



Level 3 Health and Social Care: Principles and Contexts

Guidance For Teaching Unit 8

UNIT 8: SUPPORTING THE HEALTH AND WELL-BEING OF ADULTS IN WALES TO ACHIEVE POSITIVE OUTCOMES

Introduction:

The principal aim of this unit guide is to support teaching and learning and act as a companion to the Specification. Each unit guide offers a detailed explanation of key points in the Specification and aims to explain complex areas of subject content.

Programme of study:

The activities provided here are suggestions only for developing learner knowledge. Each centre must decide whether the activities are appropriate for their learners, and it is acknowledged that local conditions may determine the approach adopted. Although some of the suggested activities may involve sector engagement, please note that the majority of the activities are designed to take place within the classroom. Learners develop knowledge and understanding through the experience they acquire while carrying out each activity. Formative feedback is crucial to the learning, to ensure that the learner is developing the knowledge and skills necessary to achieve the best possible grades. Examples of activities have been given in this guidance that provide plenty of opportunity for formative feedback.

Overview of content:

Supporting the health and well-being of adults in Wales is now recognised as being a collective responsibility. Individuals are now given more choice to tailor their care and support to ensure that their personal health and well-being goals are met. Learners explore the key approaches and techniques that practitioners use to support and manage the behaviour of adults in Wales and further consider how this informs the provision of individualised care.

This unit builds on knowledge and understanding gained through Unit 2.

Assessment:

A non-examination assessment (NEA) made up of two tasks, both of which relate to stimulus provided. Both tasks require learners to draw on their knowledge and understanding of supporting the health and well-being of adults in Wales to support positive outcomes.

The tasks for this non-examination assessment are as published in the Assessment Pack available from the WJEC secure website.

**An example of programme of study for Unit 8:
Supporting the health and well-being of adults in Wales to achieve positive outcomes**

Topic Area	Activities	Resources	Homework
<p>8.1 Approaches and techniques used in practice to support adults to manage their health and well-being.</p>	<p>Tutor directed session exploring a brief overview of different theories and their application. Highlight that this builds on what has been covered in year 1 units. Session to refresh and recap.</p> <p>Learners to work in groups to develop and present a mini project looking at the different behavioural theories.</p> <p>To include:</p> <ul style="list-style-type: none"> • Behavioural Theory, for example, Pavlov, Skinner, Watson • Cognitive and other Developmental Theories., for example, Aaron Beck, Piaget, Vygotsky, Erikson • Egan’s Skilled Helper model (a connecting theory between behaviourist and cognitive) • Biological Theory, for example Gesell • Ecological Theory, for example, Bronfenbrenner • Human Developmental Theories, for example, Ageing, Attachment, Disengagement, Nature/Nurture Humanistic Theory, for example, Maslow, Rodgers • Psychosocial, for example, Erikson • Social Learning Theory, for example, Bandura, Vygotsky. 	<p>https://www.simplypsychology.org/developmental-psychology.html</p> <p>Patel M (2021) Health and Social Care, and Childcare- Adult health and social care pathway Unit 5 and 6, WJEC Cardiff (Chapter 5).</p>	

