



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Module LCHS4003 Introduction to Health and Social Care

WEEK 8

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Transforming Education; Transforming Lives



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WELCOME

Record the Session



Ice Breaker



Today we will...

- Look at power and empowerment and sources of power.
- Consider how to promote empowerment within the health and social care (H & SC) work force and how to advocate within the sector.
- Go through your component 2 draft work or you can work on your assignment
- Provide time to explore ideas through a group work exercise.

Aims and Objectives of the session

Aims

- To provide an overview of what empowerment entails and why the exercise of your professional power is an important element of your role.
- To provide a workshop on the second assignment, so that you understand what is required within the assignment brief.
- To undertake a peer assisted activity to help support your collective ideas around aspects of the assignment specification.

Objectives

- By the end of the session, you should have an insight of the sources of power.
- To understand what is empowerment as a H & SC worker.
- You should be able to have a broader insight to what is required within the assignment brief and how to meet the assessment requirements.

Session 1

Setting the context and brainstorming

Power

Power

- Power has many different elements to it sociologically.
- It can relate to the capacity to influence others, or to lead others or even to dominate others.
- Power can be linked to the notion of authority within wider society, within the workplace, within the community and within family life and homes. This can be legitimate power, or it can be power exercised illegitimately.
- Power can be a source of advantage over another or group of people within the concept of authority to rule over and or lead.
- Power can be good if it is exercised with thought and care.

Sources of power

There are different sources of power as follows:-

- **Coercive power:** crudest form of power, threats and punishment to achieve its ends.
- **Reward power:** the use of rewards to influence individual's compliance e.g., some form of financial inducements.
- **Legitimate or positional power:** power that exists because of the way an organisation is structured or through how society is ordered (Maclean, 2015). 'authority', power to act, power over resources.

- **Expert power:** possessing specialist knowledge and skills and is dependent on the expertise, thus 'credibility' is vital.
- **Referent power:** known as personal power, having high regard held by others. This admiration and respect (Maclean, 2015)- based on a knowledge base, expertise, or role within society.
- **Societal power:** based on the ideology of superiority (Maclean, 2015). Linked to oppressors who are powerful - oppress people who are less powerful.
- **The power to determine:** being able to determine what an individual wants, to make decisions, to determine what outcome they want.

Empowerment

What does empowerment mean and why is it important?

- In pairs discuss the question and produce at least 3 core things, which you consider are important factors of empowerment within the health and social care sector.



The concept of empowerment

- Empowerment of individuals who use services reflects the value base of UK society.
- Empowerment is about enabling service users/patients or clients to take control in their lives.
- Individuals that use adult social care services should feel empowered (Hendy, 2022).
- The way in which a person understands power will impact on how they will seek to empower (Maclean, 2015).
- The H & SC workforce should be actively promoting empowerment in order that service users/patients or clients feel empowered and independent in the choices they make.

- Service users/patients or clients' individual preferences are important to be maintained within organisations who provided H & SC services.
- Service users/patients or clients is seen as the experts on their lives and what they want to achieve (Maclean, 2015).
- In order to achieve this, organisations should adhere to the codes of practices so that individuals are able to make informed choice and decisions and be able to voice these (Maclean, 2015).

There are three levels of empowerment (Maclean, 2015)

- Maclean, (2015) suggest that there are three levels of empowerment:



Micro

Meso

Macro

1. **Micro** – the ‘smallest’ individual level. This might relate to working with individual families.
2. **Meso** – the less well known ‘middle level’ of practice. This could relate to work with groups and small neighbourhoods or communities.
3. **Macro** – this refers to work with larger groupings such as whole communities or very large groups.

Limited empowerment

Individual's empowerment may be limited because:

- The professional's workload and their ability to communicate effectively or to actively listen to the individual's choices, needs, wants or preferences.
- Organisational culture.
- Some H & SC staff may enjoy a sense of 'power' and 'authority' thereby not letting others make decisions.
- Of a lack of time where H & SC staff cannot support empowerment e.g., working in partnership takes time through having conversations with individuals.
- Taking responsibility may be difficult for some service users, they may not have the energy, motivation, enthusiasm, confidence or self-confidence.

Refreshment Break

Session 2

Presentation of Ideas

Helping and or Assisting?

1. Assist is about doing something with someone in a shared way which can be an act of giving help with permission. It is actions which gives power to the individual to make a choice to receive the H and SC professional's support.
2. What is essential is that as a professional you should not assume that a service user/patient or client needs help. Remember that 'over-caring' can be disempowering. E.g., cutting up someone's food without permission. Think about empowering them by confirming that you can support or assist them.



Empowerment, language and action in the H & SC sector

- The language used within H and SC sector is very important when communicating with service user/patient or client.
- For example: Think about the word 'help' and the word 'assist'. What is the difference between them in the health and social care sector in daily practice?



- Promoting the rights of individuals is evident that the H & SC organisation is governed in an ethical way – there is transparency where the rights of service users are taken seriously, as they feel included in decisions which affect them.
- An organisation providing H & SC services should systematically operate to empower service users/patients or clients through service delivery.



Individual empowerment and rights

In order to ensure there is a culture of promoting empowerment in the H & SC sector there are a set of core principles:

1. Good and effective communication.
2. Treating people with dignity and respect.
3. Treating people with equality.
4. Providing a healthy lifestyle through food and activities.
5. Providing an opportunity for individuals to make their own choices.
6. To have a safe and secure environment.
7. To enable to have privacy respected.

