



Accredited

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

CARING FOR OLDER PEOPLE

A/600/8983

LEVEL 3 UNIT 21

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

Version 2: Updated to reflect current legislation and Acts.

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LEVEL 3 UNIT 21

AIM OF THE UNIT

Ageing need not be a negative experience. With the right care and attention from those around them, older people can live happy, fulfilling lives. With an ever increasing older population the need for informed care in later life is paramount if health and care workers are to provide for individual needs and capabilities. The aim of this unit is to enable learners to understand the ageing process and the role of health and care workers in supporting older people.

PURPOSE OF THE UNIT

The purpose of this unit is to familiarise learners with the processes involved with ageing and the theories that explain these processes. Whilst some theories focus on the natural genetic processes our bodies are pre-programmed to go through, others take a more social approach and consider the changing roles that accompany later life.

Learners are likely to be pursuing careers in health and social care, be on placements or have part-time jobs such as health care assistants, any of which are likely to put them in contact with older people. Alternatively, they may have older relatives and already be involved in their care. This unit provides the knowledge and understanding for learners to understand the needs of older people, whether it is in their own home or a care setting.

The factors influencing ageing focus not only on physical aspects and the effect of these upon daily lives, but also on the changing social roles and psychological changes that accompany ageing. By considering the psychological and social changes alongside the physical changes, learners are provided with a holistic view of the older person and will

consider the impact of such changes upon the individual's quality of life.

The role of health and care workers is considered in relation to maintaining independence and promoting the health and wellbeing of older people. Learners will study how practitioners apply the values of care within their day-to-day tasks and how best to meet the needs of the individual. This is not always as straightforward as it first appears as there may well be times when there is a balance to be reached between providing choice and independence for the older person, whilst also safeguarding them from dangers. Learners will need to relate theory to practice and reflect upon their own attitudes and values, and consider the implications of these upon their practice.

The application of the various pieces of legislation, codes of practice and policies to the worker's role is looked at in depth, giving learners a number of practical ways of providing support. For example, the new 'Essential Standards 2010' states that the individual should always be involved in discussions about their care and treatment. The 'National Service Framework for Older People' states that staff must communicate in ways which meet the needs of all users and carers. Knowledge of such legislation therefore provides learners with clear guidance on the best ways of providing quality care. As well as being familiar with the impact of current legislation on the care for older people, learners will evaluate the effectiveness of such legislation.

This unit will be of use to learners intending to progress to higher education or intending to work in health and social care, particularly in nursing, occupational therapy, social work or other related occupations.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		
1 Understand the ageing process	P1 Explain theories of ageing	M1 analyse theories of ageing in relation to nature/nurture		
	P2 Explain factors influencing ageing			
2 Understand the role of health and care workers in supporting the wellbeing of older people	P3 Explain ways in which health and care workers support the independence and wellbeing of older people	M2 analyse dilemmas facing health and care workers when supporting the independence and wellbeing of older people	D1 evaluate the effectiveness of legislation relevant to health and care workers when supporting the wellbeing of older people	

TEACHING CONTENT

1 Understand the ageing process

- *Definitions and terminology*
 - Frailty
 - Physical degeneration
 - Disabled
 - Dependency
 - Attitudes and stereotypes (e.g. ageism).
- *Theories of ageing*
 - Biological; Genetic pre-programming theory; free radical theory; wear and tear theory
 - Psycho-social: Erikson's life stage theory; activity theory; disengagement theory.
- *Factors influencing ageing*
 - Nutrition
 - Exercise
 - Health care
 - Degenerative diseases
 - Education
 - Work roles
 - Finances
 - Family and friends.

2 Understand the role of health and care workers in supporting the wellbeing of older people

- *Care Values*
 - Maintaining confidentiality
 - Promoting equality and diversity
 - Promoting individual rights and beliefs.
- *Promoting independence*
 - Participation in care planning
 - Person centred care
 - Choice
 - Improving motivation
 - Improving self-esteem
 - Empowerment
 - Holistic practice.
- *Support Services and practitioners*
 - Occupational Therapists
 - Geriatric Care
 - Physiotherapist
 - Podiatrist
 - Palliative care.
- *Legislation*
 - Human Rights Act
 - Care Standards Act
 - Health and Social Care Act.

