that you have the knowledge, skills, attitudes and ability to do things effectively and safely while at the same time promoting the independence, choice and control of the person you support.

Information to assist you in completing this workbook can be found on the Skills for Care website at www.skillsforcare.org.uk.

The 15 Standards

These are the 15 Care Certificate Standards

The 15 standards are:

- 1.** Understand your role
- 2.** Your personal development
- 3.** Duty of care
- 4.** Equality and diversity
- 5.** Work in a person centred way
- 6.** Communication
- 7.** Privacy and dignity
- 8.** Fluids and nutrition
- 9.** Awareness of mental health, dementia and learning disability
- 10.** Safeguarding adults
- 11.** Safeguarding children
- 12.** Basic life support
- 13.** Health and safety
- 14.** Handling information
- 15.** Infection prevention and control

Using this workbook

This workbook supports discussions and observations undertaken in conjunction with your employer to ensure you are fully competent in your PA role

This workbook covers what you need to know and understand for each standard in the Care Certificate. It has been designed so you can work through the topics/standards that are relevant to you and your employer alongside your induction. It is not mandatory to complete the Care Certificate if you work in someone's home but it is a great way to get to know your employer and develop your knowledge, skills and practice in your role.

There are questions and activities for you to complete to show that you understand the information and how it applies to your work. Your employer may adapt some of these to make them relevant to your work.

To be awarded the Care Certificate you must meet all of the outcomes and assessment requirements of all 15 standards. Your employer or assessor also will need to evaluate your competence by observing some of your practice.

It is recommended that you complete this workbook during your induction or within 12 weeks of starting work.

There is a set of online resources to accompany this workbook which provides further useful information for each of the standards. You can also download an electronic copy of this workbook. Skills for Care have developed a range of materials to support employers to prepare for the Care Certificate. Please see the back cover for details of how to access these.

We hope that this workbook provides you with a great starting point to get to know your employer and develop your role as a PA.

Standard 1

Understand your role

In this section you will cover the following:

- The main duties, responsibilities and limitations of your role
- Working in ways that are agreed with your employer
- Working in partnership with others


KNOW YOUR

ROLE



Tasks:

- Write down your main duties and role
- Read your job description
- Read any guides, manuals and procedures
- Read the Code of Conduct for Healthcare Support Workers and Social Care Workers and the NHS 6Cs of Compassion in Practice



There is a lot more to this role than I realised!

Discuss:

- What does your employer think makes a great PA? Ask for examples. Are your views the same?
- How does your employer like things done?
- Are there any dos and don'ts or house rules?
- How does your support differ at different times e.g. weekends, on a difficult day, when there are guests in the house?
- What are the essential tasks and priority areas?
- What training do you need to do your job well?

Reflection:

Review how your first week of work went.

Think about what went well, what did not go so well and what is not clear.

“My PA does the things I would do for myself if I could. She understands that everything she does is meaningful to me and that she is acting as my hands.

We laugh as we are so different. I know she wants to hang my washing the way she does at home, but I like it the way my mother taught me!

She respects this and I am happy that it is getting done just the way I would do it.”

Things to consider:

Is your way of working...

- performed safely & well?
- carried out as requested and agreed?
- considerate & sensitive?
- encouraging dignity and independence?
- respectful of choices?
- mindful of privacy and confidentiality?

List the skills, experiences and attitudes that you bring to the role:

Describe your main duties and responsibilities:

Write down the significant people to the person you support:

How does your role impact other people such as family members and other PAs? Who does it affect, how does it affect them and what are the expectations of you:

Be clear of who you can speak to and what information you can share

Find out who you can speak to and share information with. Find out who you can speak to if there is an issue at work. Make a note of these:

Be clear about what issues should be reported or what you need to do if you make a mistake at work.

What attitudes, behaviours and ways of working can help or improve team/partnership working:

A working relationship is different from a personal relationship

Describe what a working relationship is like and provide an example...

Describe what a personal relationship is like and provide an example...

Read the Code of Conduct for Health Care Support Workers & Adult Social Care Workers in England and the 6Cs of Compassion in Practice. List some of the standards and codes of conduct that relate to your role:

-
-
-
-

Read your employment contract and code of conduct. Familiarise yourself with some of your rights and responsibilities. Describe in each section what these are:

Health and Safety

Confidentiality

Working time

Reporting

It is important to work in ways that are agreed with your employer or the person you support. Give an example and explain why this is important:

Notes from tasks, discussions, reflections and observations...

Standard 2

Your personal development

In this section you will cover the following:

- Developing competence, skills and knowledge in your work role
- Looking at what literacy, numeracy and communication skills are necessary in your role
- Identifying learning opportunities and sources of support
- Producing a personal development plan for each standard
- Valuing feedback and using reflective practice



Tasks:

- Write down what skills are needed to carry out your role competently and sensitively
- Complete a personal development plan for each standard
- Ask your employer for feedback on how well you are doing
- List and prioritise with your employer the areas that you need to develop or improve on



Learning never ends!
There is always room for improvement.

Discuss:

- What feedback does your employer have regarding your work?
- What learning and development is essential for your role and what are the priorities?
- What other learning opportunities or training could help you to develop your knowledge and skills?
- Are there any literacy, numeracy or communication skills that may be useful to have?

Reflection:

How can you put your learning into practice and what other situations can you apply your new skills or knowledge to?

“My employer has supported me to access professional training and qualifications which has helped me to see the bigger picture of what I do.

Sharing and discussing this learning has led to a better working relationship with the person I support.

We have also found new and different ways of doing things.”

Things to consider:

Reflection involves asking...

- what happened?
- what went well and why?
- what was not so good and why?
- what could be done differently for next time?
- what are the next steps to this, e.g. attend a course?

Write down and discuss with your employer which methods of learning work best for you and how you like to learn. Think about methods you have struggled with in the past and why:

Formal ways of learning include...

Informal ways of learning include...

Sources of support in my learning and development include...

Give an example of when the following skills are required in your role...

Literacy:

Communication:

Numeracy:

**With your employer,
identify areas of skill
and knowledge you
could develop further**

Write down three reasons why continuing professional development is important:

-
-
-

Complete the Personal Development Plan for each standard that is relevant to your role

Give an example of how feedback that you have received has helped you to further develop your knowledge, skills and understanding of your role:

Give an example of a learning activity and how reflecting on a situation has improved your knowledge, skills and understanding

Recent learning activity...

Recent reflection on a situation at work and how you improved/developed...

