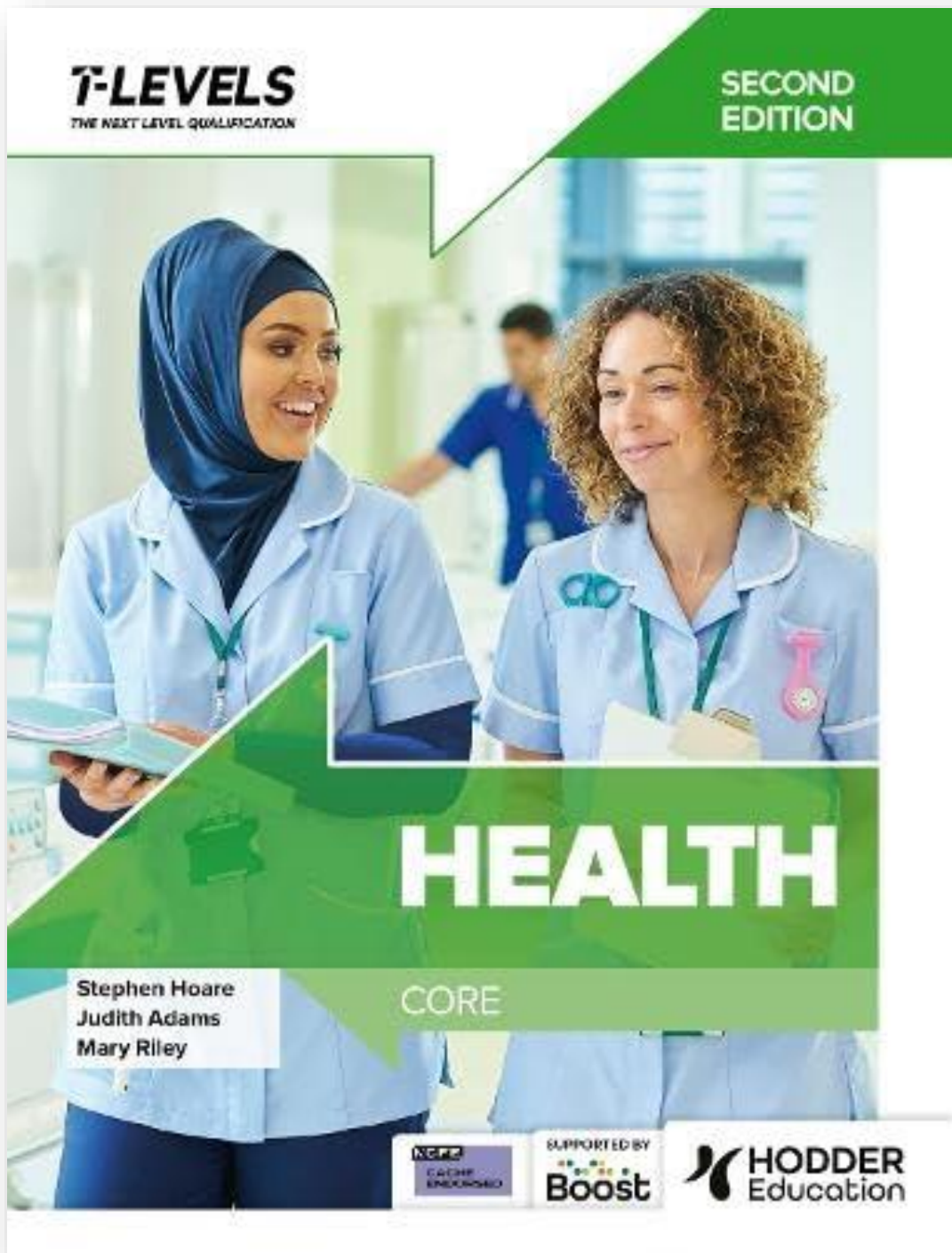


# T-Level Health; Supporting Adult Nursing Induction



Name: \_\_\_\_\_

# Contents

Recommended Netflix

Programmes Other recommended  
watching Recommended Reading

Recommended social media

Representations Task

Learning Log

Key word Glossary

A-Z Challenge

History of the NHS

Roles in Health and Social Care

Extension Task

Checklist for September



# NETFLIX

Babies



Heal (USA)



