

Challenging texts



COMPOSITE QUESTION
How do we grow and develop over the 6 life stages?
Why this and why now?
 It is important to first understand how an individual grows and develops over the six life stages in order to support you when applying the factors that impact an individual's human lifespan.

LAA – Understand human growth and development across life stages and the factors that affect = it.

Main life stages


Age Group	Life stage	Developmental progress
0-2 years	Infancy	Still dependent on parents/carers but growing
3- 8 years	Early Childhood	Becoming increasingly independent, improving thought processes and learning how to develop friendships
8-18 years	Adolescence	Onset of puberty, growth spurts and emotional changes.
19-45 Years	Early Adulthood	Leaving home, making your own choices about family and career
46-65 years	Middle Adulthood	Having more time to travel, socialise and take up hobbies as any children may be leaving the home, beginning of menopause and ageing process.
65+ years	Later Adulthood	The ageing process continues which may affect memory and mobility.



- P** – Physical – how a body grows and changes and how their motor skills change
- I** – Intellectual - how people develop cognitive abilities (thinking skills) such as memory/recall and language.
- E** – Emotional - describes how people learn to cope with their feeling towards themselves and others
- S** – Social – describes how people form relationships and learn how to be independent.


LEARNING OBJECTIVES
 A – Understand the different types of health and social care services and barriers to accessing them.

Factors affecting growth and development


Inherited conditions – are as a result of genes that are passed from a parent/parents to their child. 

Illness and disease – Chronic or serious illness during their lifetime that impacts their growth and development.

Mental ill health – It affects the way a person feels about themselves and how they interact with others.


Disability – Something that may limit an individual's ability to carry out some activities. 


Sensory Impairment - Partial or complete loss of one of the sense e.g. sight, hearing, touch or taste. 


Lifestyle – Choices people make about their lives e.g. Smoking, Alcohol consumption, substance misuse, exercise. 


Emotional – Someone's feelings – emotions change depending on life experiences and decisions.

Social – Relationships with others supportive/unsupportive 

Cultural – The religious/cultural and community groups people belong to. 

Gender roles – roles and responsibilities determined by a person's gender 

Environmental – Our surroundings and conditions which we live in, could be your home, community, air around us. 

Economic – A person's employment situation and their financial resources. 

- Key terms –**
- Characteristics
 - Life stages
 - Growth
 - Classification
 - Development
 - Physical
 - Intellectual
 - Emotional
 - Social
 - Gross Motor Development
 - Fine Motor Development
 - Inherited conditions
 - Supportive
 - Unsupportive
 - Cultural factors
 - Gender Roles
 - Housing
 - Pollution



COMPOSITE QUESTION

How do individuals deal with life events?

Why this and why now?

First, we will explore the different life events that occur in an individual's life. Before we move on to explore how individuals can adapt or be supported through changes caused by life events.

Life events can be **expected**: you would expect this event to happen to you in your lifetime, or **unexpected**: you would **not** expect this event to happen to you in your lifetime. Unexpected life events are harder to adapt to because you do not expect them to happen.

Life circumstances

Like the other life events, life circumstances can be **expected** and **unexpected**.

Expected life circumstances include, leaving school, getting a job, moving out of parents house, moving home and retirement.

Unexpected life events would include, being excluded from education, periods of unemployment due to redundancy, losing a job



Changes in living conditions and standards. In addition, due to life choices a person may find themselves imprisoned

You need to explain what support a person has, how the support works and how the support enables the person to adapt to the life event.

LEARNING OBJECTIVES

B – Understanding the skills, attributes and values required to give care.

Support comes in three different types. Informal support is the everyday type of support a person would receive. Informal Support is **unpaid**.