Personal Development Plan

Date started:

Key areas for development:

How will this be achieved...

- Own research by reading and studying
- Shadowing and observing
- Being mentored or coached
- Role play or practising the task/skill
- Attending/completing a course
- Discussions with your employer
- E-learning
- Other (please specify)

How will this change or improve your ability to do or approach to your job?

When will you achieve this by?

How will you know you have achieved this learning or skill?

- Written evidence, workbook or test
- Verbal questioning by your employer/manager
- Demonstrating the task to my employer
- Obtaining a certificate

Date of progress review:

Date achieved:

Personal Development Plan

Date started:

Key areas for development:

How will this be achieved...

- Own research by reading and studying
- Shadowing and observing
- Being mentored or coached
- Role play or practising the task/skill
- Attending/completing a course
- Discussions with your employer
- E-learning
- Other (please specify)

How will this change or improve your ability to do or approach to your job?

When will you achieve this by?

How will you know you have achieved this learning or skill?

- Written evidence, workbook or test
- Verbal questioning by your employer/manager
- Demonstrating the task to my employer
- Obtaining a certificate

Date of progress review:

Date achieved:

Standard 3

Duty of care

In the section you will cover the following:

- Understand how duty of care contributes to safe practice
- How to address dilemmas that may arise between an individuals rights and your duty of care
- How to handle comments and feedback
- Handling adverse events, incidents and errors



Tasks:

- Write down what duty of care means in your role
- Read your code of conduct
- Write down six everyday risks that you take
- Find out from your employer what incidents, errors and unexpected things have happened previously



Discuss:

- What things have gone wrong unexpectedly and how were these dealt with?
- What should you do and who can you speak to if you feel out of your depth or not safe to do something?
- How can you support your employer to deal with risk?
- What do you need to do if you have concerns about another PA and how they carry out their work?
- What should you do if you have a grievance or complaint?

Reflection:

Consider how you would feel if someone did not let you take everyday risks in life.

Can risks be positive?

"My PA gave her opinion that I would not be able to manage an electric outdoor wheelchair. But I was assessed by the wheelchair service and guess what...?"

I now have a very nifty chair to get out and about in, without having to be pushed or needing to have a PA all the time - freedom!"

Things to consider:

Discuss what happens when...

- the next PA does not turn up for their shift?
- there is no answer at the door and you cannot get in?
- you are delayed?
- the person you support is ill or has an accident?
- there is a power cut?
- equipment doesn't work?

Complete the following sentences when considering your duty of care:

I have responsibility for...

I ensure safety by...

I have an obligation to...

I promote someone's wellbeing by...

Where can you get additional support and advice about any concerns or dilemmas you have at work:

Write down what may contribute to mistakes happening at work:

Ask about common mistakes that happen at your work place so you can avoid these in the future

How can you recognise distress, frustration or anger in others? Think about eye contact, body language etc:

Know your 6Cs and how you can apply these to meet your duty of care

What factors can cause conflict with and between people? Think about a number of factors and give examples:

Biological (of the body)

e.g. pain

Environmental (surroundings)

e.g. light and sound

Social (contact with others)

e.g. feeling bored

Psychological (how someone feels)

e.g. stress

Think about a time when you were distressed due to a difficult situation or confrontation

Describe what helped the situation or what could have helped...

Describe what made things worse for you or could have made things worse...

List the factors that can potentially lead to confrontation:

-
-
-
-
-
-
-
-
-
-

How can you reduce the risks of conflict or confrontation:

Describe how you can help to defuse a situation where there may be conflict:

Give an example of an adverse event or incident at work. How did you recognise that it was about to occur:

What communication skills will help with these situations:

Please tick true or false to each of the statements

	true	false
Only managers or senior members of staff have a duty of care.		
Duty of care can be delegated.		
Duty of care is all about health and safety.		
Duty of care does not include wellbeing.		
Duty of care also means stopping people making decisions that you disagree with or that may be risky.		
You only need to record an incident if the emergency services are called.		
Duty of care includes restricting the rights of the individual to make sure they are safe.		
When completing an incident/accident form, you should record what happened as well as the date and location.		
You should record factual information and not include opinions or allocate blame when completing an accident/incident report.		
To maintain confidentiality you should not include the names of people involved when completing an incident or accident report.		

Find out and write down....

What do you need to do and who do you speak to if something goes wrong:

Where is the accident book? Do you need to complete the accident book for near misses or adverse incidents so you can all learn from this:

What do you need to do if you have any concerns:

What do you need to do if supplies run out that are necessary to carry out your job role safely:

What duties should and shouldn't be undertaken until you have had further training (e.g. medication administration, using equipment such as hoists, health care tasks etc.):

Notes from tasks, discussions, reflections and observations...

Standard 4

Equality and diversity

In this section you will cover the following:

- The value and importance of diversity, equality, discrimination and inclusion
- How to challenge discrimination if you experience it
- Respecting the values, culture, beliefs and preferences of the people you provide support to



Tasks:

- Look up the codes of practice and legislation relating to equality, diversity and discrimination
- Write down the different forms of discrimination that people can experience
- Consider the impact that exclusion and discrimination has on people
- Show how your support is inclusive

Discuss:

- Are there any situations when the person you support experiences discrimination or feels excluded?
- Has the person you support had any difficult experiences getting out and about, connecting with others or being included?
- How can you support the person with this?
- How does your employer want you to deal with discrimination or being excluded if you witness this while working with them?



I struggle to find a wheelchair friendly taxi after 10pm!

Reflection:

Think of any times when you have not been included in something and how that made you feel.

Nobody wants to feel like an outsider!

“When I am at the supermarket checkout and my PA gets asked a question that should be directed at me, she answers them with a big smile and says ‘ask him not me!’”

Things to consider:

How to make someone feel included through...

- greetings and introductions
- prompting others to talk directly to the person you support
- keeping the focus on the person
- allowing the person you support to make decisions
- finding ways to include the person in every situation and conversation

Explain in your own words what the following terms mean...

Diversity means:

Equality means:

Inclusion means:

Discrimination means:

Give an example of discrimination and how you would challenge it:

**Your behaviour and actions reveal
your beliefs and values!**

Sources of information, advice and support about equality and inclusion include:

Find out and give some examples where people you know, or the person you support, may face discrimination and in what form it may happen:

Find out from the person you support if they face discrimination and exclusion and how you can support them with this if they do.

Give two examples of practices that support equality and inclusion...

•

•

How do these practices reduce the likelihood of discrimination...

•

•

Discrimination may happen deliberately or by mistake.

