

Health Management and Social Care Curriculum

Learning and Teaching References

- 1** Personal Needs and Development across Lifespan
- 2** Health and Well-being
- 3** Physical Well-being – Healthy Body
- 4** Mental Well-being – Healthy Mind
- 5** Social Well-being – Inter-personal Relationship
- 6** Healthy Community
- 7** Caring Community
- 8** Ecology and Health
- 9** Building a Healthy City
- 10** Healthcare System
- 11** Social Welfare System
- 12** Medical and Social Care Professions
- 13** Health and Social Care Policies
- 14** Social Care in Action
- 15A** Health and Social Care Issue – Ageing Population
- 15B** Health and Social Care Issue – Discrimination
- 15C** Health and Social Care Issue – Domestic Violence
- 15D** Health and Social Care Issue – Addiction
- 15E** Health and Social Care Issue – Poverty

Theme 14 Social Care In Action

Professional Intervention

- *To compare different forms of service delivery*
- *To explore the new trends in the delivery of health services and social care services*

Purposes of Intervention- Prevention

Healthcare Profession

- To avoid the development of a disease or injury / early detection of diseases
 - e.g. vaccinations/ health checks / health education

Social Care Profession

- To encourage clients to manage their own lives / early identification of individual and family problems
 - e.g. family life education/ publicity/ counselling

Purposes of Intervention- Emergency Support

Healthcare Profession

- To provide immediate care to individuals who is in serious or potentially life-threatening condition
 - e.g. first aid/ accident and emergency services

Social Care Profession

- To provide immediate care to individuals who experience an event that is serious or potentially life-threatening
 - e.g. professional social workers provide shelter homes for victims of domestic violence

Purposes of Intervention - Curative and Problem-Solving

Healthcare Profession

- to prevent progression of the disease / deterioration / shorten the length of stay in the hospital / decrease mortality
 - e.g. surgical treatment for removal of tumors

Social Care Profession

- to help clients to accept and cope with current difficulties, incomplete, or difficult life situations
 - e.g. social services to socially support battered spouses and to give the unemployed re-training

Purposes of Intervention - Rehabilitation

Healthcare Profession

- To minimize residual disabilities and complications / To help persons with disabilities to fully extend their physical, mental and social capabilities within the limits of their disability
 - e.g. physiotherapy / occupational therapy

Social Care Profession

- To provide support and care to clients' physical, social, intellectual and emotional needs / To help the clients to reintegrate into the society/ return to normal life
 - e.g. counselling for drug addicts/ gamblers

Forms of service delivery

- Integrated vs. Specialised services
 - Integrated services
 - Holistic care : physical, intellectual, emotional, social, religious and cultural needs of the client are taken into account
 - Specialised services
 - Healthcare Profession: needed when focused investigation or treatment is necessary for patients with severe health conditions, e.g. psychiatric problems and obstetric care
 - Social Care Profession: for particular groups, e.g. sexual violence victims, survivors of domestic violence, batterers, ethnic minorities and new immigrants
 - Specialized and integrated services are always in parallel development
- Centre-based vs. Outreach, Home-based, Residential services (Refer to Booklet 7 – Community Care)

New trends in the delivery of services

- Community based: focus at district level, long term care
 - provide support to the special needs of individuals and families of the community and enhance self-help and mutual-help ability
 - a kind of care delivered in or around people's home, or in homely settings in the community
- Community development
 - empowering a local community by professionals to address local concerns and provide support and care

Roles, Skills and Approaches in Management

- *To develop the enabling skills in health promotion and the provision of care services, including*
 - *team-building and team work*

Leadership

- Leadership styles : **Authoritarian, Participative and Delegative**
- Different Roles of Managers : *Planning Role, Supervision and Administration Role, as well as Leading Role*
- *Leading Role*
 - Set priorities for the tasks
 - Synthesize and get the work done with efficiency
 - Build the team

Team Building and Team Work

- ***Roles of Team Leader***

- **Guidance** : the process of directing the discussion and providing structure for planning and action to take place
- **Stimulation** : reinforcing productive team efforts so all team members are actively involved
- **Coaching** : giving feedback
- **Coordinating** : improving communication and feedback among team members to produce a cohesive working team

- ***Roles of Team Members***

- **Involve** : motivate others by getting them involved in an idea or problem
- **Listen** : listens actively
- **Support** : supporting and encouraging others
- **Compromise** : gives up something for problem solving

Team Building

- **Conditions for an effective team**

- A reason for working together that makes sense to the team members
- Mutually dependent on one another's experience, abilities, and commitment in order to accomplish mutual objectives
- Members believe in and are committed to the idea that working together as a team is preferable to working alone
- The team accountable as a functioning unit within a larger organisational context

- **Norms for effective group functioning**

- Before evaluating a member's contribution, others check their assumptions to ensure they have properly understood.
- Each person speaks on his or her own behalf and lets others speak for themselves.
- When the group is not working well together it devotes time to finding out why and makes the necessary adjustments.
- Conflict is inevitable but will be managed and dealt with positively.