	<p>Learners could work on a presentation or resource pack to give an overview of different theories.</p> <p>Follow on session - a variety of case scenarios could be used, following this, to link in the different theories.</p> <p>Session - What is meant by challenging behaviour? Group discussion relating to what is considered to be challenging behaviour - explore different case scenarios (could create a padlet).</p> <p>Tutor directed session – look at challenging behaviour and understanding the factors which affect behaviour - video available to watch which explores challenging behaviour.</p> <p>Factors which affect behaviour. Learners to have an overview of the different factors which affect behaviour including. Tutor to facilitate session(s) to ensure that learners understand the different factors and how they affect behaviour.</p> <p>Additional learning needs: Age-related changes for example:</p> <ul style="list-style-type: none"> • dementia • mental health conditions <p>psychological factors, for example:</p> <ul style="list-style-type: none"> • adverse childhood experiences, moving home, bereavement, depression, divorce/separation, Post traumatic stress disorder (PTSD) • obesity • cancer • diabetes • stroke. 	<p>https://www.challengingbehaviour.org.uk/understanding-challenging-behaviour/what-is-challenging-behaviour/</p> <p>Video challenging behaviour</p> <p>Resource – Understanding Challenging Behaviour: Part 1</p> <p>Resource – Finding the reasons for challenging behaviour: Part 2</p> <p>FACT SHEET 5: Behaviours of Concern (Challenging Behaviour)</p> <p>Patel M (2021) health and Social Care, and Childcare- Adult health and social care pathway Unit 5 and 6, WJEC Cardiff (Chapter 5)</p>	<p>Learners to develop a detailed leaflet/fact sheet aimed at a student or new worker about factors which may affect well-being and may lead to challenging behaviour.</p>
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	<p>Techniques to support adults' development and behaviour.</p> <p>It is advised that the tutor give an overview of the different techniques over a number of sessions with learners and facilitate discussion about positives and challenges of each. Guest speakers should be encouraged for delivery or use of video clips.</p> <p>Learners then produce a summary of one approach, using additional research to be shared with the group.</p> <ul style="list-style-type: none"> • Aversion therapy • Cognitive Behaviour therapy (CBT) and cognitive restructuring • drug therapies • Electroconvulsive Therapy (ECT) • Growth mindset • Mindfulness (mindfulness session could be included into one session) • Psychosurgery • sensory rooms (potential visit to a sensory room if available or try to create a small area in a classroom) • Systematic desensitisation • token economies. 	<p>Aversion Therapy Uses and Effectiveness</p> <p>How it works - Cognitive behavioural therapy (CBT) - NHS</p> <p>Medication for behaviour</p> <p>Electroconvulsive therapy (ECT) Royal College of Psychiatrists</p> <p>Mindfulness Mental Health Foundation</p> <p>What Is Psychosurgery?</p>	<p>Learners to produce a summary (e.g. a one-page profile) of one of the different techniques- the positives and the challenges for the approach.</p>
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	<p>Learners to explore within the class a range of case studies and identify when the different techniques could possibly be used.</p> <p>For example</p> <ul style="list-style-type: none"> • CBT to support behaviour and anxiety • systematic desensitisation, aversion therapy and token economies to support people with phobia • Sensory rooms to support people with dementia or autism <p>Opportunities for guest speakers to talk about different techniques - YoungMind, Mind, Alzheimers society, Autism society, local mental health team.</p> <p>Learners encouraged throughout to discuss and research the strengths and limitations. These should include:</p> <ul style="list-style-type: none"> • ethical issues, consent, equity and access • personal traits of the adults • practical issues • evidence with how effective they are. 	<p>Neurosurgery for mental disorder (NMD) - Mind</p> <p>Northern Ireland's First Sensory Room for Adult Learning Disability patients Altnagelvin Hospital (video)</p> <p>A systematic desensitisation programme for agoraphobia Nursing Times</p> <p>A Viewpoint on Token Economies - Autism Awareness</p>	<p>In addition to individual summary, learners should produce and overview document which gives basics of technique, example of where it can be used, strengths and its limitations.</p>
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Topic Area	Activities	Resources	Homework
<p>8.2 Strategies and approaches to support adults to develop positive behaviour patterns</p>	<p>Sessions to explore the range of strategies that promote positive behaviour. Group discussion following video clip (cartoon) about challenging behaviour and positive strategies.</p> <p>Session on person-centred care (active support). Tutor to deliver overview of session and learners encouraged to work in groups to research person-centred care and active support for a specific case study. Videos could be shown of good vs bad examples for learners to compare and contrast, followed by a discussion based on improvements/recommendations.</p> <p>Learners to be introduced the different methods of managing a promoting behaviour. Tutor to work to support small groups research and deliver a presentation on the following approaches</p> <ul style="list-style-type: none"> • person centred - active support and Butterfly scheme • positive behavioural support plans • reminiscence therapy • restorative approaches • traffic light system. 	<p>How to deal with challenging behaviour in adults - NHS https://www.scie.org.uk/publications/ataglance/ataglance37.asp</p> <p>An Introduction to PBS (short video cartoon)</p> <p>Challenging Behaviour and Learning Disabilities: Improving services (explores person centred care and as a means of supporting people with learning disabilities)</p> <p>https://butterflyscheme.org.uk/</p> <p>INFORMATION SHEET - Positive Behaviour Support Planning</p> <p>Reminiscence for people with dementia - SCIE</p> <p>What is Restorative Practice? Schools & Social Work</p>	