Consider the following situations and decide if discrimination (DISC) is taking place and whether it is deliberate (DELIB) or inadvertent (by mistake - INAD).

	DISC	DELIB	INAD
An employee working in a bar refuses to serve an alcoholic drink to a disabled customer because the customer is drunk.			
A waiter in a busy restaurant leaves serving a group of customers with learning disabilities until last because he thinks they will take longer to serve.			
An employee completes a booking form for a blind person, when customers normally have to fill in the form themselves.			
A visitor with a mobility impairment is not allowed to board a ride at an attraction because an employee is concerned about their safety.			
A guide provides a simpler explanation of an exhibit to a person with a learning disability.			
A community group organises activities in a village hall that does not have access that is suitable for individuals who use wheelchairs.			
In a hospital, a volunteer gives smaller portions of food to women than men because they believe that men have bigger appetites.			
A care home has a policy that limits kitchen hours from 8am to 5pm. A new resident observes Ramadan which means that during this period they can only eat before sunrise and after sunset. As a result of the policy, they are not able to eat proper meals for the month of Ramadan.			
A PA that works for several employers stays longer than her working hours at the home of one employer because she is fond of the individual. This means she is always late for her next employer and she is rushed in providing her care and support.			

Notes from tasks, discussions, reflections and observations...

Standard 5

Work in a person centred way

In the section you will cover the following:

- Putting person centred values into everyday practice
- Promoting an individuals wellbeing
- Recognising, supporting and minimising a person's pain and discomfort
- Supporting a person according to their history, preferences, wishes and needs



Tasks:

- Research the guiding principles to person centred values
- Understand what can help someone feel fulfilled and emotionally happy
- Research one page profiles and how these could be useful
- Demonstrate how you can enhance someone's self esteem and identity with person centred support
- Find out how you can make maximise comfort and confidence

Nothing about me without me!

Discuss:

- What is the history, preferences, wishes and needs of the person you support?
- What are the person's wellbeing needs including things they may enjoy that are personal to them?
- In what ways can you minimize any distress, pain or discomfort?
- What gives them confidence, pleasure and has a positive impact on their wellbeing?
- How do you both express your individualities?

Reflection:

Think about what gives you confidence and makes you feel good.

Jack suffered a brain injury and while he can still manage day to day tasks, he needs support participating in his community.

In a discussion with Jack, his PAs discovered he had a passion for art and supported him to access local art groups and develop relationships within the local art scene.

Things to consider:

Wellbeing can relate to many life aspects including...

- spirituality, religion, faith and beliefs
- emotions and mental health
- social, political and cultural ideals
- relationships, friendships and sexuality
- physical, psychological and medical conditions
- confidence and self esteem
- and many more!

Discuss and write down what makes the person you support feel comfortable, confident, fulfilled and emotionally happy:

Explain how your role contribute to this and how you put this into practice in your day to day work:

Write down who you should discuss and report any concerns about the person you support to, in terms of their emotional wellbeing, pain, discomfort or distress:

Why is it important to promote person centred values:

Your attitudes and actions contribute to a person's wellbeing, sense of identity and self esteem!

Provide an example of how you dealt with a changing need of the person you support:

Is there a requirement in your workplace to record a change in need anywhere? If so, what do you need to do?

In what ways can discomfort, pain or distress be communicated? Consider the following in your explanations:

Verbal

Non verbal

Changes in behaviour

Find out from the person you support how you can minimise their discomfort and how you should deal with it. When giving your examples, consider the following factors:

repositioning, clothing/bedlinen, noise, equipment such as catheter tubes, prosthetics, unpleasant odours, lighting, providing pain relief etc.

What causes discomfort or pain...

How can I minimise this with my support...

Give an example of how your actions in your day to day work promote person centred values in respect of...

I promote someone's **individuality** by:

I enable someone's **independence** by:

I support someone's **privacy** by:

I work with someone in **partnership** by:

I provide someone **choices** by:

I enhance someone's **dignity** by:

I show **respect** by:

I promote someone's **rights** by:

How does your attitude and work promote the emotional wellbeing, identity and self esteem of the person you support? Provide two examples:

•

•

Notes from tasks, discussions, reflections and observations...

Standard 6

Communication

In this section you will cover the following:

- The different ways people communicate
- Understanding the barriers to communication and how to use equipment, materials and technology to promote effective communication
- Developing and tailoring communication skills in a person centred way
- The principles of confidentiality



Tasks:

- Write down what helps and hinders communication with the person you support
- Find out what the person's communication preferences and needs are
- Write down what steps can be taken to maintain confidentiality

It's easy to overestimate how much you have understood!

Discuss:

- What can you do and use to aid communication?
- What particular approaches are helpful?
- Does the person like lots of chat or to have a mixture with some quiet times, e.g. in the morning?
- Have there been any common misunderstandings previously with communication?
- Is there a communication book to use with other PAs or family members?
- Who can you speak to and what information can be shared, and in what circumstances?
- When can confidentiality be broken?

Reflection:

Consider how you would feel if you were not understood and if your views or needs were not listened to.

"I heard back from my daughter's school that my PA had been talking about how messy my teenage boys were.

I was very upset that she had broken my trust like this and revealed personal information about my family home.

It was difficult to have a working relationship once this had happened."

Things to consider:

Different forms of communication include using...

- signs or symbols
- pictures or photos
- human or technical aids
- writing
- body language and gestures
- eye contact or touch
- objects of reference
- behaviour

Thinking about your role, describe why communication is important to meet an individual's needs, wishes and preferences:

Describe ways to check communication has been understood. Why is this important:

Communicating at work is different to communicating at home. Describe how communication may affect relationships at work both positively and negatively...

Good communication:

Poor communication:

List some of the barriers to communication:

-
-
-

How might your communication differ when communicating with a person...

with a learning disability:

with memory issues:

with a hearing impairment:

who has just had a stroke:

who doesn't speak English:

Provide examples of...

Verbal communication...

Non verbal communication...

It is important to observe and be receptive to an individual's reactions when communicating with them

Give an example of how a reaction can be misinterpreted and the effect this could have:

Where can you find information, support or services that can enable more effective communication:

What does confidentiality mean in relation to your role and why is it important:

Provide examples of how you can ensure confidentiality is maintained in your day to day work:

Who can you ask for support and advice around issues of confidentiality:

Provide two examples of where confidential information may need to be shared and with who it should be shared with:

.

.

Notes from tasks, discussions, reflections and observations...

