

## Unit 32: Lead the Management of Transitions in Adult Care

---

|                               |          |
|-------------------------------|----------|
| <b>Level:</b>                 | 5        |
| <b>Unit type:</b>             | Optional |
| <b>Credit value:</b>          | 7        |
| <b>Guided learning hours:</b> | 29       |

---

### Unit introduction

This unit provides learners with essential knowledge covering the different types of transitions that people may experience, and the possible impacts of these transitions and significant life events. The unit also helps to develop practical skills for leading and managing others in supporting users of services through these transitions towards positive outcomes.

People experience many forms of transitions in their lives, from the birth of a baby to the loss of a loved one. Each of these life events can have a significant impact, either negative or positive, on individuals' health and psychological wellbeing. As a manager, having a good understanding of the background and life circumstances of each user of services is an essential aspect of your role in leading and supporting others to provide quality provision and practice for users of services.

## Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes                                                                                                       | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Understand the impact of transitions and significant life events on the health and wellbeing of individuals           | <ul style="list-style-type: none"><li>1.1 Discuss different forms of transition and significant life events that may affect the wellbeing of individuals</li><li>1.2 Analyse how identity and attachment theories inform approaches to the management of transitions</li><li>1.3 Discuss how transition frameworks aid understanding of how individuals move through the transition process</li><li>1.4 Analyse the ways in which individuals respond to different forms of transition and significant life events</li></ul>                                                                                                                                                                                                                                                                                                                                                 |
| 2 Be able to lead and manage colleagues in supporting users of services through transitions and significant life events | <ul style="list-style-type: none"><li>2.1 Lead and manage colleagues in following organisational systems and practices for supporting users of services through transitions and significant life events</li><li>2.2 Enable colleagues to work in partnership with users of services and others to establish and understand transitional needs</li><li>2.3 Promote a culture that empowers users of services to take ownership of transitional experiences and significant life events</li><li>2.4 Support colleagues in developing plans in line with organisational requirements to meet the needs of users of services to support them through transitions and significant life events</li><li>2.5 Evaluate the effectiveness of own practice in leading and managing colleagues in supporting users of services through transitions and significant life events</li></ul> |

## Unit content

### What needs to be learned

#### **Learning outcome 1: Understand the impact of transitions and significant life events on the health and wellbeing of individuals**

##### **Defining transitions**

- Situational role transitions:
  - health and illness transitions
  - environmental transitions (organisational change).
- Transitions in adult care:
  - passage from one life phase, condition or status to another
  - the process and outcome of complex person/environmental interactions.
- Significant life events:
  - dying/death of an individual
  - rejection
  - retirement
  - chronic/terminal illness
  - physical/mental impairments
  - relocations
  - step families
  - separations.
- Transitional experiences of different groups, e.g. those with dementia, ethnic minority groups, rural living, proportionally smaller population, vulnerable groups, poverty.
- Barriers impacting on ability to manage transitions, e.g. sensory deprivation, hearing; first language not English; problems with communicating needs; physical or mental capacity; age; social status; geographical location to family and friend networks.

##### **Identity and attachment theories**

- Concept of the self and identity formation and how it affects the way individuals approach transitions.
- Attachment theories, e.g. Bowlby (1969), Baumeister (1995) Ainsworth et al (1973).
- Family and Society Systems theory.
- Stage theories, e.g. Erikson (1950, 1963), Freud (1905).
- Humanistic theories, e.g. Maslow (1943), Rogers (1959).
- Social identity theory, e.g. Tajfel (1979).
- Types of conformity, e.g. Asch (1951), Milgram (1963), Zimbardo (1971).

## What needs to be learned

### **Transition processes/frameworks**

- Grief and loss theories and processes, e.g. stages of grieving process, variation between cultures, beliefs and values.
- Arnold van Gennep (1960) – pre-liminal, liminal, post-liminal rites of passage.
- Bridges (1991) – three-point transition framework: ending, losing and letting go; the neutral zone; the new beginning.
- Meleis et al (2000) – five elements of transition experiences: awareness, engagement, change and difference, time span and critical points.
- Kralik et al (2006) – transition processes having a beginning and end; linear or cyclic.
- Trigger of old issues; meaning and purpose of life; coping methods used in previous transitions may not be accessible any more (e.g. exercise).

### **Responses to transitions and significant life events**

- Ways in which transitions can impact on stability.
- Impact of individual's experiences on others, inside and outside practice.
- Healthy versus unhealthy transitional processes: modifying expectations versus maintaining unrealistic expectations; effects of premature transitions or transitions to inappropriate care facilities.
- Movement towards growth: adapting; building resilience, empowering positive growth; sense of meaning; realigning self with new transition.
- Psychological impact: grief; depression; anxiety; stress; fear; loss of confidence/independence; powerlessness, learned helplessness; mental conditions.
- Psychosocial impact: isolation; withdrawal; apathy; addictions; suicide.
- Physical impact: disability; physical impairment.
- Factors affecting responses may include:
  - positive/negative identity and self-esteem
  - stable/unstable relationships and networks
  - secure/insecure attachments
  - experience of discrimination/social exclusion
  - experience of abuse or harm.