Louis Theroux:  
Extreme love,  
Dementia



Five Feet Apart



Brain on Fire



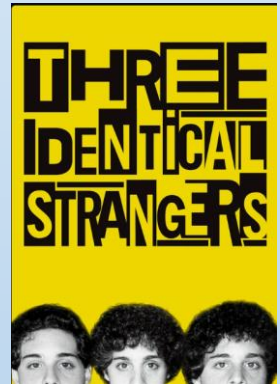
Theory of  
Everything



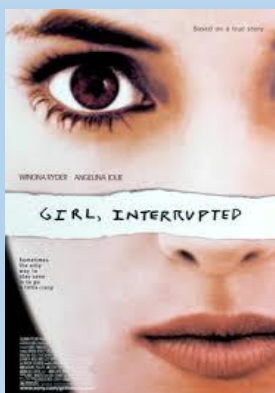
Humans;  
Body Systems



Three identical  
strangers



Girl, interrupted



Call the Midwife



13 Reasons Why



The Game  
Changer (2018)



Recommended Watching for T-Level Health<sub>3</sub>



# Beyond NETFLIX

Elizabeth is Missing



Katie Price;  
Harvey and Me



Jesy Nelson:  
Odd one out



Stacey Dooley  
9-5 Care Home



BBC iPlayer

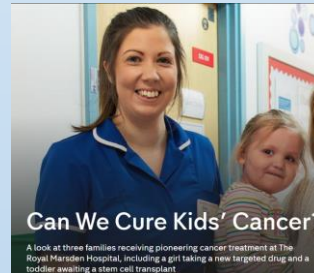
24 hours in  
A&E



Born to be  
different



The Royal  
Marsden

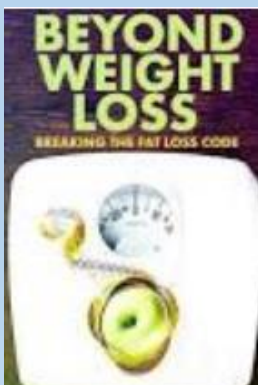


Losing it: Our  
mental health

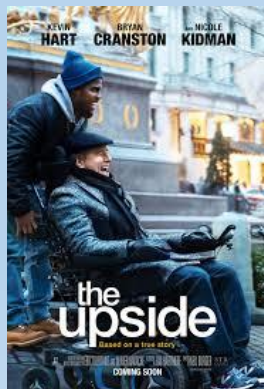


All 4

Beyond weight  
loss



The Upside



ALLELUJAH



Miss you  
Already

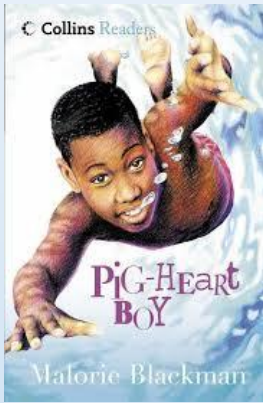


Amazon Prime

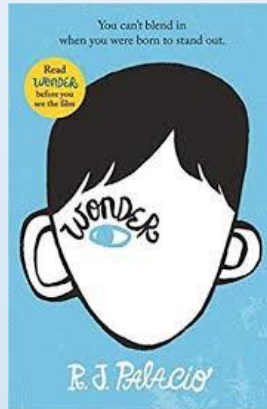


# Beyond NETFLIX

**Pig Heart Boy by  
Malorie Blackman**



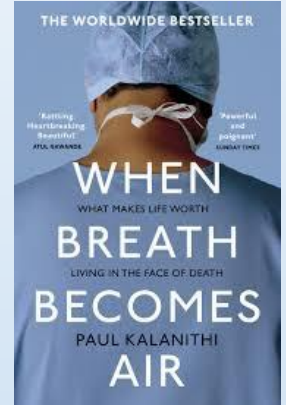
**Wonder by  
R.J. Palacio**



**This is Going to  
Hurt by Adam  
Kay**



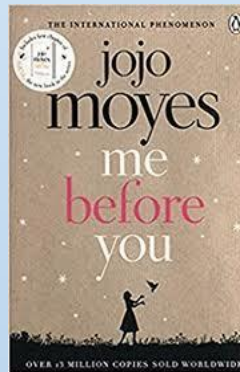
**When Breathe  
becomes Air by  
Paul Kalanithi**