Standard 7

Privacy and dignity

In this section you will cover the following:

- Maintaining and promoting the privacy and dignity of a person
- Supporting an individual's right to make choices
- How to support and promote active participation



Tasks:

- Look up the Dignity in Care Practice Guide on the Social Care Institute for Excellence (SCIE) website
- Demonstrate three examples of how you can support someone to make an informed choice
- Demonstrate three ways of encouraging active participation in activities and supporting the person to look after themselves
- Demonstrate how you can maintain the privacy and dignity of the person you support

Keep your views to yourself when I make my choices!

Discuss:

- What does the person you support like to do for themselves and what assistance is required?
- How can you promote more choices and what is important to the person you support?
- How can you support the person you assist to participate in their community and interact with others if they wish?
- Have there been times when the person you support has had to challenge decisions about them made by others?

Reflection:

Think about when you have not been given a choice or felt powerless to make one.

How did you feel and what did you do about it?

"I am non verbal and require two PAs to assist me with hoisting out of bed. I get really annoyed when the PAs talk across me as though I am not there. Sometimes, they do not notice that I am uncomfortable and my skin is chafing. I then have to find ways to catch their attention"

"My PA quite often forgets to check that I have everything to hand when I go to the toilet or I am washing myself."

Things to consider:

There are eight main factors that promote dignity in care...

- choice and control
- communication
- eating and nutritional care
- pain management
- personal hygiene
- practical assistance
- privacy
- social inclusion

Describe what is meant by the terms privacy and dignity:

Privacy

Dignity

Give two examples of how privacy and dignity could be compromised:

•

•

Why is it important not to disclose anything that the person you support may wish to keep private:

Describe ways of supporting someone to make an informed decision:

What if that decision involves some risk - how would you change your approach:

Why is it important to not influence a person's choice in your workplace:

Give an example of how your personal views could influence a person's decision:

What needs to be done to maintain privacy and dignity in your workplace?

Provide three examples for each...

Privacy

.

.

.

Dignity

.

.

.

Explain what active participation means and the importance of it:

List examples of how you can support a person to actively participate:

-
-

How could your approach potentially restrict the participation of the person you support:

Explain why it is important to enable individuals to develop their self care skills and maintain their support networks:

Find out and write down who you should speak to if you have concerns about the following...

Privacy:

Dignity:

Active participation:

Making risky choices:

Provide two examples of decisions that others may make about an individual where the person should be supported to make their own decision:

-
-

Notes from tasks, discussions, reflections and observations...

Standard 8

Fluids and nutrition

In this section you will cover the following:

- The importance of hydration and nutrition
- Food safety and hygiene in the preparation and handling of food
- Supporting and promoting individuals to access fluids, food and nutrition



Tasks:

- Make a list of what not to do when preparing or serving food
- List the sources and main reasons for food poisoning
- Know how to recognise and deal with dehydration and malnutrition

When it comes to food safety, you are the main source of contamination!

Discuss:

- Food and drink, likes and dislikes - are there any religious or special dietary requirements?
- Is it part of your role to ensure and promote adequate nutrition and hydration?
- How can you make food more appealing and prepare meals and drinks as the employer likes?
- What should you do if you suspect dehydration?
- What do you need to do in terms of safe food preparation and storage of food?
- What training and equipment do you need in terms of food safety and hygiene?

Reflection:

Consider the effects of food poisoning on the person you support and others.

Understand your role in food safety.

James prepares a meal for his employer. There's plenty for the next day but the fridge is full so James leaves the food in a bowl on the worktop.

The food in the bowl does not actually get used until two days later, the employer develops food poisoning because the food has not been stored properly.

Things to consider:

The 4Cs of food safety are...

- cleaning
- cooking
- chilling/cooling
- cross contamination

Hand washing is crucial!!

List four of the basic principles of food safety and hygiene:

-
-
-
-

Explain why food safety including hygiene is important when preparing and handling food:

Why is nutrition and hydration important in maintaining health and wellbeing? Include the following words in your answer: "carbohydrates, proteins, balance, fibre, vitamins, minerals, bodily functions, eat well..."

List the implications of not ensuring that nutritional products, food and drink are within reach of those with mobility or movement restrictions:

-
-
-
-

How you can promote adequate nutrition and hydration:

Provide the signs and symptoms of malnutrition and dehydration

Malnutrition:

Dehydration:

List the implications of not ensuring food is provided at the appropriate temperature:

-
-
-
-

With who can you discuss any concerns you have regarding supporting an individual to access food, drink and nutritional products in accordance to their care or support plan:

How would you promote adequate nutrition and hydration for the following individuals?

Someone who has had a stroke and now has weakened muscles:

Someone who has dementia and forgets to eat and drink:

Someone with a visual impairment who needs assistance to maintain their independence when preparing food, eating and drinking:

Notes from tasks, discussions, reflections and observations...

Standard 9

Awareness of mental health conditions, dementia and learning disabilities

In this section you will cover the following:

- Understand the experiences of people with mental health conditions, dementia or learning disabilities and the importance of promoting positive health and wellbeing according to an individual's needs
- The importance of early detection of mental health conditions, dementia and learning disabilities
- Understand legal frameworks, policy and guidelines relating to mental health conditions, dementia and learning disabilities
- Understand mental capacity



Tasks:

- Find out about the social model of disability
- Find out where you can get information on dementia, learning difficulties and mental health
- Explore how you could give support for each of these conditions
- Recognise potential signs of distress in the person you support and find out how best to deal with these in a person centred way



Early diagnosis leads to early treatment, information and support!

Discuss:

- How can you help a person with a learning disability to understand things better?
- What interests could you talk about? How can you help trigger memories? Chat about photos, smells, textures, tastes, foods, music and events.
- How can you reassure the person when they are confused, distressed or don't understand?
- How can you maintain social contacts and routines?
- How can you support the person to keep up interests and hobbies? Who else can support this?

Reflection:

How can you reduce the anxiety and distress that a person experiences as a result of their condition?

"Alfie used to get really anxious and get up at around 3.30am.

His PA realised that he used to be a milkman and that was why he got up so early. The PAs now talk about the milk rounds he used to do and they share a glass of milk with him.

This has reduced his anxiety and the PAs know how to support him as an individual."

Things to consider:

How to help reminisce and chat...

- find out about their life history, family, likes & dislikes, pets, jobs etc
- use memory boxes, photographs and memorabilia as prompts
- play music or special songs
- use smell, food and textures
- talk about big and important events in their life
- discuss significant people

List some of the feelings someone might experience if they have...

