

COMPONENT 1: HUMAN LIFESPAN AND DEVELOPMENT KNOWLEDGE ORGANISER

Challenging texts



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- TOPIC CONTENT:**
- You will study the areas of growth and development that contribute to the whole person considering PIES
 - Will reflect on the factors that impact on everyone's life e.g. lifestyle culture etc.

- LEARNING OBJECTIVES**
- A – Understand the different types of health and social care services and barriers to accessing them.
 - B – Understanding the skills, attributes and values required to give care.

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.

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

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LEARNING OBJECTIVES

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

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

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

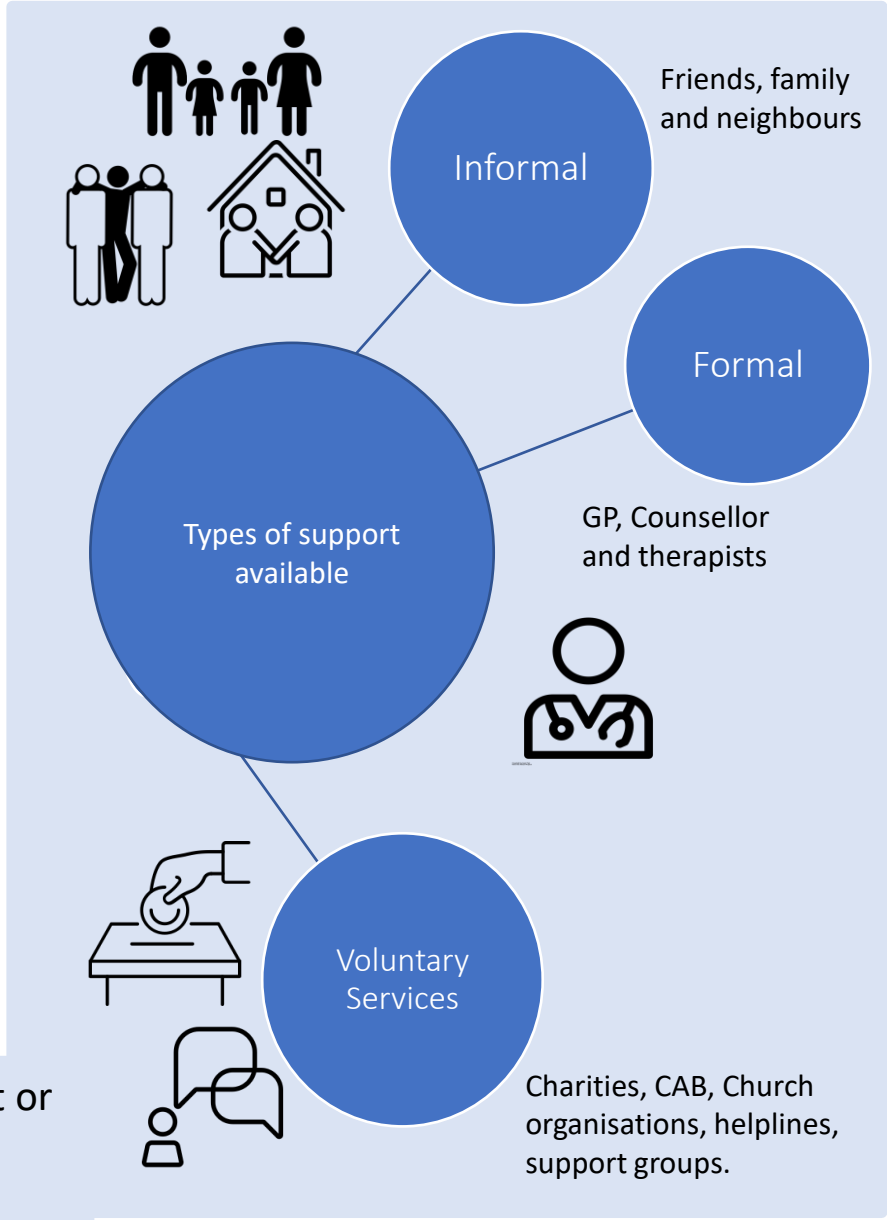
Changes in living conditions and standards. In addition, due to life choices a person may find themselves imprisoned

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.

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.



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.

COMPONENT 2: HEALTH AND SOCIAL CARE SERVICES AND VALUES KNOWLEDGE ORGANISER

Challenging texts



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TOPIC CONTENT:

- You will learn a range of health and social care services, any barriers individuals face accessing them and how they can be overcome.
- You will learn about the skills, attributes and values required to give care.

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.

LEARNING OBJECTIVES

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

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

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. 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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LAA – 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.

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

COMPONENT 3: HEALTH AND WELLBEING KNOWLEDGE ORGANISER

TOPIC CONTENT:

- You will learn to interpret indicators that can be used to measure physiological health and lifestyle data.
- You will learn how to design a health and wellbeing plan including SMART targets (long/short term)
- This unit combines and builds on everything from Components 1 and 2

Health and Wellbeing

Holistic – looks at the whole person not just the part that needs treatment or care.



