

Nt brief

[Experience](#), [Human Nature](#)



psychological | M3 Discuss the effects on self esteem and self | | | changes which may be associated with aging. | confidence of the physical changes associated with | | | ageing. | | The Human Lifespan (P1, M1, D1) P1 Describe physical, intellectual, emotional and social development for each of the life stages of an individual. Small group work. Create FIVE posters that detail the physical, emotional, social and intellectual development of the following life stages for Selina Litt (or Daniel or Steve) from Blind Young Things: - Birth and infancy 0-3 - Childhood 4-9 - Adolescence 10-18 - Adulthood 19-65 - The final stages of life 65+ Assessment: 5 posters. M1 Discuss the nature/nurture debate in relation to the development of the individual. Continuation of Small group work. In your original groups and using your posters, spend two hours in class time identifying the influence of nature and nurture in relation to the development of either Selina, Daniel or Steve. Remember that Gesell and Bandura will have different ideas on the same area of development. Identify what both would say and give plenty of examples. Things to think about to help you with your discussion: Physical, intellectual, emotional & social development for all the life stages. So: - Did that person reach their developmental norms at the correct ages? Nature or nurture? - What are the possible causes and effects of delayed development (are they developing at the right rate and if not, why not? Think here about their emotional/social maturity as well as physical development. Are they emotionally and socially mature? Do they appear immature and why is this? Can you put this down to nature or nurture?) - How has their language developed? Do you think this down to nature or nurture? - How will they progress on their life course? Eg, Will they marry? Will they get divorced? Will they have a career? Will they

have children? Etc. And are the reasons for this nature or nurture? Ensure you take notes and fully discuss this with the people in your group. The tutor will then come and assess your discussion for 10-15 minutes and ask each person in your group direct questions. Assessment: Discussion with a witness statement (see handout attached A1). D1 Evaluate how nature and nurture may affect the physical, intellectual, emotional and social development of two stages of the development of an individual. Using your notes from the discussion, write an essay that offers both nature and nurture explanations for the physical, intellectual, emotional and social developments of your individual at two of the life stages. Assessment: individually word processed essay. Word count 1500 words. Life Factors (P2) P2 Explain the potential effects of five different life factors on the development of an individual. In pairs, choose one from EACH of the following groups of life factors. Genetic: cystic fibrosis, coeliac disease, asthma, brittle bone disease, rheumatic disease Biological: Foetal alcohol syndrome, maternal infections, effects of diet in pregnancy Environmental: Exposure to pollution, damp/overcrowded housing, access to recreational facilities, access to health and social care services, bullying, family dysfunction, effects of culture, religion and beliefs, effects of discrimination. Socioeconomic: Income, expenditure, education, values and attitudes, peer groups, employment status. Lifestyle: nutrition and dietary choices, alcohol intake, use and misuse of substances For each of the life factors, explain how the life factor could affect the physical, intellectual, emotional and social development of an individual. Please provide one case study per life factor to accompany your work. FOR EXAMPLE, if you chose foetal alcohol syndrome from the biological list, then

you would need to find something like a newspaper/journal article that shows how foetal alcohol syndrome has affected the development of a real individual. You can put the information into a table, but please use one page per factor and orientate the page to landscape. Handout LD02 on the wiki has a blank table for you.

Case study	Genetic	Biological	Environmental	Socioeconomic	Lifestyle
Summarise the case study here	Write the name of the genetic factor here	Summarise the case study here	Write the name of the environmental factor here	Summarise the case study here	Write the name of the socioeconomic factor here
Summarise the case study here	Write the name of the genetic factor here	Summarise the case study here	Write the name of the environmental factor here	Summarise the case study here	Write the name of the socioeconomic factor here
Summarise the case study here	Write the name of the genetic factor here	Summarise the case study here	Write the name of the environmental factor here	Summarise the case study here	Write the name of the socioeconomic factor here
Summarise the case study here	Write the name of the genetic factor here	Summarise the case study here	Write the name of the environmental factor here	Summarise the case study here	Write the name of the socioeconomic factor here

and attach the full article. | | genetic factor here. | | | | | Biological: | | | | Summarise the case study here | | Write the name of the | | | | and attach the full article | | genetic factor here. | | | | | Environmental: | | | | Summarise the case study here | | Write the name of the | | | | and attach the full article | | Biological factor here. | | | | | Socioeconomic: | | | | | Summarise the case study here | | Write the name of the | | | | and attach the full article | | Socioeconomic factor here. | | | | | Lifestyle: | | | | | Summarise the case study here | | Write the name of the | | | | and attach the full article | | Lifestyle factor here. | | | | | Assessment: Completion of the table (word processed). Work in pairs. Life Events (P3) P3 explain the influences of two predictable and two unpredictable major life events on the development of an individual. In groups of 2 or 3, pick one sheet from handout LD01 (see the wiki) that identifies PREDICTABLE life events. Write all your names at the top of your sheet. (All groups to pick different sheets!) Each sheet has 3 different predictable life events. You will complete the table on your sheet by identifying when the life event would be predictable and explaining how this life event might affect the individual. You will also find one case study per life event to show a real life example of how this

