

Unit 25: Coping with Change in a Health and Social Care Context

Unit code:	K/600/8980
QCF Level 3:	BTEC Nationals
Credit value:	5
Guided learning hours:	30

● Aim and purpose

This unit aims to enable learners to explore the nature of self-concept and the way change can impact on this. Learners will also be able to explore the role of health and social care professionals in providing appropriate support.

● Unit introduction

Learners will investigate the theories and processes of transition, together with the potential routes taken by individuals, in order to resolve crises and adapt to life beyond the changes which have occurred. Understanding self-concept is recognised as being central to interpreting individual reactions to major change. Support an individual, who experiences major life change, is an integral part of the health and social care role. This unit will enable learners to recognise the need to link such support with individual need, in order to provide a holistic path through the transitional period.

The unit examines the stages of grief and bereavement and the inevitability of death through terminal illness. Learners will investigate the methods and sources of support, both professional and voluntary, which are available to individuals who are coping with change. This unit has links with other units including, *Unit 4: Development Through the Life Stages*, *Unit 6: Personal and Professional Development in Health and Social Care*, *Unit 28: Caring for Older People* and *Unit 30: Health Psychology*. Learners will also have the opportunity to achieve Functional Skills in ICT and English at Level 2.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the nature of self-concept and its links with self-esteem
- 2 Understand the potential impact on self-concept of major life changes
- 3 Understand the role of the health and social care professional in supporting transition and change.

Unit content

1 Understand the nature of self-concept and its links with self-esteem

Nature and development of self-concept: the growth promoting climate; the looking glass self; self-actualisation; ego identity; social identity; the construction of self

Self-esteem: theorists, eg Rogers, Bowlby Four Stages of Attachment, Harter S., Self Esteem Scale, Baumeister, Maslow's Hierarchy of Needs

2 Understand the potential impact on self-concept of major life changes

Life changes: major events, eg rejection, loss of parents, loss of a partner, loss of a relationship, redundancy, loss of mobility, onset of a chronic/terminal illness; impact on sense of self and self-esteem

Transition: theories of transition, multiple transitions, extended crises, awareness, denial, struggle and resolution, defining moments

Grief and loss: theories which explain the grieving process; stages of grief, variation between cultures; role of religion and belief; links with self-identity and status

Dying: theories which explain how individuals encounter death, potential stages in acceptance, variation between cultures, role of religion and belief

Stress: links with transition and change; physical and emotional consequences of stress, eg illness, fatigue, impaired ability, depression and withdrawal; recognition of signs, symptoms and triggers; management of stress, eg cognitive management of emotion, counselling, relaxation techniques

3 Understand the role of the health and social care professional in supporting transition and change

Personnel: role of eg social workers, counsellors, cognitive therapists, family therapists, Macmillan nurses, specialist practitioner nurses

Types of support: financial; practical; emotional; specific, eg grief therapy, managing terminal illness; dealing with family dysfunction

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 discuss factors which may affect the development of self-esteem [IE3; IE6; CT2]	M1 compare two theories of self-esteem which contribute to our understanding of self-concept	
P2 explain the potential impact on self-concept of three major life changes [IE3; IE4; IE6; CT1; CT2]		
P3 explain the role of one health and social care professional in supporting individuals who are experiencing transition and change. [IE1; IE4; CT1]	M2 discuss how three types of support may be used by professionals who work with individuals experiencing transition and change.	D1 analyse the benefits to the individual who is experiencing transition and change of one of the chosen types of support.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will require a lot of sensitivity, and it is essential that the tutor responsible for delivery is appropriately qualified and experienced. The unit content may reflect the experience of some learners and/or their families and delivery may require tact and diplomacy to manage class discussions.

The unit could be introduced through the use of case studies or a suitable DVD which could then move onto tutor-led discussions. Learners could be encouraged to work in groups to produce a timeline for an individual in a case study, identifying events which could have influenced the development of self-concept and levels of self-esteem. Case studies may draw from texts, professional magazines or the media. A demonstration of some of the stress management techniques by a qualified practitioner would provide interest and underpin understanding. It is recommended that links are made with the vocational experience element of *Unit 6: Personal and Professional Development in Health and Social Care*, to provide vocational relevance for learners. It is also recommended that the unit is taught in the second year of the course, in order that learners may draw on previous experience and information gained from other units.

For learning outcome 1, learners will require some initial tutor input on the theories relating to the development of self-concept and its links with self-esteem. Learners could then work in groups to identify relevant factors for a case study. Feedback could then take the form of a tutor-led class discussion. The three major life changes could be applied to the case study, again as group work, followed by a tutor-led class discussion. Learner contribution is to be encouraged, provided the subject matter is appropriate. The final learning outcome would benefit from vocational speakers to enhance learning. Independent research on NHS and social care websites would provide additional material and could be supported by visits to organisations such as the Citizens Advice Bureau, speakers from support services such as the Macmillan Nursing Service, Age Concern and the Alzheimer's Society would also be beneficial to learners. Learners could also be encouraged to contact organisations to request leaflets and other information. It is essential that learners understand the role of the multi-disciplinary team and examples drawn from the media could be used to evaluate the benefits.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learning outcome 1 Tutor input: on the factors which may affect the development of self-concept and its link with self-esteem/class plenary. Presentation, followed by group work: theories of self-concept; matching theories with factors; plenary session to evaluate the relevance of the theories.
Assignment 1: Self-concept: theories and factors (P1, M1) Write an essay which: <ul style="list-style-type: none">discusses the factors which may affect the development of the self-esteemcompares two theories of the self-concept.
Learning outcome 2 Buzz group: identify major life changes and their impact on individuals; tutor-led discussion. DVD on a major life change, eg redundancy, leaving home; tutor led discussion on the impact on self-concept and self-esteem. Demonstration/discussion: stress and relevant management techniques. Guest speaker: major life changes; Q&A session.
Assignment 2: The impact of change on self-concept and self-esteem (P2) Choose three major life changes and produce a report which explains the potential impact of the changes on the self-concept of the individual and how they respond to these transitions.
Learning outcome 3 Guest speaker: on supporting individuals through transition; Q&A answer session. Learner research: the roles of various health and social care professionals in supporting transition; eg HIV counsellors, key workers for care leavers, ex-offenders, relationship counsellors. Visit to relevant setting, eg local offices of Relate, HIV/AIDS treatment centre. Group discussion: on information gained from visits and speakers. Tutor-led discussion: using examples of research which demonstrate the benefits of receiving social and professional support during periods of transition and change. Internet research on the benefits of supporting individuals through transition and change. Class discussion: on the results of the internet search; literature search on studies to confirm any evidence obtained from the internet.