Mental ill health such as psychosis, depression or anxiety:

Dementia:

A learning disability:

Describe what adjustments may need to be made to the way support is provided in the following circumstances:

Paul's dementia means he forgets what time he needs to eat so he has difficulties eating regularly and preparing meals.

Ali suffers from the anxiety disorder claustrophobia. He is afraid of small spaces which makes it impossible for him to get into a car or use a lift. He has to go to a hospital appointment next week.

Eliza has Down's Syndrome and is struggling to communicate verbally with those around her.

List the reasons why early detection is important to maximise the quality of life for people with mental health conditions, dementia and learning disabilities:

-
-
-

Needs are different for each individual. Give two examples of possible causes and support needs for each of the following:

	Causes	Support needs
Mental ill health	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Dementia	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Learning disability	<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

What is meant by the term capacity...

Why is it important to assume that someone has capacity to make decisions:

What is meant by the term consent...

How can consent change according to what decisions need to be taken:

Complete the table below that identifies four examples of legislation, along with their main requirements and how these can influence the day to day experience of people with dementia, learning disabilities and mental health conditions and their families.

Legislation	Requirements	How it affects people in daily life
The Human Rights Act 1998		
Mental Capacity Act		
	<p>This Act ensures that those who hold personal information keep it confidential, accurate and only for as long as necessary</p>	
		<p>This Act helps to improve a person's independence and wellbeing, providing access to information and care so the individual can make an informed decision before a need develops into a more serious problem</p>

Give an example of how an unmet need may arise to one of the three conditions: mental illness, dementia or learning disability, and how you would report these...

Explain what the social model of disability is and how it supports person centred practice and positive attitudes in your work:

Give two examples where an assessment of capacity may have to be undertaken:

-

-

Describe how advance statements can affect future care:

Standard 10

Safeguarding adults

In this section you will cover the following:

- Understand your role and responsibilities in safeguarding individuals
- The basic principles of supporting individuals to keep themselves safe



Tasks:

- Read your local safeguarding leaflet from Social Services, the NHS or local police
- Explain your role and responsibilities in safeguarding
- List who to contact when raising a safeguarding alert/inquiry
- List what you can and can't do when dealing with safeguarding

Repeated poor practice can lead to safeguarding issues!

Discuss:

- How are you expected to respond to suspected abuse?
- What factors can make a person especially vulnerable to being abused?
- How does providing person centred support with dignity and respect reduce the likelihood of abuse happening?
- How can you reassure the person when they are confused and distressed?
- How can you help the person you support to feel safe and in control?

Reflection:

Consider the effects of not acting if you suspect abuse...

If you don't, who will?

Bob's PA, Jenny, does his weekly shop. She will look for 'buy one get free' offers but at the checkout Jenny will pop the 'free' item in her bag without Bob's agreement. What should you do?

At the end of the week the PA asks their employer to sign their timesheet. After it has been signed the PA changes their hours to claim more money. What should you do?

Things to consider:

Safeguarding issues can include poor practice such as...

- not providing the right support to eat and drink
- not providing medication correctly
- not meeting other needs such as hydration, continence, dignity, mental and physical wellbeing etc
- verbal or emotional abuse and bullying

Explain your role and responsibilities in safeguarding individuals:

Role

Responsibilities

Explain what the term safeguarding adults means:

Explain what constitutes harm:

Describe at least four factors that contribute to an individual being more vulnerable to abuse:

-
-
-
-

Explain why it is important to provide person centred support and treat people with dignity and respect, and how this can reduce the likelihood of abuse or harm:

List the main types of abuse:

-
-
-
-

Give three possible signs or symptoms of each type of abuse:

-
-
-
-

Explain what constitutes restrictive practice and provide some examples:

Explain how care and support can promote or undermine people's dignity and rights and provide examples:

Provide four examples of how abuse can be reduced by managing risk and focusing on prevention:

-
-
-
-

Describe some examples of unsafe practices that may affect the wellbeing of individuals:

Look up and explain the national policies and local systems that relate to safeguarding and protection of individuals from abuse:

Give three reasons why it is important to share information with other services or agencies in relation to safeguarding:

-
-
-

What actions do you need to take if you suspect there may be abuse occurring or someone discloses that they may be being abused? What if you have reported these but there has been no response, what should you do:

Give details of three places/sources of information and advice with regards to preventing and protecting individuals from abuse or harm:

-
-
-

Standard 11

Safeguarding children

In this section you will cover the following:

- How duty of care contributes and promotes the safeguarding and protection of children and young people
- Recognising harm or abuse
- Reducing the likelihood of abuse
- Responding to suspected or disclosed abuse or neglect



Tasks:

- Read your local safeguarding and child protection policy
- Write down what children's rights are
- Write down what your responsibilities are
- Find out how to act on any concerns or allegations

It is everyone's duty to promote the welfare of children.

Discuss:

- What actions should you take if you have any concerns? Who should you report to?
- Where can you seek further advice, support and guidance if you have concerns regarding safeguarding children?
- What role do you have in monitoring the internet and online social networking of any children you support?
- How you can promote the wellbeing and development of the child you support?

Reflection:

How can your role promote the emotional, physical and social development of the child you support?

"I was working as a PA for an older lady and her 6 year old grandchild used to visit every week.

Over time, I noticed that the child was becoming seriously underweight and sometimes had dark circles under their eyes. The child also developed a nervous tic.

I just felt something was not right but I did not know what to do"

Things to consider:

Neglect can include...

- lack of food, clothing and shelter
- lack of medical attention
- not providing access to education
- poor personal hygiene
- poor parenting/supervision
- lack of nurturing

If you work in health, you will need to meet the national minimum training standards for Safeguarding Children as set out in the “Safeguarding children and young people: roles and competences for health care staff” from the Intercollegiate Royal College of Paediatrics and Child Health 2010

If you work in social care and you suspect a child or young person is being abused or neglected you must follow the local policies and procedures. Find out what these are and write down what you must do:

What are the potential risks to safety arising from the use of the internet and social networks for children and young people:

Write down the signs, symptoms or indicators for each type of abuse...

Physical abuse:

Emotional abuse:

Sexual abuse:

Neglect:

Radicalisation:

Child trafficking:

Female genital mutilation:

Experiencing domestic violence can have a negative influence on a child or young person's wellbeing because...

What is the potential impact of a parent/carer's health on a child's wellbeing:

Choose three rights that children and young people have by law and provide some examples of how you could respect this right:

Three examples of children's rights...