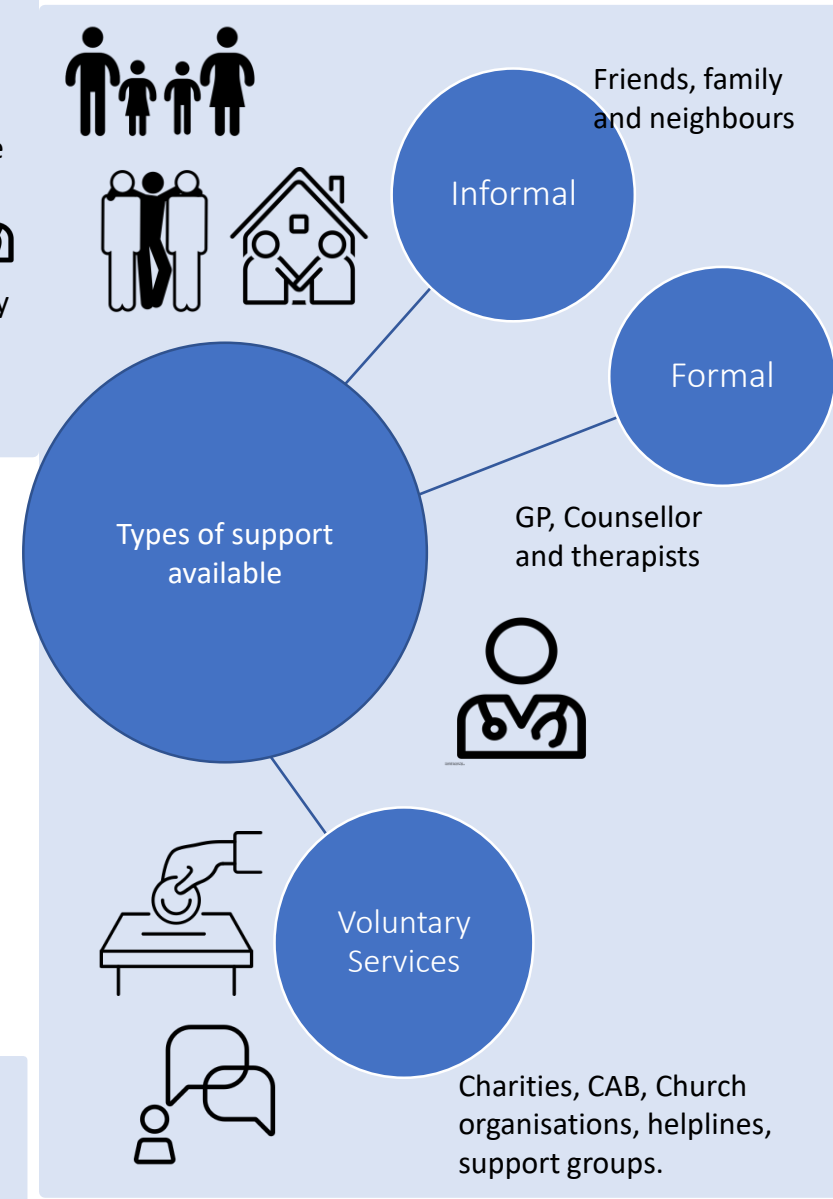
Support can also be formal, people who provide formal support are paid for their service. Such services could be doctors, midwives speech therapists etc.



Voluntary Services offer support, free of charge, in many different forms, such as support groups help lines and advice groups. Voluntary groups rely on donations from the Government and the public.

Key Words

- Life events
- Expected events
- Unexpected events
- Informal support
- Professional support
- Voluntary Support
- Multi-agency working
- Multidisciplinary



Positive: The support an individual receives enables them to adapt to their new circumstances and the development of their PIES is not impacted in the long term.

This is because all four types of support are available, and the individuals confidence and self-esteem is maintained or even improved. The individual is well informed and can feel secure that they have a support network to help them during the adjustment period.

Negative: There is either a lack of support or ineffective support for the individual to access. This can lead to negative state of mind, anger, withdrawal or mental health issues. Ultimately the individual is unable to adapt both mentally and physically and the development of their PIES is impacted both in the short and long term.

You need to explain what support a person has, how the support works and how the support enables the person to adapt to the life event.