Empowering Individual's

You can empower individuals by:

- Adapting activities and environments to meet specific individual needs.
- Taking account of individuals rights, preferences, needs, likes, dislikes, beliefs.
- Consider empowerment when planning care plans.
- Having a willingness to work in partnership with others e.g., carers, family and friends.

- Using preferred methods of communication by checking out with the service user.
- Building trust with the individual, their carers and family members.
- Giving positive feedback, promoting motivation and supporting as much as you can.
- Using positive working practices e.g., smiling, using clear language, having open body language.
- Promoting choice and freedom of the service user.

Health and Social Care Workforce

The H & SC workforce

As professional H & SC workforce you should refrain from:

- Making decisions completely for the service user/patient or client.
- Make the service user/patient or client feel like they have no choice.
- Make service user/patient or client feel like their views do not matter, that you have not contacted them or consulted them.
- Taking any action which would discriminate against the service user/patient or client so that could lose their dignity.
- Take any action which takes away the service users rights.
- Oppress the service user/patient or client in such a way that they feel afraid or fearful.

Advocacy

- Local authorities must meet the requirement of the Care Act 2014 to make information and advice publicly available about care and support services for adults in their area. This should include advocacy services.
- Local authorities, health authorities, NHS trusts, health and social care providers and advocacy services should provide everyone who would benefit from advocacy (whether or not they are legally entitled to it) with information about:
 - what advocacy services are available to them
 - how an advocate could help them
 - how to access and contact advocacy services

[Recommendations | Advocacy services for adults with health and social care needs | Guidance | NICE](#)

Advocates will support service users during:

- The assessment process.
- The care and support planning process.
- At safeguarding and reviews.
- Advocates are independent of social services and or the NHS.
- The LA has to provide an advocate if the service users does not have family or friends to help them or if they have any difficulty in:
 - understanding and remembering information
 - communicating their views
 - understanding the pros and cons of different options

[Someone to speak up for you \(advocate\) - Social care and support guide - NHS \(www.nhs.uk\)](http://www.nhs.uk)

InfoSkills Gym

Build up your academic skill base

- Access Academic & Infoskill via Moodle
- Enrol if you have not already
- Week 8:
Finding and using information
Unit 4 – Evaluating information

15 minutes individual activity

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Academic and InfoSkills

Mae'r modiwl hwn hefyd ar gael yn Gymraeg [Cymraeg](#)

Our Skills programme is designed to create opportunities for students to develop their transferable academic and information skills, facilitating both their academic success and employability. The curriculum covers a wide range of topics – from finding library resources to fake news to managing your online presence.

Our team of Academic Liaison Librarians have developed a series of online Units that allow you to develop your skills anywhere, anytime, to suit you. Click the tiles below to get started:

Overall progress % 0

- Finding and Using Information
Progress: 0 / 12
- Referencing
Progress: 0 / 7
- Researchers
Progress: 0 / 3
- Generative AI
Progress: 0 / 2

Refreshment Break

Session 3

Assignment 2 Workshop

Assignment 2 Important Advice

- It is essential that you follow the University's Harvard referencing requirements. You must provide a reference list that is in alphabetical order, includes all the author details, and has the date of publication.
- It is important that you check your work, proofread the contents, spell check it and look at punctuation and grammar so that your assignment reads clearly, and flows.
- You must provide a title page that outlines your student's name and number, the Lecturer's name, and the module title and module details. It should also include the assignment title. Include a contents page after the cover sheet.
- You should write in Arial font size 11 and the typed work should be in 1.5 line spacing.
- See the Assignment brief for guidance regarding Generative AI in this Assessment.

Draft work to be viewed in Weeks 8, 9 & 10

- It is important to work on the assignment as they will take time to construct and research for each of the elements of the assignment brief.
- The tutor will view your draft work over these weeks during the assignment workshops to support and offer advice on your work.

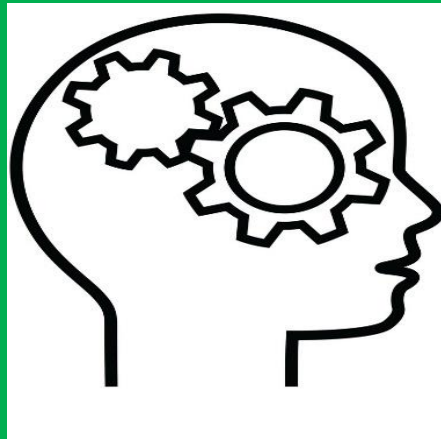
Assignment Brief Activities

This exercise will last for 20 minutes. You are to work in pairs as part of peer assisted learning environment to consider the following sections of the assignment brief:

1. What type of ideas would you include in the introduction of the assignment remembering that there is **150 words** allocation in this section.
2. What kind of themes would you, as a health and social care practitioner, communicate with service users and their family members? Also include items relating to poor communications. What communication theory/model would you include?
3. What aspect of the Equality Act 2010 would you draw upon to include the core principles when considering how you communicate with service users and their families?
4. What aspects of record keeping would you include? How would you apply the principles of the Data Protection Act 2018 or other relevant legislation or policy frameworks which apply in the health and social care sector?

Section 4

Reflection Point



Questions?



References

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- [Healthcare UK - GOV.UK \(www.gov.uk\)](https://www.gov.uk) [Access 6th August 2022]
- [Introducing the Code of Professional Practice for Social Care - Bing video](#) [20th October 2022]
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