- Essential standards of quality and safety
- Equality Act.

Learners must be taught the legislation or its equivalent, should it be revised during the lifetime of the qualifications in which this unit is taught.

- *Frameworks, codes of practice and policies*
 - National Service Framework for Older People
 - Dignity in Care Initiative
 - National dementia strategy
 - Codes of practice: (e.g. A better home life; Community Life; Citizen Advocacy with Older People)
 - Organisational policies.

DELIVERY GUIDANCE

LO1 Understand the ageing process

By introducing terminology and definitions first, learners will need to consider their own attitudes, values and prejudices and to challenge stereotypical views of older people. Learners can begin by answering a list of true or false statements e.g. older people can't remember things, older people are miserable, lonely and isolated, older people cannot learn new skills etc. Learners can add their own ideas about older people before considering the origins of these beliefs and those of other people and society in general i.e. the process of primary and secondary socialisation. Learners can then be given a list of terminology and be asked to define the terms using textbooks and/or internet searches.

In order to familiarise learners with the theories of ageing, small group work can be used to familiarise themselves with one of the theories and findings can be presented to the rest of the group for them to take notes. Learners should then apply each theory to the practical implications for older people. For example, the free radical theory of aging implies that antioxidants such as vitamins A,C and E will slow down the process of aging, whilst the Activity Theory implies a link between remaining active and living a longer, more satisfying life. Card games can be devised to aid the learning process e.g. matching the theory name to a statement or a short description included within the theory. A compare and contrast session will involve the groups looking for similarities and differences between the theories and discussions can focus upon the nature versus nurture debate.

The factors affecting ageing can be discussed through small groups being given a factor each to investigate and give examples of how this factor influences ageing. Depending on class size each group may need to consider a number of factors or the whole class could discuss each one in turn. For example, split the class into two and ask one group to consider a person with plenty of finances and the other to consider a person living in poverty. Learners may enjoy making a board game (similar to snakes and ladders) where particular factors are related to particular effects e.g. land on a square that says you eat five fruit and veg a day gives you the opportunity to move on to a longer, healthy life.

LO2 Understand the role of health and care workers in supporting the wellbeing of older people

Before beginning the section on the role of the health and care worker, learners can begin by listing their own ideas

and experiences. The understanding of a variety of roles will be significantly easier for those learners who have access to practitioners in a wide variety of settings. One way this can be achieved is by inviting guest speakers to come into the classroom and participate in a question and answer session. Learners should also be able to visit a variety of settings and discuss the various roles and responsibilities with practitioners and possibly service-users. Such visits will clearly need to be discussed with the tutor and work place before taking place. If neither of these is possible then learners could use case studies or scenarios to highlight ways of applying the care values as well as ways of promoting independence. A number of the textbooks listed below provide useful case studies which can be used for this purpose. Group discussions are a good way of addressing the different viewpoints of individuals (both practitioners and service users) and learners can be encouraged to discuss case studies in small groups that they then relate back to the rest of the group. Debates could revolve around issues of confidentiality, time and costs; the balance between choice for the individual service user and the needs of others; independence and the safety of the service user; the wishes of the service user and the wishes of the family; or working with other professionals.

Legislation can be introduced by asking learners what they feel would benefit older people or those who care for them. Small groups could be asked to develop their own code of practice for a fictitious setting before being asked to explain why they have decided on such rules or guidelines. Current acts and frameworks can then be discussed in relation to what the learners themselves have developed. Legislation can be embedded further if learners are encouraged to read the relevant sections and summarise the main points. Copies of legislation are available from www.legislation.gov.uk. Making posters of legislation to display around the classroom will help remind learners of key issues as they proceed.