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<p>8.3 Health and social care provision to support the health and well-being of individuals</p>	<p>This learning outcome gives the learner opportunities to explore and research the services in their local area, so would be a blend of tutor directed sessions and learner research and delivery.</p> <p>Early intervention and preventative services (links where possible should also be made to Unit 6 and placement experiences).</p> <p>Tutor directed session on the ethos of prevention and early intervention and links to the Social Services and Well Being Act. Session to explore:</p> <ul style="list-style-type: none"> • well-being and well persons clinics • integrated family centres (possible visit or visiting speaker) • self-help groups • support groups. <p>For self help and support groups a research-based session exploring different types of groups would enhance the learners' understanding. Links are identified in the resources for some national groups, but learners should be encouraged to consider local examples. The information could be documented for all learners to add to as a shared resource.</p>	<p>https://www.gov.wales/13m-new-health-centre-cardiff</p> <p>Canolfanau Plant a Theulu Integredig The Integrated Children's Centres (video)</p> <p>What Is a Self-Help Group? Psych Central</p> <p>Self Help and Support groups Mind Cymru</p> <p>SWADS - South Wales Anxiety and Depression Peer-Support Group</p> <p>Autism Support Groups by Autismlinks</p>	<p>Learners to research nearest integrated family centre and develop leaflet on their work. The leaflet could be interactive to detail the locations and information of the services provided.</p>

	<p>Routine and non-routine services A range of case studies relating to local services could be used here and there is the opportunity for guest speakers, educational visits and/or reflection on their work experience:</p> <ul style="list-style-type: none"> • care at home • residential services • day services • dieticians • physiotherapy • occupational therapy treatments • health checks. <p>Learners need to be aware of the different services statutory, independent and third sector. Once learners have been given an overview, they could be encouraged to identify the different services and what type of services this is. Learners could work in groups to provide a definition of statutory, independent and third sector and the tutor could use a Kahoot game to test knowledge.</p>	<p>The Care and support at home work of Social Care...</p> <p>All Wales Care Home Framework</p> <p>Social care assessments for older people with care needs in Wales</p> <p>SCIE: Nutritional care and older people</p> <p>Personalisation for Occupational Therapists in social care - SCIE</p> <p>Understanding the role of the third sector</p>	
	<p>Ways in which an adults' needs are assessed. The focus in delivery here is concerned with ensuring that the learners understand what is meant by assessment and the principles of good practice in relation to current legislation in Wales.</p> <p>Tutor directed session to deliver an overview of assessment and principles, but subsequently learners can be encouraged to consider different types of assessment in health and social care and create an information leaflet based on why assessment takes place and the ways in which assessments are carried out and the principles in doing so.</p>	<p>Patel M (2021) health and Social Care, and Childcare- Adult health and social care pathway Unit 5 and 6, WJEC Cardiff. Chapter 9</p> <p>Overview of the Social services and well-being...</p> <p>Social care assessments for older people with care needs in Wales</p>	<p>Learners consolidate learning by further research and created a leaflet, either individually or collectively (using a group presentation, for example).</p>

