

Contents

List of activities	vi
About this training programme	vii
About the author	vii
Introduction	
Making the best of <i>your</i> induction programme	1
What is induction?	1
What are the Skills for Care common induction standards?	1
What is the General Social Care Council code of practice?	2
Getting started	2
What is a portfolio?	3
Accreditation of prior learning (APL)	3
Action plan for my induction	5
Chapter One	
The principles of caring	7
Aims of this chapter	7
Care values	7
Prejudice, discrimination and equal opportunities	10
Confidentiality	12
Person-centred approaches	15
Personal hygiene	18
Eating and drinking	19
Elimination	20
Mobility	21
Mobility and pressure sores	22
Risk assessment	23
What have I learned about the particular care needs of the older person?	24
My induction record	27
Chapter Two	
The role of the care worker	29
Aims of this chapter	29
Your role as a care worker	29
The care team	30
Getting help to do your job	31
Caring for the older person ©Pavilion 2006	iii

Working with service users and their families	33
Access to workplace policies and procedures	34
Application of workplace policies and procedures	36
Working relationships	38
The effects of the care setting on the care worker and the care team	39
Support and supervision in the workplace	41
Knowledge and skills development	41
What is an NVQ?	42
Apprenticeships	43
My induction record	45

Chapter Three

Maintaining health and safety at work 47

Aims of this chapter	47
General health and safety	47
Control of substances hazardous to health (COSHH)	50
Dealing with electrical or gas emergency	52
Moving and handling	54
Risk assessment checklist	56
Fire safety	57
Emergency first aid	59
Using primary health care services in case of accident or illness	61
Infection control	63
Correct hand-washing technique	64
Safe food handling	65
Personal protective equipment	68
Medication and the older person	68
The role of the care worker in the administration of medicines to older people	69
Security in the work place	71
Risks of violence and how to minimise dangers	72
My induction record	75

Chapter Four

Communicating effectively 77

Aims of this chapter	77
Communicating effectively	77
Encouraging communication	78
Using non-verbal communication techniques	79
Using verbal communication techniques	79
Communicating with the sensory impaired	81
Communicating with those who have memory loss	81
Communicating with those who are confused	82
Communicating with the bereaved	83

Principles of good record keeping	84
The <i>Data Protection Act</i>	86
My induction record	91

Chapter Five

Recognise and respond to abuse and neglect 93

Aims of this chapter	93
Legislation, policies and procedures	93
Understanding the nature of abuse and neglect	94
Types of abuse and neglect	95
The signs of abuse and neglect	96
Responding to abuse and neglect	97
Abuse procedures	98
National Minimum Standards for the Prevention of Abuse and Neglect	100
My induction record	105

Further reading 107

Useful websites 107

Appendix: Guidelines for managers 109

List of activities

Activity 1: Plan of action	3
Activity 2: Care values (a)	8
Activity 3: Care values (b)	11
Activity 4: Confidentiality (a)	13
Activity 5: Confidentiality (b)	14
Activity 6: Person-centred approaches (a)	15
Activity 7: Person-centred approaches (b)	17
Activity 8: Person-centred approaches (c)	18
Activity 9: Person-centred approaches (d)	19
Activity 10: Person-centred approaches (e)	20
Activity 11: Person-centred approaches (f)	21
Activity 12: Risk assessment	22
Activity 13: Person-centred approaches and risk assessment	25
Activity 14: Your role as a worker (a)	30
Activity 15: Your role as a worker (b)	31
Activity 16: Your role as a worker (c)	32
Activity 17: Your role as a worker (d)	33
Activity 18: Policies and procedures	35
Activity 19: Your role as a worker (e)	37
Activity 20: Working relationships (a)	38
Activity 21: Working relationships (b)	40
Activity 22: Health and safety (a)	49
Activity 23: Health and safety (b)	51
Activity 24: Health and safety (c)	53
Activity 25: Moving and handling	54
Activity 26: Fire safety	58
Activity 27: Emergency first aid (a)	60
Activity 28: Emergency first aid (b)	62
Activity 29: Infection control (a)	65
Activity 30: Infection control (b)	67
Activity 31: Medication	70
Activity 32: Security (a)	71
Activity 33: Security (b)	73
Activity 34: Developing your communication techniques	80
Activity 35: Principles of record keeping	89
Activity 36: Responding to abuse and neglect	103

About this training programme

This text has been thoroughly revised to meet the new Skills for Care common induction standards (2005).

Throughout each chapter, the symbol ☺ is used to assist you with your learning. This symbol prompts you to undertake a learning activity.

At the end of each chapter you are prompted by the ✍ symbol. This asks you and your supervisor or mentor to record that you have satisfactorily completed each of the learning activities contained in the chapter.

If you undertake all the learning activities and place them in a portfolio, you will be able to demonstrate that you have satisfactorily completed the Skills for Care common induction standards. You may also be able to gain credit for your learning, for example, towards a National Vocational Qualification (NVQ).

Please read the introduction on the next page for further information.

About the author

Malcolm Day is a registered nurse and registered nurse teacher. He is a qualified NVQ assessor and verifier and has many years' experience in the nursing home and residential care sector. He has worked as a trainer and assessor for the NVQ Level 4 Registered Managers Award, and for NVQs at Level 2 and 3 in Care. He has also worked as a trainer and assessor for Foundation and Advanced Apprenticeships in Health and Social Care, and was previously an external verifier for GNVQs in Health and Social Care, and an external examiner for HND/HNC in Early Years and Care. Malcolm was a member of the Skills for Care Induction and Foundation Review Committee and is Co-ordinator for NVQs and Apprenticeships in the Department of Early Years and Care at Barnsley College.