

Unit 33: Supporting Individuals to Carry out their own Healthcare Procedures

Unit reference number: L/616/7345

Level: 2

Unit type: Optional

Credit value: 2

Guided learning hours: 15

Unit summary

As a care worker, you may support individuals to prepare and carry out safely relevant healthcare procedures for themselves.

In order to support individuals efficiently, you will need to have an understanding of the possible treatments and procedures that may be undertaken by individuals to monitor and maintain good health.

It is essential that you communicate effectively with individuals to ensure that they understand the various techniques and avoid harm to themselves or others. To support individuals in carrying out their own healthcare procedures safely, you will need to know about the health and safety requirements and waste-disposal procedures in your work setting. As part of this unit you will be responsible for monitoring the accuracy, timing and outcomes of the healthcare procedures being carried out by individuals.

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
<p>1 Understand healthcare procedures likely to be undertaken by individuals</p>	<p>1.1 Identify different treatments and physical measurements likely to be undertaken by individuals</p> <p>1.2 Explain why physical measurements and specimens might need to be taken</p> <p>1.3 Describe possible adverse reactions individuals may experience when undertaking their own healthcare procedures</p>
<p>2 Be able to support individuals to prepare to carry out their own healthcare procedures</p>	<p>2.1 Agree with others own role in supporting individuals to carry out their own healthcare procedures</p> <p>2.2 Promote safe storage of supplies in line with agreed health and safety guidance</p> <p>2.3 Support individuals to prepare equipment and the environment to carry out procedures to agreed standards</p> <p>2.4 Provide individuals and key people with accurate and accessible information about the procedures they will use</p> <p>2.5 Provide agreed support to check individuals' understanding of when to seek advice or take immediate action when carrying out healthcare procedures</p>
<p>3 Be able to support individuals to carry out healthcare procedures</p>	<p>3.1 Assist individuals to carry out healthcare procedures in a way that promotes active participation</p> <p>3.2 Promote safe disposal of supplies used for procedures in line with agreed health and safety guidance</p> <p>3.3 Support individuals to record agreed measurements and store records in line with agreed procedures</p>

Learning outcomes	Assessment criteria
<p>4 Be able to monitor healthcare procedures undertaken by individuals</p>	<p>4.1 Monitor the accuracy, timing and outcomes of healthcare procedures carried out by individuals</p> <p>4.2 Record and report any adverse reactions or other concerns, in line with agreed ways of working</p> <p>4.3 Describe action to take if monitoring suggests that the procedure needs to be changed or is no longer needed</p>

What needs to be learned

Learning outcome 1: Understand healthcare procedures likely to be undertaken by individuals

Individual

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

Treatments

- Actions and activities that need to be undertaken to promote an individual's health, e.g. use of insulin injections, asthma pumps.

Physical measurements

- Blood pressure.
- Blood-sugar levels.
- Body temperature.
- Peak flow.
- Body-weight measurements.

Specimens

- Blood.
- Urine.
- Other bodily fluids that need testing.

Reasons for taking measurements and specimens

- Monitoring health conditions.
- Preventing/reducing risks of complications.
- Early intervention.
- Extension of life.

Possible adverse reactions

- Changes in physiological responses, e.g. blood-sugar level.
- Site damage, e.g. skin blistering, redness.
- Possible infections, e.g. ineffective technique for urine sample.

What needs to be learned

Learning outcome 2: Be able to support individuals to prepare to carry out their own healthcare procedures

Others

- May include, family, friends, advocates, healthcare professionals, others who are important to the individual's wellbeing, team members, work colleagues, those who use or commission their own health or social care services.

Safe storage of supplies

- Agreed ways of working:
 - includes policies and procedures where they exist.
- Legal requirements, e.g. locked storage.
- Following manufacturers' instructions, e.g. temperature control.

Equipment preparation

- Appropriate for activity.
- Health and safety.
- Standard precautions for infection control, e.g. hand washing, personal protective equipment (PPE).
- Checking function of equipment in line with manufacturers' instructions.

Environment preparation

- Temperature, ventilation and light.
- Safety, dignity, privacy.
- Personal choice and preference.

Information

- Clear explanations of procedures.
- Normal parameters, e.g. normal blood glucose level.
- Reasons for healthcare procedures.
- Written material and verbal instructions.

Correct procedures

- Timings.
- Hygiene.
- Safe use of equipment.
- Safe disposal.
- Recording.

Check individual understanding

- Ascertain information:
 - using closed questions
 - inviting individual to provide more information
 - checking information provided.

What needs to be learned

Learning outcome 3: Be able to support individuals to carry out healthcare procedures

Active participation

- Way of working that recognise an individual's right to participate in the activities and relationships of everyday life as independently as possible.
- Individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Safe disposal

- Workplace procedures for safe disposal of waste, e.g. use of color-coded bags, disposal of sharp objects.

Recording and storage of information

- Appropriate and relevant records, e.g. tables, charts.
- Accurate and timely.
- Confidentiality of records.
- Secure storage.

Learning outcome 4: Be able to monitor healthcare procedures undertaken by individuals

Monitoring healthcare procedures

- Non-compliance.
- Early intervention, e.g. incorrect techniques.
- Reporting and recording:
 - verbal and written
 - relevant professionals.
- Necessary actions:
 - inform individual and relevant professionals
 - update individual's care plan
 - follow agreed ways of working to implement procedure changes, e.g. medication.

Information for tutors

Suggested resources

Books

Aldworth C et al – *BTEC National Health and Social Care Student Book 2*
(Pearson, 2016) ISBN 9780435183776

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

Walsh M et al – *Health and Social Care: Level 2 Diploma Candidate Handbook*
(Collin Educational, 2011) ISBN 9780007430512

Websites

www.bloodpressureuk.org	Blood Pressure UK website (blood pressure and you).
www.diabetes.org.uk	Diabetes UK website (testing at home).
www.hse.gov.uk	Health and Safety Executive website (infections at work, health and safety).
www.nhs.uk	NHS website (common health questions).

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 made 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.