	<p>Areas for consideration should cover:</p> <ul style="list-style-type: none"> • simpler and proportionate assessments • choice, voice and control • how assessment impact on well-being outcomes • strength based approaches to build resilience • safeguarding • Equal rights for carers to be assessed • personal plans to help achieve personal outcomes. <p>Learners to watch the video clips and guest speaker from social services could be arranged, or local carers outreach in relation to carers assessments.</p>	<p>SOCIAL SERVICES AND WELL-BEING (WALES) ACT SUMMARY – March 2017 Assessing and Meeting the Needs of Individuals Introduction</p> <p>Understanding an outcomes approach in social care</p> <p>National assessment and eligibility tool... Social Care Wales</p> <p>What is a strengths-based approach?(video clip 8 minutes)</p> <p>Social Services and Well-being (Wales) Act: Assessments(3 minute video clip on assessments)</p>	
	<p>Ways in which care and support services are delivered.</p> <p>There is a real opportunity to use a variety of case studies to cover this area. Learners can be supported to explore, identify and plan a range of potential ways the case studies assessed needs could be supported. Learners to be reminded that an assessment approach should be partnership and they are aware of the 'What matters' conversation.</p> <ul style="list-style-type: none"> • meaningful activities, support groups and complementary health models • use of aids and adaptations to support daily living • range of community services • promoting services to support people stay at home • providing information and advice to adults, carers and their families about outcomes, early intervention and community support. 	<p>The Care and support at home work of Social Care... Social Care Wales</p> <p>(40) What is social work? Services for older people - YouTube (14-minute clip looking at supporting older adults in the community with a focus on promoting independence)</p>	

Topic Area	Activities	Resources	Homework
<p>8.4 Approaches to promoting and protecting mental health and well-being of adults</p>	<p>This learning outcome lends itself to the core themes being delivered by the tutor and then research into the different health promotion campaigns, by learners. It provides a good opportunity for a group project and presentation.</p> <p>Tutor directed session would be advised to deliver information on the different methods of health promotion:</p> <ul style="list-style-type: none"> • medical • behavioural change • educational • person centred • societal change methods • mass media • apps • social media • websites • health and social care professionals • support groups • community drug and alcohol teams (CADT). <p>A guest speaker on health promotion would enhance the learning experience (Learners could pre-prepare questions in readiness).</p> <p>Learners to research examples of each of the above in protecting health and well-being and produce a revision resource of these examples.</p>	<p>A guide to community-centered approaches for health and wellbeing (publishing.service.gov.uk)</p> <p>Models and approaches to health promotion Nurse Key</p> <p>Health matters: Prevention - a life course approach - GOV.UK (www.gov.uk)</p>	

	<p>Learners to be introduced to the web page highlighting the different campaigns regarding public health. Learners to be given the session to research and develop a short speech/presentation/tic toc/vlog (pair work) about why the campaign is so important and the role which Public Health Wales takes. Tutor to ensure a range of campaigns.</p> <p>Learners to research examples of initiatives such as those listed below in protecting health and well-being and produce an overview of these examples:</p> <ul style="list-style-type: none"> • Five Ways to Wellbeing • National Economics Foundation (NEF) • Connect • Be active • Take notice • Keep learning • Give <p>Tutor-led session on the role of multi-agency and multidisciplinary working across health and social care and the third sector in promoting health and well-being</p>	<p>National Campaigns - Public Health Wales (nhs.wales)</p> <p>Five Ways to Wellbeing - Betsi Cadwaladr University Health Board (nhs.wales)</p> <p>Microsoft Word - Five ways to well-being the evidence.doc (neweconomics.org)</p> <p>Microsoft Word - TEAMWORKedit[1][1].doc (internationaljournalofcaringsciences.org)</p>	
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	<p>Tutor to initiate discussion on the role of enabling individuals to take responsibility for their own health and well-being. Learners then break out into smaller groups to look at different aspects each. Each group to feedback to the larger group.</p> <ul style="list-style-type: none"> • Prudent Health Care • Social Services and Wellbeing (Wales) Act 2014 • Well-being of Future Generations Act (Wales) 2015 • seamless local health and social care that promotes good practice. 	<p>Prudent healthcare can help NHS Wales to recover and reset from the coronavirus pandemic - Bevan Commission</p> <p>Overview of the Social services and well-being... Social Care Wales</p> <p>Well-being of Future Generations (Wales) Act 2015 - The Future Generations Commissioner for Wales</p> <p>Seamless-services-to-improve-outcomes-for-people.pdf (nhsconfed.org)</p> <p>Parliamentary Review of Health and Social Care in Wales Final Report (gov.wales)</p>	<p>Learners to develop a file of information to cover the aspects.</p>
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