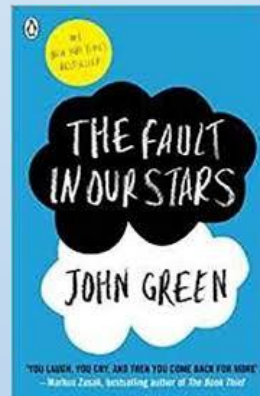
**The Hate U  
Give by Angie  
Thomas**



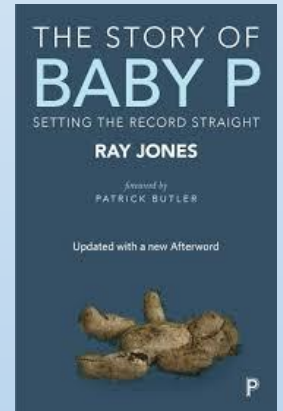
**Me Before  
you by Jojo  
Moyes**



**The Fault in Our  
Stars by John  
Green**



**The Story of Baby  
P by Ray James**



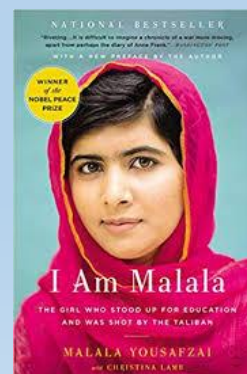
**Katie Price; Harvey**



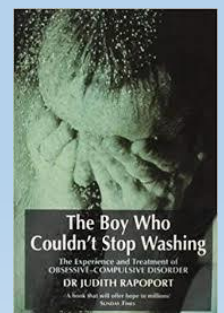
**The Language of  
Kindness by  
Christie Watson**



