Unit 32: Contributing to Monitoring the Health of Individuals Affected by Health Conditions

Unit reference number: J/616/7344

Level: 2

Unit type: Optional

Credit value: 2

Guided learning hours: 18

Unit summary

Care workers will often need to be involved in monitoring the health of individuals who may be affected by a health condition, as prescribed by other professionals. This may be for their physical or psychological health to ensure their safety and wellbeing. While carrying out these monitoring procedures, it is essential to respect individuals' dignity and privacy. You will also need to reassure them in case they have any concerns or fears about the monitoring process.

You will learn about the importance of monitoring the health of individuals and show that you understand the methods you need to follow. This unit will enable you to show your competence in carrying out observations as part of the process and in recording them in line with agreed ways of working. You will learn what to do if there are any serious concerns regarding an individual's health and how to report it to relevant professionals. You will be involved in regular reviews of changes in health conditions and follow any prescribed changes for monitoring, reporting and recording.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes		Assessment criteria	
1	Understand how to monitor the health of individuals affected by health conditions	1.1	Explain the importance of monitoring the health of individuals affected by a health condition
		1.2	Describe ways in which the health of individuals can be monitored
2	Be able to carry out observations of the health of individuals affected by health conditions	2.1	Demonstrate that observations have been identified and agreed to monitor the health condition of an individual
		2.2	Carry out required observations in line with agreed ways of working
3	Be able to record and report on observations	3.1	Identify the requirements for recording and reporting on changes in the individual's condition and wellbeing
		3.2	Record agreed indicators of an individual's condition
		3.3	Report changes in the individual's condition in line with agreed ways of working
		3.4	Explain what changes to recording and reporting requirements in relation to an individual's health condition may be required
4	Be able to respond to changes in an individual's condition	4.1	Work with others to review information about changes in an individual's health
		4.2	Work with others to agree changes to requirements to monitoring
		4.3	Demonstrate that agreed changes to the monitoring processes have been implemented
		4.4	Describe immediate actions to be taken if changes in an individual's health cause concern

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Learning outcome 1: Understand how to monitor the health of individuals affected by health conditions

Individual

- Someone requiring care or support, this will usually mean the person or people supported by the learner.

Health

- Includes aspects that may affect:
  - physical health
  - psychological wellbeing.

Importance of monitoring the health of individuals

- Monitoring individual wellbeing.
- Trends and changes in health, e.g. patterns of behaviour, physical ill health.
- Identifying possible signs of abuse or self-harm.
- Provision and/or response to therapeutic interventions.
- Duty of care.

Ways of monitoring health

- Observations:
  - informal observations
  - physical measurements
  - other agreed ways of monitoring.
- Obtaining verbal and non-verbal feedback from individuals and others, e.g. family, carers.

Learning outcome 2: Be able to carry out observations of the health of individuals affected by health conditions

Agreed observations:

- In line with care plan/support plan.
- Prescribed timing, e.g. weekly, after meal, after/before an activity.
- Relevant type of observation, e.g. prescribed by professionals.
- Verbal and/or written feedback.

Carrying out required observations

- Respect the individual's dignity and privacy.
- Reassure the individual and minimise any fears or concerns.

What needs to be learned

Learning outcome 3: Be able to record and report on observations

Recording and reporting required indicators

- Use of correct documentation.
- Accurate completion of records.
- Confidentiality of records, e.g. storage and sharing.

Agreed ways of working

- Policies and procedures where they exist.
- Reference to and updating individual's care plan where appropriate.

Changes to recording and reporting

- Changes in health condition.
- Prescribed by other professionals.

Learning outcome 4: Be able to respond to changes in an individual's condition

Others

- May include, family, carers, friends, specialists, healthcare professionals, advocates, others who are important to the individual's wellbeing.

Reviewing and making changes to required information

- Timely reviews.
- Seeking advice from appropriate professionals, e.g. team leaders, doctors, therapists.
- Using appropriate communication approaches to clarify information, e.g. email, letters, team meetings.

Implementing changes to monitoring process

- Providing information to individuals and others about the changes.
- Making necessary changes to the monitoring process.
- Updating necessary records.

Immediate actions

- Actions:
  - seeking professional help/assistance, e.g. colleagues, emergency services
  - informing others
  - completing necessary records.
  - follow organisational procedures.

Concerns regarding health

- Serious and immediate change in health condition, e.g. stroke, heart attack, fall.
- Risk to wellbeing and safety of individual and/or others e.g. underweight, memory loss.

Information for tutors

Suggested resources

Books

Hingley-Jones H –*Observation in Health and Social Care*
(Jessica Kingsley Publishers, 2017) ISBN 9781849056755

Nolan Y et al–*Health and Social Care Level 2, 3rd Edition* (Heinemann, 2011)
ISBN 9780435031947

Waugh A, Grant A –*Anatomy and Physiology in Health and Illness*, *12th edition*
(Churchill Livingstone, 2014) ISBN 9780702053252

Websites

www.nhs.uk	NHS website – care and support.
www.nice.org.uk	National Institute for Health and Care Excellence – behaviour change, mental health and wellbeing.
www.scie.org	Social Care Institute for Excellence – safeguarding.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3 and 4 (competence) must be based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3 and 4.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.