## **Learning outcome 2: Be able to lead and manage colleagues in supporting users of services through transitions and significant life events**

### **Organisational systems and practices for supporting users of services**

- Policies, procedures and protocols relating to leading and managing users of services through transitions, e.g. staffing and skill levels, training needs, responding to the changing needs.

## What needs to be learned

- Organisational systems and procedures for responding, monitoring, reporting and recording information on emotional, behavioural, physical changes.
- Physical environment, routines to meet individual needs; involvement of others, promoting multidisciplinary approach.

### **Working with users of services and others through transitions and significant life events**

- Significance of a person-centred approach:
  - respecting and accepting emotional expression of users of services
  - acknowledging difficulties and emotions
  - ways and time to help them process transitions
  - promoting privacy and dignity.
- Communication methods used:
  - adapting style and mode
  - engaging with open and regular communication
  - positive body language, genuine care and interest.
- Collaborative working using different modes of communication to gain information on the transition needs of user of services, e.g. family members, carers, professionals, translators.
- Working with users of services and others to understand available resources, strengths and abilities of users of services experiencing transitions, e.g. social workers, counsellors, therapists, specialist practitioner nurses and professionals.
- Working in partnership with others to understand transition and possible impacts, e.g. health, finances, psychological, psychosocial life, location, spiritual, cultural, significant others.
- **Others** may include:
  - self
  - workers/practitioners
  - carers
  - significant others
  - other professionals
  - users of services.

### **Empowering users of services experiencing transitions and significant life events**

- Taking ownership, promoting independence and resilience through targeted provision/services.
- Developing capacity for users of services to move positively through transitions.
- Working with what users of services can do, not what they cannot do.

## What needs to be learned

- Building on existing capacity and strengthening.
- Focusing on detail, not problems.
- Identifying own strengths, abilities, needs, coping strategies and obstacles, e.g. lack of familiarity, adjustment, change.
- Use of therapies, e.g. solution-focused practice, CBT, counselling, grief therapy.
- Active involvement in the transition process, e.g. building expectations and anticipation, participation, information, exploration of alternatives.
- Meeting transitional needs
- Organisations and programmes supporting users of services and others through transitions, e.g. Cruse, Mind, Be a Friend, Age UK.
- Support systems, e.g. health, nursing, advice and guidance, psychological, spiritual, cultural.
- Strategies for identifying additional support needs; specialist resources, referrals – involvement of significant others/users of services in developing care plans and arrangements for care needs.
- **Additional support** may include:
  - training
  - emotional support
  - support to manage tensions and dilemmas.
- Assessment and planning priorities prior to transitions that are planned; timely, reactive approaches to unplanned transitions.
- Access to systems, e.g. assessments for home care, options for care outside the home (assisted living, nursing homes, hospices).
- Use of community sources to support users of services, e.g. local community initiatives, groups supporting people to remain in own home, schemes that develop social networks, befriending, intergenerational initiatives, day services.

## Effectiveness of work practice

- Own working practice as leader and manager in supporting colleagues.
- Own skills and knowledge in understanding how to support users of services through transitions.
- Partnership working with colleagues and others in supporting users of services through transitions and significant life events.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcome 2 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to this learning outcome may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation may not be used as an assessment method for learning outcomes 1 and 2.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

## Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

### Websites

|                                                                                              |                                                                  |
|----------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <a href="http://www.ageing-better.org.uk">www.ageing-better.org.uk</a>                       | Centre for Ageing Better                                         |
| <a href="http://www.ageuk.org.uk">www.ageuk.org.uk</a>                                       | Age UK                                                           |
| <a href="http://www.cruse.org.uk">www.cruse.org.uk</a>                                       | Cruse Bereavement Care                                           |
| <a href="http://www.eoslifework.co.uk/transprac.htm">www.eoslifework.co.uk/transprac.htm</a> | Life events and career change: transition psychology in practice |

### Other

Ellins et al – *Understanding and improving transitions of older people: a user and carer centred approach* (National Institute for Health Research, Service Delivery and Organisation Programme, 2012) – publication available online at:

[www.birmingham.ac.uk/documents/news/sdotransitions-report.pdf](http://www.birmingham.ac.uk/documents/news/sdotransitions-report.pdf)

*Life Transitions: What can be learnt across sectors to better support individuals when they undergo a life transition?* (Forces in Mind Trust/College of St George, 2016) – publication available online at:

[www.stgeorghouse.org/wp-content/uploads/2017/02/SGH-FiMT-Life-Transitions-Final-Report.pdf](http://www.stgeorghouse.org/wp-content/uploads/2017/02/SGH-FiMT-Life-Transitions-Final-Report.pdf)