-
-
-

Describe how to work in ways that respect that right...

-
-
-

Give a brief description of the main purpose of each law that helps to safeguard children and young people...

The Children's Act 1989:

The Children's Act 2004:

The Sexual Offences Act 2003:

The Care Act 2014:

The Children and Families Act 2014:

Write down what you should do if you have concerns that a child may be at risk of abuse or if abuse has been alleged:

Who should you report your concerns to:

Who can you seek advice and guidance from:

Standard 12

Basic life support

In this section you will cover the following:

- Accessing a training course so you are able to carry out basic life support



Tasks:

- Complete a basic life support training session that is relevant to your role
- Write down what your role and responsibilities are as an emergency first aider in your workplace
- Find out where the first aid kit is kept
- Find out where the accident book is kept

It only takes three to four minutes for a blocked airway to kill someone!

Discuss:

- Have there been any incidents at work that have required basic first aid?
- What is the likelihood of the following incidents occurring in your workplace: burns and scalds, choking, wounds and cuts, electrical shocks, epileptic seizures?
- Are there any health conditions or needs that you need to be aware of in terms of first aid or increased likelihood of incidents happening - e.g. are there any allergies?

Reflection:

Consider the effect of being competent to carry out first aid can have on a person's life.

Jane has MS and sometimes struggles to swallow.

One day Jane choked on some pasta but luckily her PA knew straight away what to do!

Things to consider:

- D** - check for **D**anger around the casualty - is it safe?
- R** - check for the casualty's **R**esponse using the AVPU scale
- S** - **S**hout for help and stay with the casualty
- A** - do the head tilt chin lift to open the **A**irways
- B** - check their **B**reathing for ten seconds
- C** - carry out **C**PR if there is no breathing
- D** - use an external **D**efibrillator if available alongside CPR

If you work with adults in health and social care you will need to undertake **adult basic life support training**.

If you work with paediatric patients in health you will need to undertake training in **paediatric basic life support**.

If you work with newborn babies in health you will need to undertake training in **newborn life support**.

Attach a copy of your training certificate to this workbook once it is completed...

Date of training:

Date certificate is valid until:

Feedback to your employer on how the training has supported your role and any other issues that concern you.

Answer these questions following your training:

- How many seconds does it take to check normal breathing?
- What are the rate of compressions given per minute during CPR?
- What are the number of breaths given in a cycle of CPR?
- What are the two numbers that can be dialled for the ambulance services?
- What is the percentage of oxygen in the air that we breathe?

**Attach your First Aid or Life Support certificates
here**



Standard 13

Health and safety

In this section you will cover the following:

- The roles and responsibilities of supporting the health and safety of you and others in the workplace
- Assessing risk and how and when to report any health and safety risks
- Moving and positioning safely and the importance of practical training
- Responding to accidents and sudden illness
- Medication support, healthcare tasks and knowing what you can and can't do without further training
- Safe practices for storing, using and disposing of hazardous substances
- Promoting fire safety and security at work
- Managing stress



Tasks:

- Find out what your main responsibilities are in terms of health and safety
- Identify any hazards and agree how to reduce any risks of injury or harm
- Research the correct hand washing technique
- Find out where the first aid kit is kept

Health and safety
is everyone's
responsibility!

Discuss:

- What could cause harm in your job and what precautions can be taken to stop or reduce the likelihood of this happening?
- What personal protective clothing or equipment is available to carry out your tasks safely and how do you use these correctly?
- What are you expected to do if there is an accident or emergency?
- What training or instruction do you need in order to carry out your job safely?

Reflection:

Not all hazards can be seen, felt, heard or tasted, e.g. germs.

Think of as many as you can and jot them down.

Felicity arranged for the local fire service to visit the home of her employer, Alison, to conduct a free fire safety assessment.

The fire service arrived one morning but Alison turned them away.

Alison highlighted to Felicity that although she realised she meant well, it is the employer not the PAs responsibility and she had already arranged a visit for the following week.

Things to consider:

- moving and positioning
- healthcare tasks
- preventing the spread of infection
- medication administration
- food hygiene
- fire hazards
- security in the home
- hazardous substances
- managing stress

Describe your main responsibilities in terms of health and safety (H&S):

Describe your employer's main responsibilities:

Describe the responsibilities of others in your workplace:

List six examples of tasks related to H&S that should not be carried out without specialist training:

-
-
-
-
-
-

List four examples of different types of accidents and sudden illnesses that may occur daily in your workplace:

-
-
-
-

Describe the procedures you should follow if an accident or sudden illness should occur. Provide two examples:

-

-

Describe how and when to report any health and safety risks you have identified:

Where and how can you access additional support and information relating to health and safety:

List the emergency first aid actions that you ARE allowed to carry out:

-

-

-

-

List the first aid actions that you are NOT allowed to carry out without training and developing your competence:

-

-

-

-

Tasks:

- Write down the techniques and equipment needed to move and position a person safely
- Write down the tasks involved to prepare for moving and positioning someone safely
- Be aware of your own strengths and limitations regarding moving and positioning
- Arrange suitable training with your employer

Four out of ten accidents are due to moving or lifting!

Discuss:

- Is specialised equipment required and how do you use it safely?
- How can you encourage the person you support to do as much as possible themselves?
- Are there any factors that you need to consider when moving and handling, e.g. pain, dignity, skin integrity?
- How can you work as a team with the person you support and other PAs?
- What training do you need in terms of moving and positioning? Who can provide this?

Reflection:

Consider the impact on you and the person you support if anything went wrong while moving or positioning them.

Rosie is a PA and has a weak back but is required to get her employer in and out of bed. The employer carried out a risk assessment and it was agreed that Rosie should attend a moving and positioning course. Her employer also contacted her Occupational Therapist (OT) to see if there was any appropriate equipment to assist.

With the help of the OT they jointly resolved the situation - everyone feels safer now.

Things to consider:

When moving and positioning safely think about...

- your strengths and limitations and any training you can do
- the person you are moving and any issues that may affect them
- the surrounding environment and if there is anything that will impact the move
- the task and if equipment is suitable and well maintained

List the key legislations that relate to moving and assisting:

-
-

List three tasks relating to moving and assisting that you are NOT allowed to carry out until you are competent and trained:

-
-
-

Find out and write down what is important for the person you support when moving and assisting. What factors do you need to take into consideration:

For each of the following examples, explain why it would be important to assess health and safety risks:

- Moving an individual using a piece of equipment such as a hoist or wheelchair:
- When providing personal care to an individual:
- Changing soiled bed linen:

Tasks:

- List the potential fire hazards in the home
- List what you can do to ensure these hazards do not lead to a fire
- Read a local 'fire safety in the home' leaflet
- Consider home security measures and how these might affect what you do in case of a fire

Fire kills!