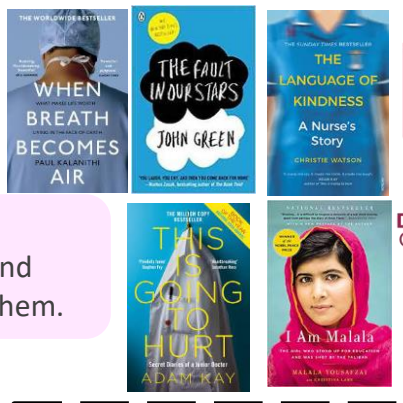
Composite question

What are the different types of health and social care services and how might barriers impact an individual from accessing the services?

Why this and why now?

- It is important to first understand the wide range of health and social care services that an individual can access, before identifying any barriers individuals face accessing them and how they can be overcome.

Challenging texts



Dame Elizabeth Cadbury School

LEARNING OBJECTIVES

A – Understand the different types of health and social care services and barriers to accessing them.

LAA – Understand the different types of health and social care services and barriers to accessing them.

Health Conditions –

Type 2 Diabetes

- The Sugar levels (glucose) in the blood become too high (7 mmol/l +)
- Symptoms include – headaches, thirst, urinating a lot, blurred vision/tiredness

Arthritis

- Affects the joints.
- Symptoms include stiffness in joints, swelling around the joint, pain/tenderness, warmth around the joint.

Coronary Heart disease

- When fatty substances build up in the coronary arteries making them narrower and restricting blood flow to the heart.
- Symptoms include chest pain, feeling dizzy, nausea (sick) and shortness of breath

Dementia

- Reduced brain function resulting in memory loss.
- Symptoms include understanding and processing difficulties, difficulties in speech, loss of independence etc. these progressively get worse.
- 1 in 14 people over 65 have dementia

Cerebral Vascular Accident

- Interrupted flow of blood to the brain caused by either a stroke or brain injury.

Obesity

- Someone with a high level of body fat.

Asthma

- A chronic life threatening condition which affects the lungs.
- Symptoms include breathlessness, wheezing and coughing.

Chronic Obstructive Pulmonary Disease

- An inflammation of the lungs which obstructs (reduces) airflow.
- Symptoms include breathlessness, chesty cough, wheezing, frequent chest infections and tiredness.

Additional Needs - Extra support needed to ensure good standard of living and quality of life.

Sensory Impairment –

- Vision/Hearing difficulties which significantly impact communication and well-being.

Learning Disability

- Less able to understand complex information and learn new skills.

Physical Disability

- “A limitation on a persons’ functioning, mobility, dexterity or stamina that has a substantial and long-term negative effect on an individual’s ability to do normal daily activities” – *Equality Act 2010*

Primary Care – First point of contact with the NHS. e.g. GPs, Walk-in Centres, Dentist etc.

Secondary Care – When you need more than a primary service can provide. E.g. Ophthalmology, Cardiology, Endocrinology – they usually support diagnosis and treatment.

Tertiary Care - Advanced specialists who are highly skilled and experienced. E.g. complex surgeries i.e. Brain, etc.

Allied Health Professionals- They support people who are experiencing both mental and physical health problems. They must be registered with the Health and Care Professions Council (HCPC) e.g. Paramedics, dieticians, Art Therapists, Speech and Language Therapists etc.

Services for children and young people.

Foster Care – provides a safe environment for children who for whatever reasons can’t be at home with their family. Can be short-term or long-term.

Residential Care – best for people with complex needs – provides high quality care.

Youth Work – Supports young people between 11-25. Helps with personal and social development.

Key terms –

- Formal Support
- Informal Support
- Type 2 Diabetes
- Arthritis
- Coronary Heart Disease
- Dementia
- Cerebral vascular accident
- Obesity
- Asthma
- Chronic Obstructive Pulmonary Disease
- Primary Care
- Secondary Care
- Tertiary Care
- Allied Health Professionals
- Respite Care
- Domiciliary Care
- Residential Care
- Informal Carers
- 6 C’s

Types of Care.

Respite – Short term care which provides relief to families who provide full time care. This can be at home or in a residential care home.

Residential – Living in a setting instead of your home. Accommodation, Laundry and meals are all provided. Staff are specifically trained to support individuals 24 hours a day.

Domiciliary – Care workers visiting the home of an individual to support them with daily living e.g. Personal Care.

Informal Social Care

Informal Carer – family or friends.