Topic and suggested assignments/activities and/assessment

Assignment 3: The role of health and social care professionals (P3, M2, D1)

Write an essay which:

- explains how one health or social care professional supports individuals who are experiencing transition and change. Include a brief explanation of the particular transition and change and why the support is needed
- discusses how three types of support may be used by professionals who work with individuals who are experiencing transition and change
- analyses of the benefits to the individual who is experiencing transition and change of one of the types of support.

Unit review and assessment.

Assessment

The unit could be assessed in a variety of ways and the following suggestions may support tutors in designing their assessments. Evidence for P1 and M1, could be written as an essay, discussing factors which affect the development of self-esteem and comparing at least two theories with regard to our understanding of self-concept. Learners could be encouraged to achieve part of the Functional Skills in English at Level 2, (writing extended documents). Evidence for P2 could be a report, and learners will require guidance on the appropriate format for report writing. The report should cover the impact of major life changes on both self-esteem and self-concept. Learners who have experienced changes may find it cathartic to write about their own transition, but will need diplomatic support with regard to what they include. Learners should be encouraged to use ICT to incorporate Functional Skills in ICT at Level 2. Learners will also have opportunities to achieve their personal, learning and thinking skills within the assessments. Evidence for P3, M2 and D1 could be produced as an essay explaining the role of one health or social care professional, a discussion of three types of support and an analysis of the benefits to the individual who is experiencing transition. All information must be current and may include professionals who work for voluntary organisations such as the Terence Higgins Trust, Cruse, Age concern or Relate, in addition to those employed by the statutory services.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Self-concept: theories and factors	You have applied for a place on a degree in social work at your local university. As part of the application process, you have been asked to write a 1000-word essay on self-concept.	Essay.
P2	The impact of change on self-concept and self-esteem	You are the manager of a centre for refugees and asylum seekers. A national charity has asked you to write a report on the impact of changes experienced by some of your clients on their self-concept and self-esteem.	Report.
P3, M2, D1	The role of health and social care professionals	You have been asked by your tutor to produce a 700-word essay on the role of one health or social care professional who is involved in supporting individuals through major changes.	Essay.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

An appropriately qualified and experienced tutor is essential for delivery of this unit. Learners will require access to library facilities, including relevant text, professional magazines and journals, DVDs, CD ROMs and national newspapers. Learners will also require access to relevant internet sites and material from support organisations.

Employer engagement and vocational contexts

Learners would benefit from a period of vocational experience, to encourage links between theory and practice. Speakers such as the centre counsellor or other pastoral staff, representatives from faiths and beliefs other than their own and vocational professionals would enhance learning and provide a relevant context for the unit. Learners would also benefit from visits to appropriate settings such as a HIV clinic or local branches of Cruse or Relate.

Indicative reading for learners

Textbooks

Aldridge S and Rigby S – *Counselling Skills in Context*, (Hodder Arnold, 2001) ISBN 9780340799642

Cox T – *Stress* (Macmillan Education, 1978) ISBN 9780333194034

Forshaw M – *Essential Health Psychology* (Hodder Arnold, 2002) ISBN 9780340759714

Hayes N – *A First Course in Psychology Third Edition* (Nelson, 1993) ISBN 9780174481812

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journals and magazines

Community Care Magazine

International Journal of Psychology

Nursing Times

Websites

www.community-care.co.uk

Community Care Magazine

www.cruisebereavementcare.org.uk

Bereavement support

www.mariecurieorg.uk

Support for cancer sufferers and families

www.naz.org.uk/counselling

Counselling service for black and ethnic minority groups

www.skillsforcareanddevelopment.org.uk

Sector Skills Council for Care and Development

www.skillsforhealth.org.uk

Sector Skills Council for the UK Health Sector

www.wvc.staywellsolutionsonline.com

Coping with major life changes

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE1, IE3, IE4, IE6] identifying factors which may affect self-esteem; explaining the potential impact of three major life changes
Creative thinkers	[CT1, CT2] discussing factors which may affect self-esteem; explaining the role of health and social care professionals.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using a variety of websites to access information for their assignments
Manage information storage to enable efficient retrieval	storing incomplete work and documents for use in assignments
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	selecting information from a variety of websites for use in assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	evaluating a variety of websites for relevance
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	producing their reports, essays, leaflets and support plans
Present information in ways that are fit for purpose and audience	presenting their reports, essays, leaflets and support plans
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	using email to communicate with tutors to gain formative feedback on work
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	questioning visiting speakers; participating in thought showers and group discussions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	conducting literature searches
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing essays and reports; producing leaflets and support plans.