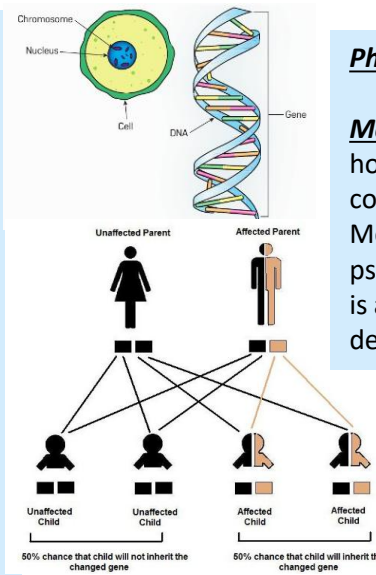
Abraham Maslow designed a hierarchy of needs – basic needs are constant however other needs can vary. E.g. a sense of belonging may look different in adolescence than in Middle Adulthood.

Physical Factors

Inherited conditions: Most people have 23 pairs of chromosome in each of our cells. One from each pair from Birth Mother One from each pair from Birth Father.

There are two types of inheritance: **Dominant** – only one parent needs to have/carry the condition for the child to inherit the condition e.g. Huntington's Disease.

Recessive – Both parents need to have/carry the condition for the child to inherit it e.g. cystic fibrosis.



Physical Factors

Physical ill health: - can be acute, chronic or both. Acute = comes on quickly, is short-term and can be cured. Chronic = Life long.

e.g. Asthma is a chronic condition impacting the lungs life long. There is no cure. HOWEVER ... an asthma attack is an acute condition which can be remedied with medication.

LEARNING OBJECTIVES

- A – Factors that affect health and wellbeing
- B – interpreting health indicators
- C- Person-centred approaches to improving health and wellbeing.

Physical Factors

Physical abilities – how well you can perform a physical action such as walking, doing buttons etc. can be hugely impacted if we experience any kind of temporary or permanent physical impairment.

Sensory impairments – The loss of one of the 5 senses can have a devastating ability on someone's ability to perform every day tasks. e.g. loss of vision could reduce someone's ability and confidence to socialise.

Physical Factors

Mental Ill Health – Mental health determines how we think/feel and behave as well as how we cope with situations. Mental ill health is when emotionally, psychologically and socially someone's wellbeing is affected by a condition such as anxiety, stress, depression etc.

Lifestyle factors

Alcohol – Can have a detrimental impact on someone's physical health. Excessive drinking can lead to addiction and increased risks of cancer.

Smoking – Cigarettes contain highly addictive Nicotine which can have huge impacts on a person's wellbeing and health.

Illegal drugs and misuse of prescribed drugs - can have a profound impact on your health and wellbeing

Social Factors

Bullying – can take many forms physical, verbal, cyber, emotional and sexual – it is a repetitive intention to harm, coerce or intimidate.

Discrimination – treating someone differently because they are seen as different. This could be for lots of reasons. E.g. gender, age

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Lifestyle factors

Nutrition – A balanced diet is essential for a healthy body and mind.

People who eat poorly are more prone to illness, being over/under weight

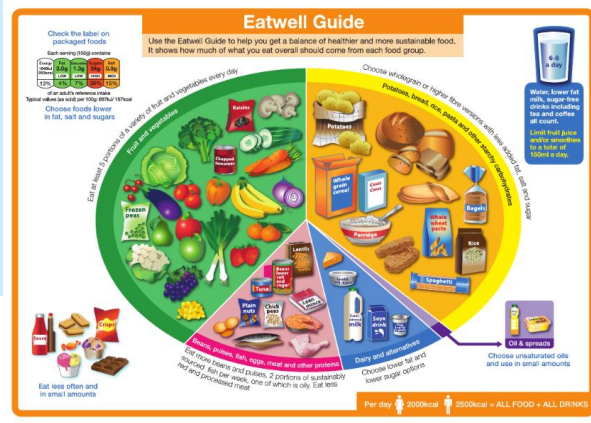


Figure 3.4: The Eatwell Guide recommends our diet contains these food items

Lifestyle factors

Physical Activity – Regular exercise is essential for our health and wellbeing

Key terms –

- Holistic
- Disability
- Impairment
- Illness
- Sensory Impairments
- Dominant Genes
- Recessive Genes
- Nutrition
- Mental Ill Health
- Addictions
- Nicotine
- Hazards
- Supportive relationships
- Unsupportive relationships
- Social inclusion
- Social Exclusion
- Coerce
- Sexual Orientation
- Gender Identity
- Stereotypes
- Diversity
- Barriers to accessing care
- Formal support
- Informal Support
- Life style indicators
- BMI
- Pulse Rate
- Recovery Rate
- Blood Pressure
- Sphygmomanometer
- Person-Centred Approach
- SMART targets

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- A – Factors that affect health and wellbeing
 - B – interpreting health indicators
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Cultural Factors

Religion – being part of a religious group can be positive for health and wellbeing. Many religious groups offer lots of support for individuals within their community.