A tutor-led session on how to evaluate will be necessary with the inclusion of exemplars and worksheets to enable learners to practise these skills before applying them to their own work. Learners will need to evaluate the effectiveness of the relevant legislation by identifying ways they provide support, protect older people, protect workers or provide guidance for health and care workers. They should also consider ways in which legislation falls short of providing this protection or guidance and whether or not further legislation is needed. Again, textbooks and internet will help to provide this information.

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

Criteria	Assignment title	Scenario	Assessment
P1, P2, M1	Understanding the ageing process.	You are on work placement in a residential home for older people. You have been asked to produce an information booklet for volunteers who also work at the centre. The volunteers will need to know the theories of ageing, the factors influencing ageing and the role of health and care workers in supporting the independence and wellbeing of older people. Dilemmas facing health and care workers will also need to be discussed as well as the effectiveness of relevant legislation.	Handbook/information booklet.
P3, M2, D1	The role of health and care workers in supporting the wellbeing of older people.		

The learning outcomes can be met through one whole assignment that can be broken down into smaller tasks if desired. The evidence can be presented as a handbook which is aimed at giving information to volunteers who will be working with older people in a care setting. The booklet can therefore be divided into sections covering each outcome.

Section one: Understanding the ageing process will include the theories of ageing, which will need to be explained and not simply described in order to meet the requirements of P1. The material should also include an analysis of the theories in relation to nature versus nurture in order to meet the requirements of M1. The factors influencing ageing will also need to be explained and not simply described in order to meet the requirements of P2.

Section two: The role of the health and care workers should include an explanation of the five areas set out in the content in order to meet the requirements of P3. Learners will also need to include an analysis of the dilemmas facing health and care workers when offering support to meet the requirements of M2. Dilemmas need to be discussed with a balanced view of both sides, as well as suggestions for overcoming such difficulties. An evaluation of the effectiveness of relevant legislation will enable learners to meet the requirements of D1. Throughout the handbook reference should be made to practical examples as much as possible to highlight points made.

RESOURCES

Text books

- British Medical Association, (2009), *Ethics of Caring for Older People*, Wiley-Blackwell, ISBN: 9781405176279
- Crawford, K and Walker, J.,(2008) *Social Work with Older People (Transforming Social Work Practice)*; 2nd Edition; Learning Matters; ISBN: 9781844451555
- Harris, J., and Tanner, D. (2007) *Working with Older People (Social Work Skills)*; Routledge; ISBN: 9780415354219
- Hood, H (2006) *Applied Health and Social Care: AS Student Book – OCR*, OUP Oxford, ISBN: 9781843038405
- Michie, V., Morris, C., Baker, L. and Collier, F. (2011) *Level 3 Health and Social Care Diploma*; Hodder Education; ISBN 9781444120677
- Moonie, N., (2005) *AS Health and Social Care (Double Award)*; Heinemann, ISBN: 9780435453701
- Nolan, Y., Pritchatt, N. and Railton, D., (2011) *Level 3 Health and Social Care (Adults) Diploma: Candidate Book (Level 3 Work Based Learning Health and Social Care)*; Heinemann; ISBN: 9780435031978
- Stretch, B (2005) *GCE AS Level Health and Social Care Double Award (OCR)*; Heinemann, ISBN: 9780435453589

Journals

British Journal of Community Nursing
Nursing Older People

Websites

Websites

- www.ageuk.org.uk – Age UK**
- www.ageconcern.org.uk – Age concern**
- www.cpa.org.uk – Centre for policy on ageing**
- www.cqc.org.uk – Care Quality Commission**
- www.legislation.gov.uk**

DVDs

Listen to what I'm saying – <http://www.age-exchange.org.uk>
Who Cares? – <http://www.connect-in-care.net/qwho-caresq-free-dvd-resource>

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 4: Development through the life stages

Unit 8: Personal and professional development in health and social care

Unit 10: Safeguarding adults and promoting independence

Unit 24: Dementia care

Unit 26: Exploring personal and professional development in health and social care

LINKS TO NOS

Partial coverage:

HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals



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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Telephone 02476 851509

Email cambridgetechnicals@ocr.org.uk

www.ocr.org.uk