predictable life event affected an individual and perhaps their family too. Highlight the relevant sections. You will present your findings to the rest of the group. Everyone in your small group must take part in the presentation. All sheets and case-studies will then be photocopied so that each student has a copy of all the life events for their end-of-unit portfolio. Anyone who is away will have to complete all the 4 sheets in their own time. YOU WILL THEN REPEAT THE ACTIVITY FOR UNPREDICTABLE LIFE EVENTS USING HANDOUT LD04 (AVAILABLE ON THE WIKI). Assessment: Your completed sheets from LD01 AND LD04, your case studies and your presentation to the class.

Effects of Ageing (P4, M2) P4 Explain two theories of aging

First theory of ageing: Disengagement Theory (Cummins & Henry 1961) To gain the PASS for Disengagement theory:

1. Describe the overall concept of disengagement theory.
2. Describe how it mirrors the 'Springboard' Model Of The Life Course.
3. Describe how Cummings and Henry (1961) say that disengagement benefits the workplace.
4. Describe how Cummings and Henry (1961) say that disengagement benefits the individual financially and how organisations encourage (or enforce) disengagement.
5. Complete handout A2 (in pairs) to show how disengagement occurs.

To gain the MERIT for Disengagement Theory:

1. Complete handouts A3 and A4 (in pairs) and submit these.
2. Describe the physical, emotional, social and intellectual development of older people who are disengaged (you might like to use some of the information from A3 and A4).

Second theory of ageing: Activity Theory (Havighurst 1963) To gain the PASS for Activity Theory (Havighurst 1963):

1. Describe the overall concept of the Activity Theory including the three basic propositions.
2. Research 3 people (they can be famous or not)

who are in the final stages of life (age 65+) who are engaging in either work, family life, politics, volunteering or education. Explain how this activity is giving them satisfaction for life. To gain the MERIT for Activity Theory (Havighurst 1963) 1. Using the 3 people you researched for the pass criteria, describe the physical, intellectual, emotional and social development of each person. Assessment: Individually word processed work (NB ONE ESSAY FOR P4 AND M2). Submit handouts LD05, LD06 and LD07 (these are completed in pairs). All handouts are attached to this assignment brief. Effects of Ageing (D2) D2 Evaluate the influence of two major theories of ageing on health and social care provision. Research local and national provision for the elderly. (What organisations are there for the elderly locally and nationally.) Are the services you found for the elderly based on disengagement theory or activity theory? (So, describe how far the services encourage older people to stay active or how services create barriers to remaining socially engaged with others.) Evaluate means that you must describe the value of both theories in influencing provision. Your evaluation could include the issue of respecting service user choice when providing activities for older people. You may also include whether you feel the disengagement theory is an inevitable part of growing older and how far you would evaluate the theory to be correct. Here are a couple of useful websites to kick start your research: [www. wrvs. org. uk](http://www.wrvs.org.uk) www. ageuk. org. uk http://www. direct. gov. uk/en/HomeAndCommunity/InYourHome/SupportAtHome/DG_4000682 (meals on wheels) Ensure you continue your research beyond these links. Assessment: Individually word processed work Effects of Aging continued (P5, M3) P5 Explain the physical and psychological changes which may be

associated with ageing. M3 Discuss the effects on self esteem and self confidence of the physical changes associated with ageing. In small groups, create a PowerPoint presentation that explains the effects of one of the following physical changes on an individual. 1. Hormones, eg menopause 2. Cardiovascular system, eg atherosclerosis, coronary heart disease 3. Respiratory system, eg emphysema, chronic obstructive pulmonary disease 4. Nervous system, eg motor neurone disease, degeneration of the sense organs, degeneration of the nervous tissue, cognitive changes 5. Muscular-skeletal, eg rheumatoid arthritis, osteoarthritis, effects of degenerative disease, muscle wasting due to poor absorption of nutrients 6. Skin, eg loss of elasticity, effects of exposure to ultra violet rays (the sun and sun-beds), effects of smoking; the effects of illnesses that are more common in ageing. Identify and explain the following psychological changes that might be associated with the physical change you have identified. (EXAMPLE MENOPAUSE: So, how does the menopause effect confidence and self esteem? How would people being ageist about the menopause affect this person? (Jokes about the menopause; dismissing menopausal women as insignificant.) Would the menopause cause any of the role changes listed and how would this affect the individual psychologically). Find appropriate examples (case studies) to provide evidence. - Effects on confidence - Effects on self-esteem - Effects of ageism - Effects of, eg role changes, loss of a partner, retirement, increased leisure time, financial concerns, culture, religion, beliefs To gain the MERIT ensure you fully explain the effects of ageing on self confidence and self esteem. Present your PowerPoint presentation to the rest of the class. Submit one PowerPoint presentation in