Community Participation – belonging to a group with which someone identifies e.g. a street organising events together, or a member of the LGBTQIA+ community taking part in a Pride march.

Gender Roles and expectations – The roles and behaviours often stereotypically expected of men and women.

Gender Identity – how a person identifies. There are over 100 genders in the UK.

Sexual Orientation – The emotional, romantic or sexual attraction someone feels for another person/s

Economic Factors

Employment situation – whether someone is working can have a huge impact on their health and wellbeing

Financial Resources – the money and personal wealth at someone's disposal.

Environmental Factors:

Housing needs, conditions and locations
The type of housing and the location of housing can hugely impact health and well-being. E.g. small flat in the city could lead to stress and ill-health due to air pollution.

Home environment – living with abuse or neglect can hugely impact health and wellbeing.

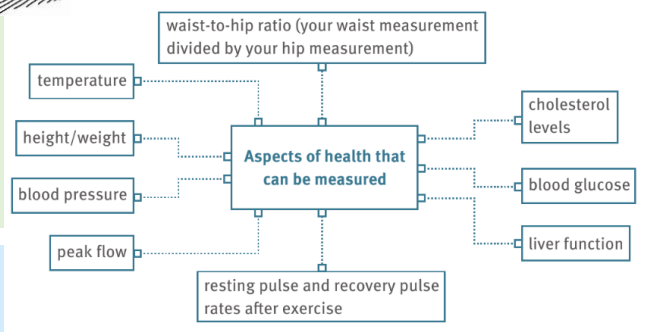
Pollution –

Air pollution can lead to life long health conditions.

Water Pollution can lead to illness.



Health indicators – Physical and measurable indicators of someone's health.



Health indicators –

Pulse rate – Resting pulse rate compared to rate after exercise and recovery time. The quicker your pulse returns to normal the fitter you are.

Blood Pressure – The pressure exerted by your blood against the walls of your arteries. Long-term High blood pressure can have devastating consequences on the organs.

	Systolic (top number)	Diastolic (bottom number)
High blood pressure	140–190	90–100
Pre-high blood pressure	120–140	80–90
Ideal blood pressure	90–120	60–80
Low blood pressure	70–90	40–60

Health indicators –

BMI – Body Mass Index

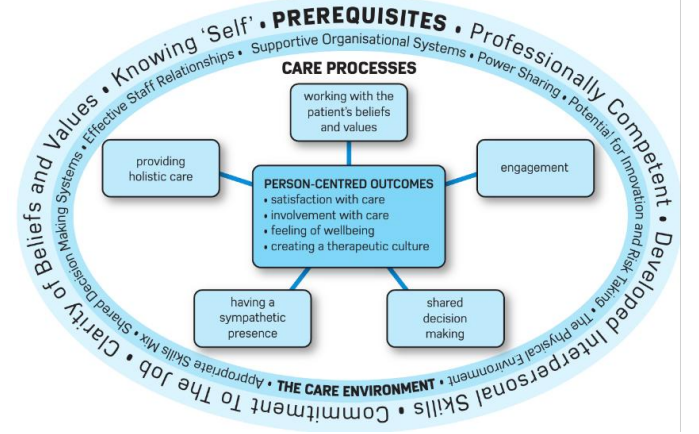
Used to determined if someone is overweight.

$$BMI = \frac{\text{Weight in kg}}{(\text{Height in m})^2}$$

BMI	Meaning
Less than 18.5	Underweight
Between 18.5 and 24.9	Healthy weight
Between 25 and 29.9	Overweight
Between 30 and 39.9	Obese
40 and above	Severely obese

Person-centred approach.

Recognising that each person is individual and therefore it is important to approach their care and needs in the individually. You place the person in the centre of their care and ensure that their care plan is developed specifically around their individual needs, wishes and circumstances.



SOURCES OF SUPPORT

Formal Support – Support from a professional. E.g. GP, Pharmacist

Informal Support – support from someone close the service user e.g. Family, Friends and Neighbours

- Barriers to accessing care and support. Things that prevent someone being able to easily access support for specific health and wellbeing needs.**
- Physical** – being physically unable to get to a health and social care setting e.g. no wheelchair access.
 - Sensory disability** – Being unable to communicate with or access a facility due to sensory limitations.
 - Social and Cultural** – limitations due to social or cultural background e.g. men being uncomfortable having a female practitioner due to cultural beliefs.
 - Language and speech** - a language barrier between service user and health care practitioners.
 - Geographical** – unable to access a service due to its location e.g. you live in a rural location.
 - Financial** - Limitations due to financial limitations e.g. being unable to access medication due to fees.

Life events

Physical events such as accidents, puberty etc. can have a profound impact on someone's health and wellbeing.

Relationships changes – both positive e.g. getting married or negative e.g. bereavement have a huge impact on someone's wellbeing.

Expected life events – things that are an accepted part of someone's life e.g. getting a job, going to school etc.

Unexpected life events – things that are not the norm e.g. being made redundant, going to prison etc.