

Our Cambridge National in Health and Social Care will encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

R033: Supporting individuals through life events

This unit is assessed by a Set Assignment.

In this unit pupils will learn about growth and development through the life stages. They will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

Topics include:

- o Topic Area 1 Life stages
- o Topic Area 2 Impacts of life events
- o Topic Area 3 Sources of support

Unit R033: Supporting individuals through life events	
Topic Area 1: Life stages	
Teaching content	Breadth and depth
1.1 Life stages and development	
<input type="checkbox"/> How the growth and development of an individual is affected by <ul style="list-style-type: none"> • Physical factors 	<ul style="list-style-type: none"> • Emotional factors – anxiety, fear, sadness/ happiness, grief, attachment, family security • Economic factors – family income, employment, debts, bills,

<ul style="list-style-type: none"> ● Social factors ● Emotional factors ● Economic factors ● Cultural factors ● Environmental factors 	<p>wealth, education, private/public health providers (services).</p> <ul style="list-style-type: none"> ● Cultural factors – community, religion, race, gender identity, sexual orientation. ● Environmental factors – housing needs and conditions, pollution (air, noise, light), neighbourhood, home environment (neglect, conflict), access to services.
Topic Area 2:	
Teaching content	Breadth and depth
2.1 Life events and their impacts on individuals	
<ul style="list-style-type: none"> □ Expected and unexpected life events <ul style="list-style-type: none"> ● Physical events ● Relationship changes ● Life circumstances □ Impacts that life events have on individuals <ul style="list-style-type: none"> ● Physical ● Intellectual ● Emotional ● Social ● Financial □ Identifying individual's needs based on the impacts of life events 	<p>Examples of physical events may include: accident/ injury, ill health, genetic disorders, puberty, menopause.</p> <p>Examples of relationship changes may include: starting/ending relationships, divorce/separation, parenthood, bereavement.</p> <p>Examples of life circumstances may include: school starting/changing/exclusion, redundancy, imprisonment, retirement, bankruptcy.</p> <p>Examples of impacts of life events on individuals may include:</p> <ul style="list-style-type: none"> ● Physical: illness/tiredness, pain, weight loss/gain, mobility, appearance. ● Intellectual: adapting to change, learning new skills, learning impairment. ● Emotional: mental health, grief, anxiety, stress, depression, self-esteem/self-image. ● Social: lifestyle choices, personal relationships with friends and family. ● Financial: change in income, increased costs, change in wealth.

	<p>Examples of identifying individual's needs based on the impacts of life events may include:</p> <ul style="list-style-type: none"> ● weight gain – dietary advice and support. ● stress/anxiety – coping mechanisms, someone to talk to, mental health support. ● loss of income – financial advice and support. ● learning impairment – specialist support, independent living, equipment.
Topic Area 3:	
Teaching content	Breadth and depth
3.1 Sources of support that meet individual needs	
<ul style="list-style-type: none"> □ Sources of support <ul style="list-style-type: none"> ● Formal ● Informal ● charities □ The roles of practitioners in providing support □ The roles of informal care givers in providing support □ How practitioners meet individual needs <ul style="list-style-type: none"> ● enable/promote independence ● medical/mental health support ● care support ● respite care ● financial support ● advice and guidance □ Research and recommend personalised support based on individual needs <ul style="list-style-type: none"> ● Match support provision to specific individual needs ● Offer coordinated care and treatment ● Justify choices made ● Apply person-centred values 	<p>Examples of sources of support may include:</p> <ul style="list-style-type: none"> ● Formal: hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres (addiction or injury). ● Informal: family/friends, religion/culture. ● Charities: Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities. ● <p>Examples of practitioners may include: GP, nurse, midwife, specialist doctor, physiotherapist, dietician, social worker, counsellor, occupational therapist, health care worker, physiotherapist, charity workers.</p> <p>Examples of matching support provision to individual needs may include: whether the provision is statutory or private, location, availability, costs.</p>