NOTES format with ALL your names on the title slide. Assessment:
Completed PowerPoint presentation printed in NOTES format (extra information in the notes pages). Your presentation to the class. All PowerPoint presentations will be photocopied so everyone has a copy of all the effects of physical and psychological effects of ageing. HANDOUT A1 | | |
Witness statement | | Learner name | | | Qualification | BTEC National
Subsidiary Diploma Health & Social Care | | Unit number and title | Unit 4
Development Through the Life Stages | | Assignment | M1 Discuss the nature-nurture debate in relation to the development of an individual. | | | |
Description of activity undertaken (please be as specific as possible) | | | |
The student named above took part in small group work where they discussed the nature/nurture debate in relation to the physical, intellectual, |
| emotional & social development for the individual they studied in P1. | | | |
They were given the following written guidance to consider for their discussion and notes. | | Physical, intellectual, emotional & social development for all the life stages. So: | | Did that person reach their developmental norms at the correct ages? Nature or nurture? | | What are the possible causes and effects of delayed development (are they developing at the right rate and if not, why not? Think here about | | their emotional/social maturity as well as physical development. Are they emotionally and socially mature? Do they appear immature and why is | | this? Can you put this down to nature or nurture?) | | How has their language developed? Do you think this down to nature or nurture? | | How will they progress on their life course? Eg, Will they marry? Will they get divorced? Will they have a career? Will they have children? Etc. | | And are the reasons

for this nature or nurture? | | | | The above named student took notes and fully discussed the topic with the people in their small group. This activity took 2 hours. The tutor | | then assessed the above named student's part in a formal 10-15 minutes discussion. The above named student correctly answered direct questions | | from the tutor. They listened to the other members of their group and fully took part in the discussion. . | | | |

Assessment and grading criteria | | This covers the grading criteria Unit 4 M1.

| | The tutor performed formative assessment during the 2 hours checking on groups and helping them with discussion points. | | Summative assessment:

The student's notes, their part in the small group discussion plus specific Q&A from the tutor was used for grading. Prior | | essay work from unit 8

helped to inform them. | | | | How the activity meets the requirements of the assessment and grading criteria, | | including how and where the activity

took place | | Group A: | | The activity took place in classroom C203 on Wednesday 29th February 2012, 9am-12pm. (Please insert the date and time if | | | | it was not possible to complete it on 29. 2. 12.

_____ | | | | Group B: | | The activity took place in classroom C202 on Friday 2nd March 2012, 9am-12pm. (Please insert the date and time if | | | | it was not possible to complete it on 2. 3. 12.

_____ | | | | Witness name | Adelaide McLaughlin | Job role | Course Tutor Health & Social | | | | Care | | | | | | Witness

signature | | Date | | | | | | | | | | Assessor name | Adelaide McLaughlin | | | | Assessor signature | | Date | |

HANDOUT A2 Disengagement Theory Cummings & Henry (1961) Issues that limit social interaction: | Problem | Explanation | Give an example from either your work experience placement

or ||| research a relevant case study that shows how this problem ||| causes disengagement. Summarise it here and attach the case ||| study if applicable. || Ill-Health | Poor mobility or problems with hearing or vision may make ||| interaction with other people more difficult. ||||| Geographical Mobility | Many people retire to areas away from friends and relatives. ||| Family members may move away from older people in order to seek ||| better housing or employment. ||||| Retirement | Retiring from work may mean less contact with colleagues in a ||| social setting. || ||||| Ill-health of friends and | If friends or relatives have poor mobility or other disabilities || relatives | they may have reduced social contact with you. ||||| Travel & Technology | Some older people do not have access to a car, the Internet or a ||| mobile phone. This may limit opportunities for social contact. ||||| Explain how ALL these things cause older people to disengage. Is disengagement healthy? Cummings & Henry (1961) say it's natural and should be encouraged, do you agree? HANDOUT A3 Loneliness is 'hidden killer' of elderly By Sean Coughlan BBC News education and family correspondent Campaigners want to raise awareness of the link between loneliness and poor health Loneliness is the " hidden killer" of elderly people, says a campaign group, which is calling for greater recognition of the link between isolation and ill-health. A group of charities is launching the Campaign to End Loneliness. It warns that lonely older people are at increased risk of depression, lack of exercise and bad diet. The campaign says that almost one in 10 elderly people suffers from " intense" loneliness. The campaign group wants loneliness to be recognised as a public health issue - and has published a survey claiming that fewer than one

in five people is aware of the link between poor health and loneliness.