You can help prevent it!

Discuss:

- Is there a smoke alarm and are you responsible for testing it and checking the batteries? If so, how often?
- Where are any fire extinguishers or fire blankets?
- Is there a clear fire escape route? How will this be affected if there are any mobility issues?
- What training do you need to do in relation to fire safety?
- What support does your employer need to ensure their home is secure, e.g. locking their doors?

Reflection:

You are four times more likely to die in a fire if there is no working smoke alarm in the household.

The PAs and their employer had forgotten to empty the crumbs tray in the toaster for some time.

One morning, they were both in the lounge and the toast was on, the smoke alarm then went off as the toaster was on fire!

Emptying the crumbs tray is now a weekly task.

Things to consider:

Fire hazards include...

- flammable materials
- electric blankets
- electrical equipment
- dangerous wiring
- smoking
- gas equipment
- candles
- open/uncovered fires

Give three examples of how a fire could start and for each explain how it could be prevented:

-

-

-

Describe what to do in the event of a fire:

Locate any fire extinguishers, fire blankets and smoke alarms in your workplace and note where they are:

List five potential fire hazards in your workplace:

-

-

-

-

-

Describe the support that is needed to ensure your workplace is secure:

Describe the agreed ways of working for checking the identity of anyone requesting access to your workplace:

Describe any measures that are designed to protect your security at work and the security of the person you support:

List four examples of hazardous substances in your workplace and explain why they are hazardous:

•

•

•

•

Write down how to safely use, store and dispose of hazardous substances that you are required to use in your workplace:

Tasks:

- Identify what situations cause you to feel stress
- Write down the symptoms you have when you are stressed
- Identify what steps you can take to manage stress
- Find out if the person you support has any particular stress triggers

We all react differently to stress.

Know your limits so you can work effectively!

Discuss:

- How do you and the person you support express stress emotionally, physically and mentally?
- What are the similarities and differences?
- What do you both find helpful when dealing with stress?
- If you struggle to think about how to manage stress, think about someone else who manages their stress well - how do they do it?
- How can you both work together to reduce stress levels in the workplace?

Reflection:

Think about how the person you support expresses their stress and if they have a particular, effective way to de-stress?

Colette supports Angie to get up in the morning and have breakfast.

One morning Colette had a doctor's appointment at 9am and was running late causing her to be stressed. To save time Colette gave Angie her breakfast on the commode.

Angie felt embarrassed and humiliated but felt she could not say to Colette that she should have managed her time and stress more effectively.

Things to consider:

Are there any ways that will help you both to manage stressful situations such as...

- talking about it over a cup of tea
- doing something fun
- getting out of the house
- laughing about it
- doing something you both enjoy
- avoiding or recognising triggers
- learning from mistakes

Give six examples of circumstances that tend to trigger your own stress and also stress in the person you support:

-
-
-
-
-
-

Provide five examples of different ways that help you to manage stressful times and situations and reduce your stress:

-
-
-
-
-

Give at least three examples of signs and symptoms of stress in the following categories:

Psychological

-
-
-

Physiological

-
-
-

Behavioural

-
-
-

Tasks:

- Find out if there are any healthcare tasks involved in your role and how to become competent in these
- Write down who you should contact and what actions you should take if there are any incidents or accidents
- Find out what training is required for the different levels of medication support
- Find out if there is any fluctuating illness

Know your limits when it comes to medication administration!

Discuss:

- What healthcare tasks are you expected to carry out and how?
- How can you support the management of any fluctuating conditions and what must you do if the condition worsens?
- Are there any allergies or dietary requirements that affect the person's health?
- What do you need to do if you suspect any adverse or side effects to medications?
- What training or skills do you need in terms of managing sudden illness, incidents or medication administration?

Reflection:

Understand your role in medication administration and know your limits.

Consider the effects of medication errors.

Sven attended a medication administration training course and is now able to support his employer to take daily medication which is supplied in a blister pack from the local pharmacy. Previously his employer received support from a district nurse for this.

His employer has benefited from Sven being able to do this as there is less need for others to enter his home and cause disruption to his routine.

Things to consider:

You will need specialist healthcare training if you provide support with...

- suppositories
- injections
- insulin
- oxygen
- PEG (Percutaneous Endoscopic Gastrostomy) feeding

What medication assistance are you expected to carry out and how:

What training do you require to carry this out:

What healthcare tasks or procedures are you expected to carry out and how:

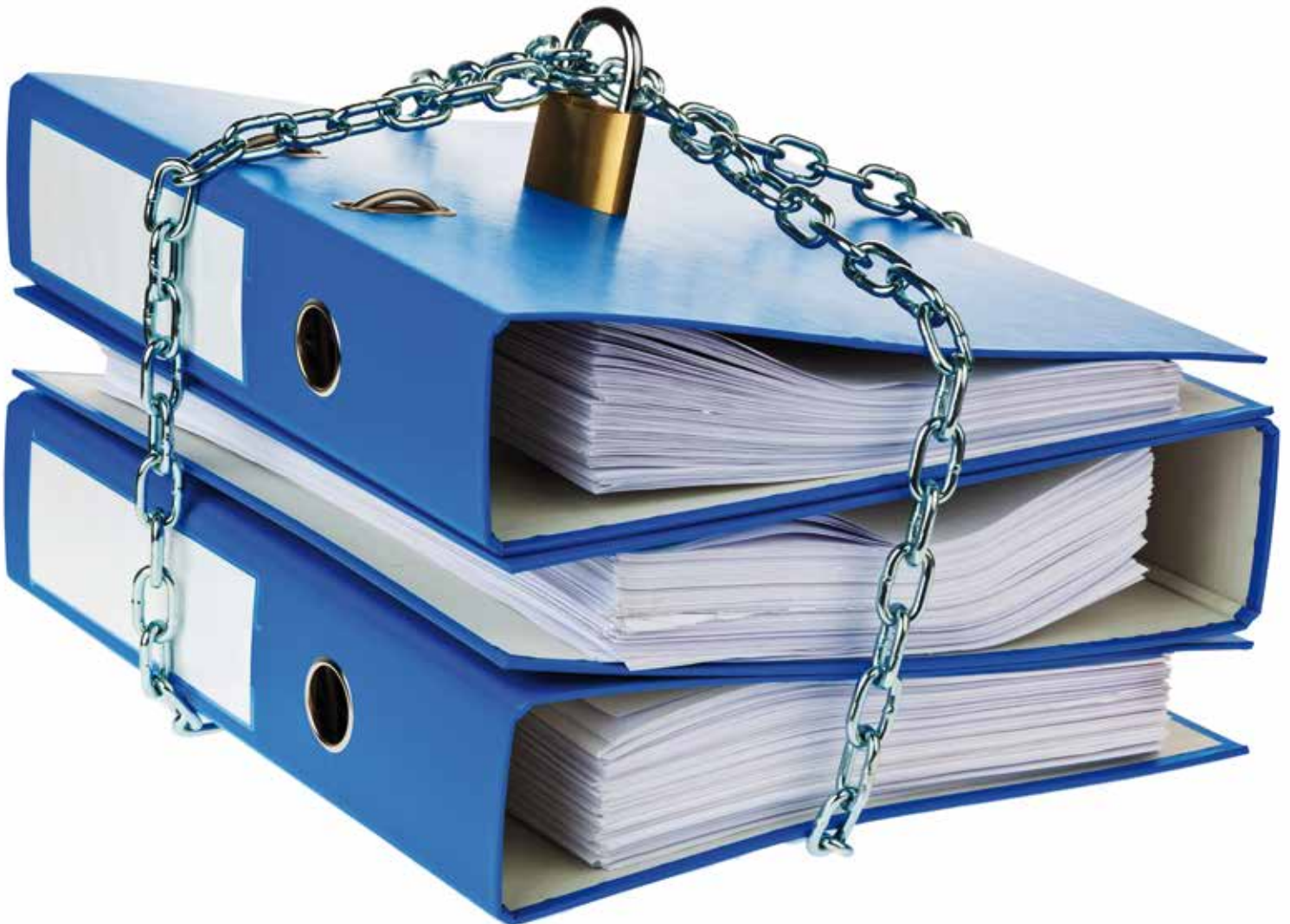
Notes from tasks, discussions, reflections and observations...

Standard 14

Handling information

In this section you will cover the following:

- Respecting people's right to confidentiality
- Handling, recording and storing information in agreed ways



Tasks:

- Make a list of the important people you may come into contact with
- Find out who you can share information with
- Find out what information needs to be recorded
- List four important points of good record keeping

You may have access to a lot of private and sensitive information.

Discuss:

- Where and how should information be recorded?
- How often does the information need to be updated?
- How can it be stored securely and accurately?
- Under what circumstances can information be shared and who can it be shared with?
- How does your employer want to be supported when others are around?
- What is helpful to your employer when working in partnership with others?
- Can you take instruction from other family members or PAs?

Reflection:

Think about the effects and consequences of not keeping information secure...

Mary has communication difficulties and requires that her PAs assist her to speak on the phone with others and to speak for her at meetings with professionals such as Social Workers.

Joe likes his PA to keep a low profile and not speak to anyone else.

Things to consider:

Make sure records are written down as soon as possible and are...

- legible
- up to date and complete
- accurate
- based on facts and not opinion
- signed and dated
- stored securely and confidentially

Write down how information should be recorded, stored securely and confidentially in your workplace, and how often it needs to be updated:

What two areas of legislation are related to the recording, sharing and storing of information and what is the aim of each of these:

-

-

Under which circumstances can information be shared and who can it be shared with:

Why is it important to have a secure system for recording, storing and sharing information? Make sure you include the following words... "vulnerable, trust, private, responsibility, protect, safeguard":

Give two examples of where the agreed ways of working in relation to handling information are not followed and explain what you would do in this situation. Who should you report any concerns to:

-

-

Give three examples of how information can become insecure:

-

-

-

For each example explain what could have been done to keep the information secure:

-

-

-

Standard 15

Infection prevention and control

In this section you will cover the following:

- Causes and spread of infection
- The principles of infection prevention and control
- The importance and principles of effective hand hygiene
- Use of personal protective equipment to prevent the spread of infection



Tasks:

- Demonstrate the correct hand washing technique
- List the areas commonly missed in hand washing
- Identify when and how you should use Personal Protective Equipment (PPE) such as gloves
- Identify where PPE is kept in your workplace

You can never wash your hands too much!

Discuss:

- What are the effects of spreading infection on to the person you support and others?
- When is it important to wash your hands and why?
- What do you need to do if there are any spills?
- How are you expected to deal with soiled linen and/or clinical waste?
- What other cleaning and infection control procedures are there?
- Do you need any further training or knowledge?

Reflection:

What can happen as a result of bad practice?

What is the effect of this on the person you support, you and others, e.g. visiting family?

Jane is responsible for changing her employer's dressings.

One day Jane forgets to wear disposable gloves and had to leave in a hurry so she did not wash her hands properly.

The following day Jane developed an infection in a cut on her hand.

Things to consider:

Personal Protective Equipment (PPE)...

- use it correctly as shown
- check it before and after use
- check it is still appropriate for the task
- know how to remove it correctly
- dispose of it safely

List the four main ways that infection can enter the body:

-
-
-
-

List the areas commonly missed in hand washing:

-
-
-
-
-

Write down the 'five moments' when you should clean your hands:

-
-
-
-
-

List five common types of personal protective clothing, equipment and describe how and when to use these correctly:

-
-
-
-
-

Give examples of how you and your own health and hygiene might pose a risk and affect the individual you support. Think about clothing, personal and hand hygiene, skin health and illness:

List the actions to prevent the spread of pathogens when handling soiled linen:

-
-
-

List the actions to prevent the spread of pathogens when disposing of clinical waste:

-
-
-

For more information about this induction workbook please call Independent Lives on:
08456 0123 99 or 01903 219482



Find us on Facebook @ Independent Lives



Follow us on Twitter @ indep_lives

Resources

You can access an online version of this workbook on our website:

www.independentlives.org



Funded by



Independent Lives Southfield House, 11 Liverpool Gardens, Worthing, West Sussex, BN11 1RY
T: 08456 0123 99 or 01903 219482 E: info@independentlives.org www.independentlives.org
Charity No: 1153815 Registered in England No: 8654797 Independent Lives (Disability)

Calls to 0845 numbers from BT landlines are charged at local rates. Calls from other landline and mobile operators may vary. If your service will charge you more than the local rate, call us on 01903 219482.

Workbook version: Autumn 2015. Prepared by Sienna Pallat, Communications Officer