Charities - Voluntary organisations that support individuals and their families e.g.. Homestart.

Faith-based groups – Supporting Individuals who share religious or Spiritual beliefs e.g. Islamic relief.








Community groups – Support within the community. E.g. Food banks

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Why this and why now?

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LEARNING OBJECTIVES
 A – Understand the different types of health and social care services and barriers to accessing them.

Barriers – stop people being able to access a service. Meaning people miss appointments, treatments and support.

Barriers to accessing Services	Overcoming Barriers
Physical – something that stops someone physically accessing the service they need. E.g. Stairs into a GP surgery 	Special adaptations which enable someone to access the service they need e.g. wider corridors to allow wheelchair access.
Sensory Barriers – something which reduces a persons’ ability to access a service due to a sensory impairment. E.g. not being able to hear what is happening around you due to a deterioration in hearing. 	Adaptions put in place to support sensory barriers e.g. large print for sight impairments.
Cultural barriers – something which reduced a persons’ ability to access a service due to cultural beliefs, practices and needs. E.g. worrying they will be judged or not taken seriously because of their beliefs. 	Proper training and collaborative approaches to understand cultures and beliefs to ensure that a persons’ wishes/needs are fulfilled e.g. enabling a Muslim to pray regularly during the day in a quiet and private setting in a hospital.
Language Barriers – something which reduces a person’s ability to access a service due to not understanding the words or language used. E.g. having English not as a first language. 	Having adapted leaflets, translators etc to enable someone to access the information they need.
Geographical Barriers – Being unable to access a service due to location e.g. poor public transport in a village making it difficult to get to the local GP surgery. 	Providing serviced which allow someone to access the service e.g. Phone Consultations with GP. Home visits.
Learning disabilities – being unable to fully understand complex information and make an informed decision without support. 	Ensuring that adequate support is given to ensure that someone with a learning disability is supported to ensure that they are able to fully understand/make decisions e.g. Communication cards to help someone express emotions and preferences
Financial Barriers – Being unable to access a service due to money. E.g. not being able to afford care/therapies that will aid their condition. 	Some charities and Local Authority provision can be put in place/claimed to help assist with reducing the financial burden that can be created.

Key terms –
 Physical barrier
 Sensory barrier
 Cultural barrier
 Language barrier
 Geographical barrier





LEARNING OBJECTIVES

B – Understanding the skills, attributes and values required to give care.

Composite question

What are the skills, attributes and values required to provide individuals with the necessary care?

Why this and why now?

Now we are familiar with the different types of health and social care services that are available to individuals, it is now necessary to explore the skills, attributes and values health and social care professionals need to demonstrate when working with individuals.

LAB - Understanding the skills, attributes and values required to give care.

Skills and Attributes in Health and Social Care

- ✓ Problem Solving
- ✓ Observation
- ✓ Dealing with difficult situations
- ✓ Organisation
- ✓ Empathy
- ✓ Patience
- ✓ Trustworthiness
- ✓ Honesty

Values in Health and Social Care

Value	Definition
Communication	The exchange of information between two people that helps to provide care and support.
Care	Looking after and providing for the needs of a person.
Compassion	Working with empathy, respect, and dignity.
Competence	Skills and knowledge to understand a person's needs and to deliver effective care, based on research.
Courage	Doing the right thing for the people being cared for and speaking up when concerns arise.
Commitment	A determination to improve the quality of care.

Obstacles that individuals face

- ☹ Lack of motivation
- ☹ Self-esteem issues
- ☹ Stress
- ☹ Previous bad experiences
- ☹ Anxiety
- ☹ Lack of support
- ☹ Time constraints
- ☹ Unachievable targets
- ☹ Lack of resources
- ☹ Disability
- ☹ Health Conditions
- ☹ Addiction

Benefits of skills, attributes and values.

- ☺ High quality care
- ☺ Person-Centred Care
- ☺ Respect
- ☺ Independence
- ☺ Involvement in care decisions
- ☺ Not discriminated against
- ☺ Protected from harm
- ☺ Able to raise complaints
- ☺ Protected dignity and privacy
- ☺ Rights promoted
- ☺ Confidentiality maintained