



Accredited

**OCR LEVEL 3  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**COPING WITH CHANGE IN A  
HEALTH AND SOCIAL CARE  
CONTEXT**

**K/600/8980**

**LEVEL 3 UNIT 18**

**GUIDED LEARNING HOURS: 30**

**UNIT CREDIT VALUE: 5**

# COPING WITH CHANGE IN A HEALTH AND SOCIAL CARE CONTEXT

K/600/8980

LEVEL 3 UNIT 18

## AIM OF THE UNIT

Most individuals will at some time in their lives experience a major life change; this could be the breakup of a relationship or the death of a close family member. It is important the learners have an understanding of the impact these life changes have on individuals and the types of support they may need to help them to cope with this change. This unit aims to give learners the opportunity to consider the nature of self-concept and the role of the health and social care professionals in providing appropriate support to individuals coping with change.

## PURPOSE OF THE UNIT

Learners firstly will investigate the theories of self concept and self esteem, then they will move on to learn about the potential circumstances that can be considered to be major life changes. Learners will examine the impact on individuals' self esteem that a major life change may have and will look at how these life changes might affect individuals in different ways. The understanding of self concept is essential for the learner as it is fundamental to interpreting individual reactions to major change.

The unit examines the stages of grief and bereavement and the inevitability of death through terminal illness.

Learners will investigate the role of the health and social care professional in supporting individuals through transition and change. 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.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the nature of self concept and its links with self esteem	P1 discuss factors which may affect the development of self- esteem		
2 Understand the potential impact on self concept, of major life changes	P2 explain the potential impact on self concept of three major life changes	M1 explain potential physical and emotional consequences of stress on an individual experiencing major life change	D1 evaluate stress management strategies used to support individuals coping with major life change
3 Understand role of the health and social care professional in supporting transition and change	P3 Explain the role of one health or social care professional, in supporting individuals who are experiencing transition and change	M2 summarise the types of support that may be available to individuals experiencing major life change	

## TEACHING 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, (e.g. 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, (e.g. 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, (e.g. illness, fatigue, impaired ability, depression and withdrawal; recognition of signs, symptoms and triggers)
- *Strategies for the management of stress*: (e.g. cognitive management of emotion, counselling, relaxation techniques).

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

- *Role of personnel*: (e.g. social workers, counsellors, cognitive therapists, family therapists, Macmillan nurses, specialist practitioner nurses)
- *Types of support*: financial; practical; emotional; specific, (e.g. grief therapy, managing terminal illness; dealing with family dysfunction).

## DELIVERY GUIDANCE

Due to the nature of this unit, delivery will require sensitivity and empathy as the subject matter may mirror the experiences of some learners. It is recommended that learners undertake this unit within the second year to enable them to reflect on placement experiences and refer to knowledge and understanding gained from previous units. The use of vocational practitioners as guest speakers to help learners to relate theory to practice is recommended. Guest speakers from support services such as the Macmillan Nursing Service, Age Concern and professionals such as counsellors or social workers may be particularly beneficial to learners in gaining an understanding of the role of health and social care professionals.

It may be necessary for the tutor to inform learners of how to access any support should the need arise. It is important for the learners to be reminded of the need to maintain confidentiality as class discussions may prompt learners to discuss their own life changes or transitions and this may lead to disclosure of feelings and personal coping strategies.

Guest speakers with experience of supporting individuals during stressful transitions or major life changes could offer learners valuable insight into the differing ways individuals react and cope with these changes, and provide information to learners about the support strategies and services available to individuals.

### **LO1 Understand the nature of self-concept and it links with self-esteem**

The unit could be started with a task where learners gain an understanding of the terms; self esteem and self concept. This could be followed by groups of learners researching a given theory of self esteem and presenting back to the whole group. This knowledge could then form the basis for a whole group discussion. Alternatively the use of case studies highlighted within professional journals/magazines or suitable DVD/video clips could form the basis for tutor-led discussion on self esteem and self concept. Tutors could go on to use the case studies to introduce theories, making reference to where there are obvious comparisons to be made. For example looking at children who are being looked after- due to a life change and attachment theory, (Bowlby) or transitions from primary school to high school affecting the self concept (Harper.S)

### **LO2 Understand the potential impact on self-concept of major life changes**

To enable learners to gain understanding of major life changes and transitions, independent or small group research into the various life changes could be undertaken by small groups of learners who could then present their findings to the whole group.

Guest speakers from relevant organisations such as Citizens Advice Bureau could support learners in gaining a clear understanding of the potential impact these changes can have on individuals.

Learners need to gain some understanding of the theories which explain the grieving process so this could be delivered via a tutor presentation which outlines each theory. Speakers with experience of caring for the terminally ill and supporting their families could be an excellent source of information for learners.

Research into the way different cultures and religions perceive death and the variations in how each affects the grieving process could be undertaken by groups of learners. A whole group discussion could consider if the perception of death by some cultures or the religious beliefs of some individuals changes the way individuals cope with grief.

Learners need to gain an understanding of how stress can affect individuals in many different ways both physically and emotionally and this information could be researched using magazine articles, journal articles and media stories written from an individual's perspective. Guest speakers may contribute to learners understanding of how learners information on their experiences of how individuals. Often personal accounts highlight the ways that individuals feel and strategies that helped the individual to cope e.g. counselling, relaxation techniques etc.

### **LO3 Understand the role of the health and social care professional in supporting transition and change**

Learners could be asked to research and collect information such as leaflets, information packs or website information, from health organisations, charities and voluntary organisations offering support for individuals experiencing major life changes. The Terrance Higgins Trust or the childhood bereavement network could be used by tutors to show learners how to access the information. The roles of health and social care professionals within these organisation

in supporting transition and change could then be identified by learners e.g. bereavement counsellors, family therapists, Macmillan nurses.

Guest speakers who support individuals going through transitions or representatives from relevant charitable or voluntary organisations could contribute to learners' knowledge and understanding within this learning outcome. They could also give learners information on types of support available to individuals such as financial support, practical support, managing terminal illness etc. The Citizens Advice Bureau and other support organisations researched by learners may also give learners knowledge of the support available to individuals experiencing major life changes.

The ways that professionals and organisations work together also needs to be considered and this input will underpin learners' understanding of multi-disciplinary working.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

### LO1

P1 – Learners need to discuss factors which may affect the development of self-esteem and this could be evidenced within a written assignment or a paired learner presentation.

### LO2

P2, M1, D1 – Learners may be assessed by use of scenarios given to, or written by, learners. Scenarios could include an adolescent being placed into care, the loss of a sibling or parent, loss of a partner, the breakup of a family or a relationship, an older adult being made redundant from employment, loss of mobility due to an accident. Learners need to explain the potential impact of three major life changes on self concept, discuss the potential physical and emotional consequences of stress on an individual experiencing a major life change and evaluate a range of stress management strategies used to support individuals coping with major life changes. This information could be based on the scenarios. Learners could produce their evidence for all criteria within a presentation or report style assignment.

### LO3

P3 – This criterion may be evidenced by the learner within a presentation explaining the role of one health or social care professional in supporting individuals. If presentations are unsuitable due to any learner's experiences, an academic poster containing relevant information might be a good way for learners to provide evidence of their understanding.

M2 – Learners should provide a written account summarising the range of support that may be available to individuals experiencing major life changes. This information could either be evidenced within a written assignment or within an information leaflet aimed at individuals requiring support.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 4:** Development through the life stages

**Unit 19:** Caring for individuals with additional needs

**Unit 21:** Caring for older people

**Unit 24:** Dementia care



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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