**I am Malala by  
Malala  
Yousafzai**



**The Boy Who  
Couldn't Stop  
Washing by Dr  
Judith Rapoport**



**Recommended Reading for T-Level Health  
Yes some of these are also films, if you prefer!**



# Beyond NETFLIX



Follow

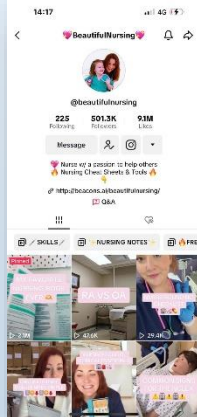


Follow

@midwifemama



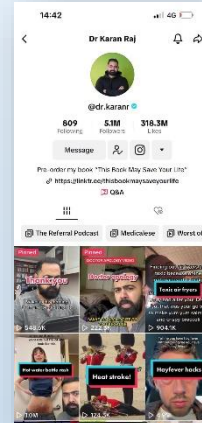
@beautifulnursing



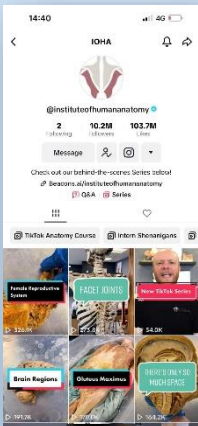
@leilaincredible



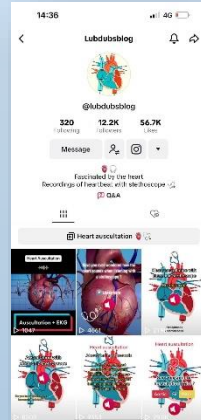
@dr.karanr



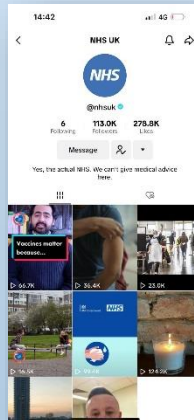
@instituteofhuman  
anatomy



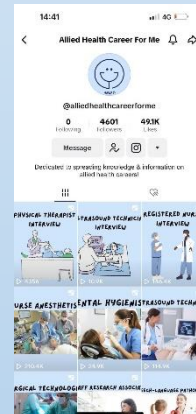
@lubdubsblog



@nhsuk



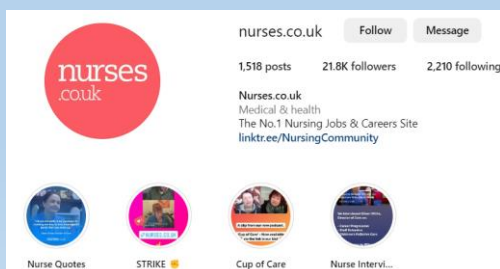
@alliedhealthcareforme



Instagram

Nurses.co.uk

@nursezara\_uk



If you  
have any  
others,  
you think  
are good,  
let us  
know 😊

# Health and Social Care in the Media



It is important to have a **broad understanding** of health care and social issues which affect services and professionals working for the NHS. One way of raising your awareness is to **prepare you before your course** starts with summer learning using different forms of media.

Your task is to pick...

- 2 Films
- 1 Book
- 2 Documentaries

You are then tasked with writing a report which is to be a minimum of half an A4 page with the following title: **'Discuss the issues [in the film/book or documentary] and impact on health care provision'**

You must watch or read using examples on the previous slides or another media resource relevant to your learning.

Consider the following:

- What issues, if any, are being raised in the stimulus? E.g. dementia
- How does the stimulus present health? E.g. care for people with dementia
- Explain why the topic of the media source is relevant to your learning and whether you think it is helpful and why?

This list is NOT exhaustive there may be other questions/ideas you wish to consider as you watch or read – it would be lovely to share with us all.



Barbara, the whole story



BBC Mental A History of the Madhouse FULL DOCUMENTARY



What Is It Like Being A Male Nurse | Student Nurses | Real Families

# Learning Log

Record here any additional reading/viewing you are undertaking in order to show what you have been completing in order to prepare you for the course. Use the reading list on the previous slides you have been given for guidance on what you could you watch/read/research

| Date | Title | Summary of content | My thoughts |
|------|-------|--------------------|-------------|
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |
|      |       |                    |             |



# GLOSSARY

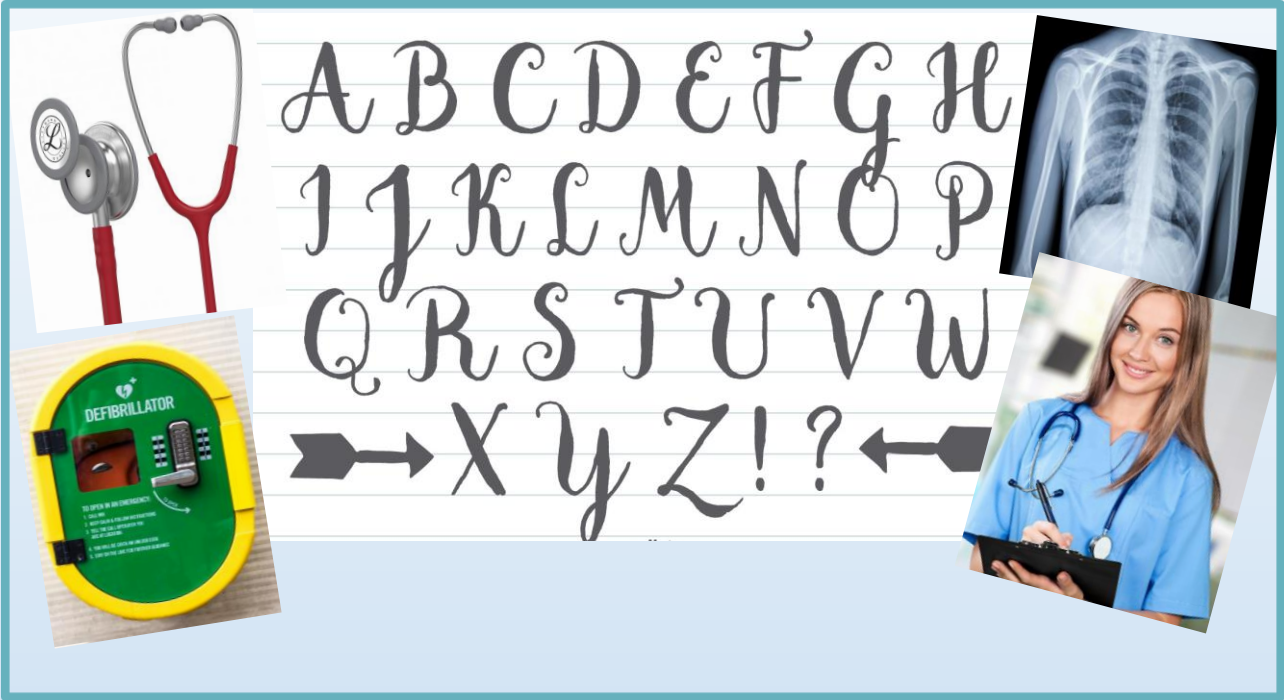
**Task:** Research and define the following words which are words you will need to use correctly. Then, end column summarise the term visually to help you remember it.