Trapped While people are aware of the emotional problems of loneliness, the campaign says few recognise the physical damage. It warns of elderly people trapped in their own homes by a lack of mobility and the loss of family and friends. A tenth of elderly people see their friends or families less than once a month, says the charity. A lack of social interaction can make old people more vulnerable to depression and to problems such as excessive drinking, poor diet and a reduction in exercise. The campaigners say that "loneliness adversely affects the immune and cardio-vascular systems" and a lack of social interaction is linked to the onset of Alzheimer's disease. "The problems of loneliness and isolation need to be put on an equal footing with any other condition associated with ageing. Ending loneliness should be part of the solution to the challenge of reforming care and support," said campaign director Laura Ferguson. The campaign wants to highlight the importance of loneliness in the lives of the elderly. More than half of people over the age of 75 are living alone - and about one in 10 says he or she suffers from "intense" loneliness. According to the campaign, almost one in five old people sees family, friends or neighbours less than once a week - and about one in 10 of them experiences such social interaction less than once a month. A spokeswoman for the campaign says that there is a need for informal and formal attempts to tackle such loneliness, either through organised befriending schemes or through neighbours helping one another. She said that it was a problem that was often overlooked and which could manifest itself in other ways, such as health problems. Reference: Coughlan, S. (2011) Loneliness is 'hidden killer' of elderly. BBC News. Accessed online

at: <http://www.bbc.co.uk/news/education-12324231>. Viewed on 1. 2. 11 1.

What PHYSICAL health problems are associated with loneliness in the elderly? 2. What negative health behaviours can be caused by loneliness? 3. “ More than half of people over the age of 75 are living alone - and about one in 10 says he or she suffers from " intense" loneliness. " What do you think they mean by “ intense" loneliness? 4. Explain how this article links to disengagement theory. 5. Explain why this article is a criticism of disengagement theory, eg do you think older people WANT to disengage from society? Do you think it’s healthy? HANDOUT A4 | | | | The charity aims to combat loneliness among old people | | | | | Million Elderly People are Lonely | | | | | More than one million older people say they often or always feel lonely, a report by Help the Aged suggests. | | | | | The charity found more than a third of older people in the UK, including half of women aged over 65, now lived alone. | | | | | Nearly half a million pensioners only leave their houses once a week and a further 300, 000 are entirely housebound, the report says. | | | The charity wants more help for older people and said many only get to interact with delivery people. | | | The report blames a variety of factors for causing people to become isolated. | | | These include low incomes, a lack of local services, such a post offices, and the absence of opportunities to pursue hobbies. | | | | | Amongst its recommendations, the report says the government should ensure the state pension is at a level which allows older people to live comfortable | | | and stable lives. | | | | | Improved design of public areas, better healthcare and more provision of bereavement support are all issues which need to be tackled, the report says. | | | | | Help the Aged spokesman Paul Bates said: " Many older people

interact only with their postman on a day-to-day basis. ||||| "It was a million people who responded to our survey to say that they are often or always lonely, and 1.5 million older people say they don't look ||| forward to Christmas at all. ||||| Closure of services |||" And in previous research we've done, 48% of people said the television was their main form of company." ||||| He added: "Loneliness may not seem a massive problem to many people, but if you are an older person who literally does not see a single, other human ||| being for an entire week, you are more prone to depression, you are going to need higher levels of social care and the cost to the tax payer is pretty ||| significant." ||||| 70-year-old Pat Higgs' experience of living alone ||||| The charity has also called on ministers and local government to consider the impact on older people of the closure of services and the relocation of ||| public transport. ||||| The government should also ensure cultural opportunities are funded for older people as well as other age groups, it adds. ||||| Quality of life ||| Mr Bates said: "We want to make sure older people can remain active in their communities, whether it's through work, volunteering, taking part in classes ||| to learn new activities or intergenerational programmes with children. ||| |||" We want to ensure incomes support quality of life, not just subsistence. Too many older people really are struggling with poverty and that can make such ||| an enormous difference to quality of life." ||||| The charity, which has launched its annual fundraising campaign '1 Is The Saddest Number', is aiming to provide 25,000 older people with a Christmas meal ||| with friends at a local day centre during the festive period. ||||| Mr Bates also urged people to take a few minutes to check on older neighbours, relatives or

friends, saying that it could "make all the difference". ||||| Ref:

<http://news.bbc.co.uk/1/hi/uk/7701115.stm>, 31 October 2008, accessed on

6. 3. 12. ||||| | What are the causes of loneliness in this article? |||||

||||| | How does this article link to disengagement theory? |||||

||||| | Do you think disengagement theory is good for the health of the elderly? ||