Communication Skills

- *To develop the enabling skills in health promotion and the provision of care services, including :*
 - *communication skills*

Process & Types of Communication

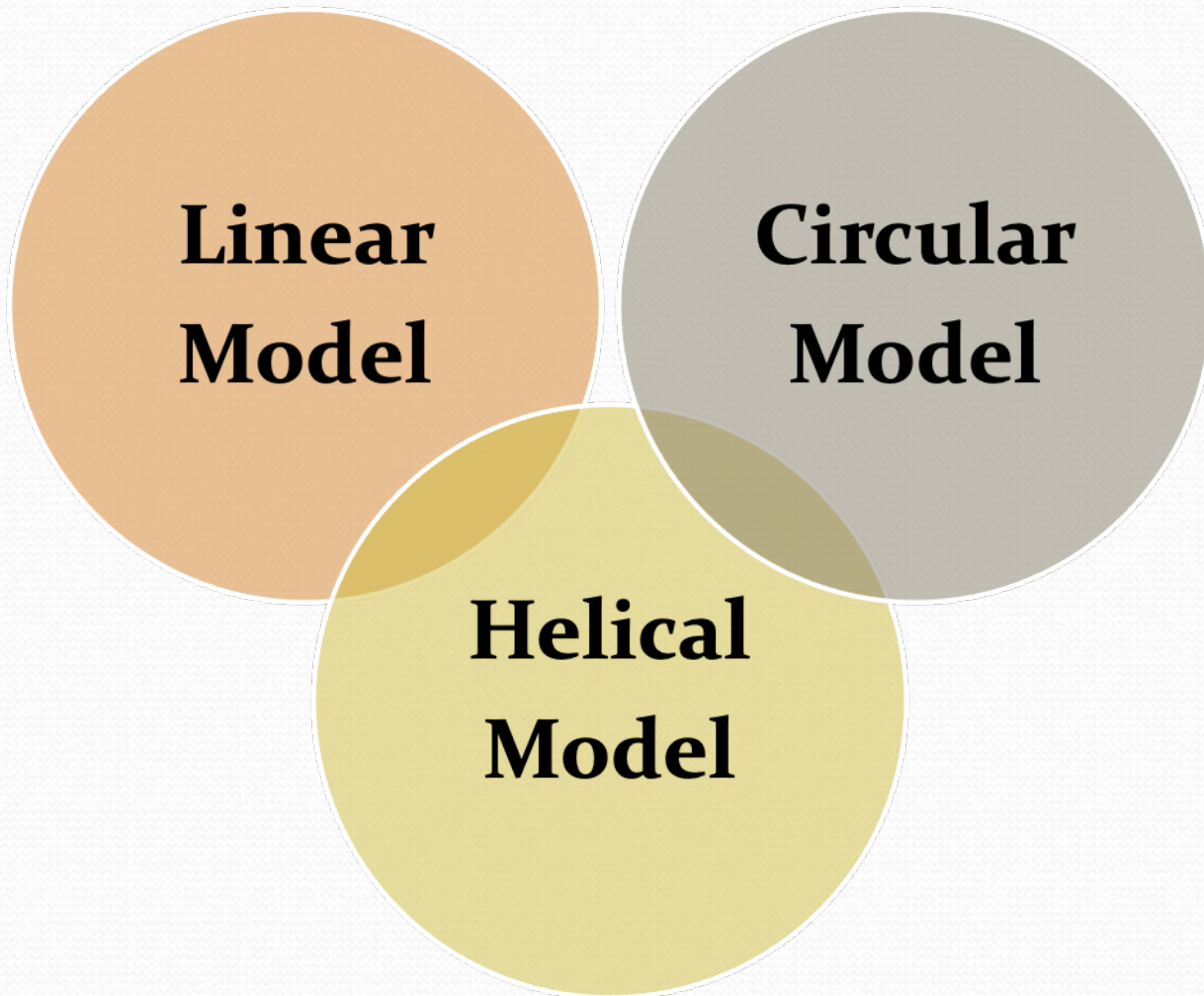
- Process : a person sends a message to another person
 - Including: thoughts, feelings or information
 - Noise - impairs message and thus erroneous or irrelevant information is transmitted
- Types :
 - ***Nonverbal Communication*** : facial expressions, body language, tones, pictures etc.
 - ***Verbal Communication*** : talk, e-mail, letters etc.

Communication Barriers

Common communication barriers :

- Lack of trust
- Message ambiguity/distorted
- Lack of empathy
- Lack of active listening
- Assuming
- Not agreeing
- Dominating

Models of Communication



Linear Model

- Description:
 - One-way communication that the sender delivers the message and the receiver receives the message
- Limitation:
 - No chance for clarification of message / senders have to verify that what the listener heard is what they meant to say

Circular model

- Description:
 - Two-way communication that the sender delivers messages and the receiver gives feedback to the sender on the message he/she receives
- Limitation:
 - This model may require a longer time of communication (vs Linear Model)
 - Noises will lead to unintended additions, distortions, or deletions of a message that block desired understanding (vs Helical Model)

Helical Model

- Description:
 - communication evolves in the beginning and then develops further with modifications
- Limitation:
 - require the longest time of communication and not applicable to the urgent cases

Effective Communication

- ***Ways to Enhance Effective Communication*** :
 - e.g. gather information / restate information, thoughts or feelings / clarify problems / express own feelings / stay calm and considerate / use of an I-message instead of you-messages
- ***Active Listening***
 - e.g. be motivated / make eye contact / show interest / avoid distracting actions / empathy / take in the whole picture / ask questions / paraphrase / don't interrupt / don't over talk