| Term                                 | Definition | Pic/image/draw |
|--------------------------------------|------------|----------------|
| Adolescence                          |            |                |
| Advocate                             |            |                |
| Attachment                           |            |                |
| Care package                         |            |                |
| Clinical Commissioning Groups (CCGs) |            |                |
| Discrimination                       |            |                |
| Diversity                            |            |                |
| Empathy                              |            |                |
| Ethical                              |            |                |

# GLOSSARY

| Term                    | Definition | Pic/image/draw |
|-------------------------|------------|----------------|
| Fine Motor Skills       |            |                |
| Growth                  |            |                |
| Holistic Approach       |            |                |
| Multi-disciplinary team |            |                |
| Nature                  |            |                |
| Nurture                 |            |                |
| Risk Assessment         |            |                |
| Safeguarding            |            |                |
| Self-Esteem             |            |                |

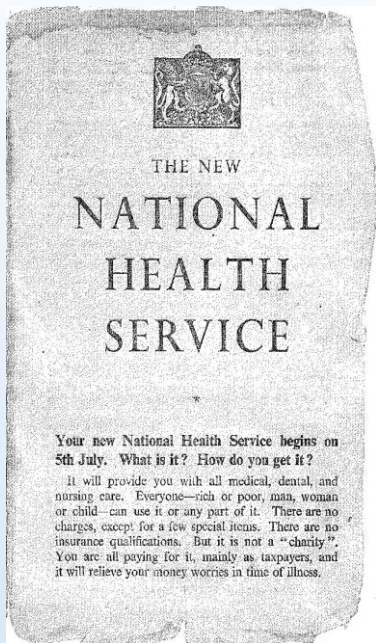
Research a list of Health and Social Care jobs/ medical terms for each letter of the alphabet



A  
B  
C  
D  
E  
F  
G  
H  
I  
J  
K  
L  
M

N  
O  
P  
Q  
R  
S  
T  
U  
V  
W  
X  
Y  
Z





# History of the NHS

Make a leaflet outlining the history of the NHS

Include sections on:

- Healthcare before the NHS
- When/ why the NHS was produced
  - What the NHS does
- Significance of the NHS
- How is the NHS different in other countries



## The Beveridge Report, 1942

In 1942, a plan had been presented by William Beveridge, a senior civil servant, detailing key areas for post-war reconstruction, aimed at establishing a national system of welfare for the people. It identified 'five giants' that were to be overcome: want, disease, ignorance, squalor and idleness.

