

SOCIETY, HEALTH AND DEVELOPMENT

Unit 8: The importance of the work of the health sector in society, health and development



Society, Health and Development

Level 2 Unit 8: The importance of the work of the health sector in society, health and development

Sample scheme of work

Total GLH	30, of which 10 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know how the structure of the health care sector supports a patient-centred approach • understand common conditions and approaches to their management in the sectors • be able to recommend patient/care pathways for common conditions • be able to assess own health baseline.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. The assignment should take 10 hours of the 30 GLH.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should undertake the assessment appropriate for this unit.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate. Some web links have been included, but it is recognised that learners may need direction when using them and that the websites may change significantly over time.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know how the structure of the health care sector supports a patient-centred approach (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> describe how the basic structure of the health sector supports a patient-centred approach (AC1a) 	<p>Learners:</p> <ul style="list-style-type: none"> Research the structure of the NHS locally Produce a diagram to illustrate local NHS services In pairs or small groups, prepare and deliver a presentation on one or more of the following: the role of Primary Care Trusts, Acute Care services, third sector organisations and services, eg Macmillan Cancer Support www.macmillan.org.uk, self-help groups, eg Alzheimer's Society www.alzheimers.org.uk Make notes on information presented by other pairs or groups Interview health care practitioners on what is involved in patient-centred care <p>Tutors:</p> <ul style="list-style-type: none"> Guide research into the local NHS Organise pairs or groups for presentations Conduct plenary sessions after presentations Arrange access to health care practitioners 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand common conditions and approaches to their management in the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explain how common conditions are treated (AC2a) • explain the impact of common conditions on the well-being of individuals, their families and carers (AC2b) • discuss the role of patient/care pathways for common conditions (AC2c) 	<p>Learners:</p> <ul style="list-style-type: none"> • If possible, interview an individual who has one of the common conditions listed. Explore the impact of the condition on the individual and on their family's and carer's well-being. • Feed back information from the interview to other learners, maintaining anonymity and protecting confidentiality • Research the local treatment and management for two different conditions, eg asthma, diabetes • Analyse case study information describing services relevant to an individual with a specific health condition • Listen and make notes from a health care practitioner's presentation on a patient/care pathway for a common condition • Discuss in groups or as a class the care, treatment and support available for a named common condition <p>Tutors:</p> <ul style="list-style-type: none"> • If possible, arrange co-operative individuals for interview, ensuring they are comfortable with the interview purpose and processes • Provide fictitious or actual case study material • Ensure learners understand the need to conduct interviews sensitively and ethically and to maintain confidentiality • Conduct feedback sessions • Arrange health care practitioner presentation • Lead discussions on care, treatment and support available for a common condition 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to recommend patient/care pathways for common conditions (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • propose patient/care pathways for common conditions (AC3a) 	<p>Learners:</p> <ul style="list-style-type: none"> • Using case study material, assess the impact of a common condition on an individual, their family and/or their carers • In groups, discuss appropriate treatments and management strategies for the condition • Create a care pathway for the individual • Produce a rationale supporting the suggested pathway and how it meets the requirement for patient-centred care • Peers to assess the suggested pathways and their rationales <p>Tutors:</p> <ul style="list-style-type: none"> • Produce case study material • Organise discussions on treatments and management strategies • Monitor the peer assessments of care pathways and rationales 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to be able to assess own health baseline (LO4)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • use measures to establish own health baseline (AC4a) • evaluate findings of own health baseline measurement (AC4b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Measure own height and weight and plot on a height and weight chart • Take blood pressure and pulse rate using digital cuff or upper arm monitor • Record results and compare with norm values • Measure peak flow using peak flow meter or spirometer • Compare results to norm values • Evaluate all five baseline measures and draw basic conclusions on aspects of own health <p>Tutors:</p> <ul style="list-style-type: none"> • Ensure learners respect individual's rights to keep personal measurements confidential • Explain health and safety issues relevant to carrying out the measurements • Ensure safe practice in practical sessions • Assess evaluations 	<p>IE4</p>