When the Beveridge Report first appeared, it was welcomed by all the parties. There was broad agreement that protection needed to be provided for all members of society, and so when Labour came to power in 1945, they implemented the proposals in this report, thereby establishing the welfare state, a system which all governments after 1951 accepted in its essentials. This common acceptance became known as **consensus**.

| Giant     | The 1945 Labour Government's Solution   |
|-----------|---|
| Want      | To be ended by National Insurance. The National Insurance Act created a system whereby the government, employers and employees all paid for insurance which would pay out in the event of unemployment, sickness, maternity and retirement. |
| Disease   | To be ended by a comprehensive health service. The National Health Service Act provided free medical and hospital treatment for all (the NHS).  |
| Ignorance | To be ended by an effective education system. The Labour Party continued to support the Conservative's 1944 Butler Education Act which provided free education within grammar schools, technical schools or secondary schools.              |
| Squalor   | To be ended by slum clearance and rehousing   |
| Idleness  | To be ended by full employment  |



## Research task



Chose a professional from the following:

- Midwife
- Paramedic
- Paediatric nurse
- Oncology nurse
- Physiotherapist

You could choose your own idea from health and social care roles if you prefer.

Create a fact file for your chosen job role

You could include:

- A day in the life of.....
- General roles and responsibilities
- Routes into the role/ qualifications required
  - Skills & qualities
  - Average pay
  - Where they work
  - Who they work with

And anything else you think may be suitable



**Build your reference list – record your sources**

On 'The front line' .....

- What does it mean when people talk about being 'on the front line'?

Government declares a 'pandemic' .....

- What does it mean when people talk about the situation as a pandemic?

| Job Role          | Definition | Roles and Responsibilities |
|-------------------|------------|----------------------------|
| District Nurse    |            |                            |
| Auxiliary Nurse   |            |                            |
| Palliative Care   |            |                            |
| Phlebotomist      |            |                            |
| Domiciliary Carer |            |                            |
| Neonatal nurse    |            |                            |





# True or False?

Colour code the statements in order to show if they are true or false.

☐ True

☐ False

A district nurse will only work with the elderly.

A palliative care nurse will get involved with everyone who gets coronavirus.

A midwife works with babies and children up to 5 years

Domiciliary carers provide care in the home.

Only phlebotomists are allowed to take blood.

Auxiliary nurses help support other nurses to do their roles.

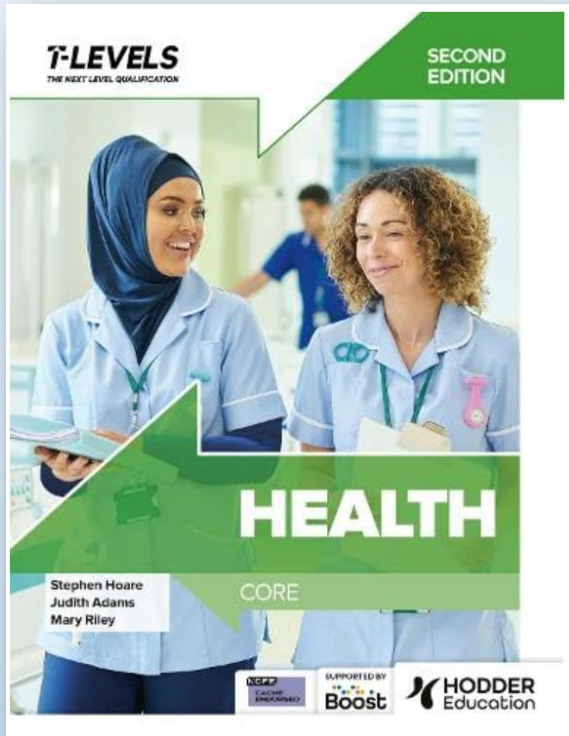
# Passport to Sixth Form

## Check list

**Use this list to make sure you have everything you need to hand in in September in order to start your T-Level Health course.**

- ☐ Report/review on your chosen film, documentary and book in the media, page 7.
- ☐ Complete at least a minimum of 5 sections of the learning log, page 8.
- ☐ Completed glossary of key terms, page 9 -10.
- ☐ Filled in A-Z of Health and Social Care, page 11.
- ☐ Job role research from page 13
- ☐ Overview of job roles, page 14
- ☐ DBS evidence for application ahead of placements.
- ☐ Pen case with pens, high lighters, pencil and rubber.
- ☐ A positive attitude, a lovely smile and be ready to be yourself 😊

# Textbooks



amazon

Make sure this is the second edition book

