

BTEC LEVEL 3 NATIONAL:
EXTENDED CERTIFICATE or DIPLOMA
In HEALTH & SOCIAL CARE

PRE - COURSE STUDY

Preparation for September 2017

INTRODUCTION

YEAR 12 PRE-COURSE STUDY

During the summer holidays you need to ensure that **ALL** the tasks are completed in preparation for your first lesson in September 2017.

1. Find a voluntary placement in a health and social care setting. Please see the attached sheet for acceptable organisations.
 2. Complete the analysis of case study "Nusrat Patel"
 3. Complete the worksheet on empathy theories
 4. Complete the exam style question paper.
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Task 1

- Complete the information of your voluntary placement

Task 2

- Read the case study about Nusrat Patel. Identify 10 important facts about Nusrat from the case study. An example is provided for you.
- Highlight the key words that are written in your 10 facts. E.g. For fact 1 you would highlight with a pen 'learning disabilities', 'epilepsy'.

Task 3

Research the following theories related to Empathy and complete the worksheet.

- Attachment and emotional resilience theory - John Bowlby
- Empathy theory - Martin Hoffman

Please use the saved document: ****Adobe document National in Health and Social Care - Unit 5 - Web ready**** or use the link to access the book - <https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTECNationalsHealthandSocialCare2016/Samples/Student-Book-1/BTEC-National-in-Health-and-Social-Care-Unit-05-web-ready.pdf>

Task 4

- Answer the exam style questions.

Please use the saved document: ****Adobe document National in Health and Social Care - Unit 1 - Web ready**** or use the link to access the book - <https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTECNationalsHealthandSocialCare2016/Samples/Student-Book-1/BTEC-National-in-Health-and-Social-Care-Unit-01-web-ready.pdf>

Health and Social care: Unit 5 Case Studies

Section 1: Nusrat Patel

Nusrat Patel is 19 years of age and has learning disabilities and epilepsy. She has recently left her residential school and now lives full time with her mother. Nusrat's mother has recently given up work to care for her, but is finding this very stressful. Nusrat's father died when she was five years old. Nusrat now attends the community centre on Tuesdays and Thursdays so her mother can take a break from caring for her.

Staff and volunteers at the community centre are aware of Nusrat's right to be involved in decisions about her own care. However, as she has learning disabilities, it was decided to also involve Nusrat's mother, as her main carer.

Nusrat sometimes has difficulty in expressing her own needs, wants and wishes and the team has included an advocate who has experience in working with individuals who have learning disabilities.

Nusrat has her own personal care plan at the centre, which has been formulated taking a person-centred approach. The plan focuses on Nusrat's abilities rather than her disabilities and is flexible to incorporate any necessary changes.

The plan includes the designation of a named person Nusrat can come to if she has concerns. Nusrat frequently becomes distressed and so the named person has completed a counselling skills training course, which incorporated positive communication skills, in order to support her.

The planning process for Nusrat included graphical facilitation so that a circle of support, which includes Nusrat, her mother and the named person, could be designed. Other individuals may be added as appropriate.

Nusrat enjoys dance and drama and has joined in with activities at the centre. The team who runs the activities has produced Makaton sheets for any scripts or routines to be followed, so that Nusrat can fully participate in activities and productions.

Nusrat's epilepsy is not, currently, well controlled and it has been agreed that a volunteer will accompany Nusrat to the bathroom to enable emergency action if this is needed. The volunteer is aware that she must be discreet in order not to compromise Nusrat's right to dignity.

With the agreement of Nusrat and her mother, the centre manager has arranged a meeting with Nusrat's G.P. to discuss improved management of Nusrat's epilepsy. The G.P. has now referred Nusrat to a specialist nurse practitioner, who is an expert in epilepsy.

Nusrat has a trusting nature and is likely to attach herself to anyone who appears friendly. This has raised safeguarding concerns and so a list of 'friends' using photographs and Makaton symbols has been provided for Nusrat, to support her independence, whilst contributing to her safety.

Placement venues for Level 3 BTEC Health & Social Care

Below is a list of possible placement venues for learners completing Health & Social Care qualifications.

- Care homes for older adults and people with learning difficulties
- Nursing homes
- Pharmacy
- Shadowing health visitors
- Day Centre's - Older adults and people with learning difficulties
- Mental health support centre
- Family support workers through family centre
- Women's health support Centre
- Occupational Health Resources Centre
- Youth clubs providing sessions for people with learning difficulties
- Dentist
- Health Centre
- Sheltered housing with communal day room/activities
- Special educational needs centre
- Hospice care
- Age concern hub at local hospital
- Macmillan support hub at hospital
- Drug and alcohol support services
- G.P. nurses shadow
- Hospital outpatients and in patients clerk shadow
- Opticians

FORMS TO COMPLETE

Please fill in the information below with regards to your voluntary placement.

Voluntary Placement details					
Organisation/ Company Name:					
Name of Contact:					
Telephone Number of contact/ organisation:					
Email address of contact:					
Address of organisation:					
Day/s in which you can attend (depending on your timetable):	MON	TUE	WED	THU	FRI
Confirmation of voluntary placement: Have you received either of the following?					
Phone call	Email	Letter		Other (please state)	

ANALYSIS OF CASE STUDY

Number	Facts about Nusrat
1	She has learning disabilities and Epilepsy
2	
3	
4	
5	
6	
7	
8	
9	
10	

Case Study is highlighted?

Yes

No

Empathy Theories

What was
the theory?

Name of theorist:

JOHN BOWLBY

Information found:

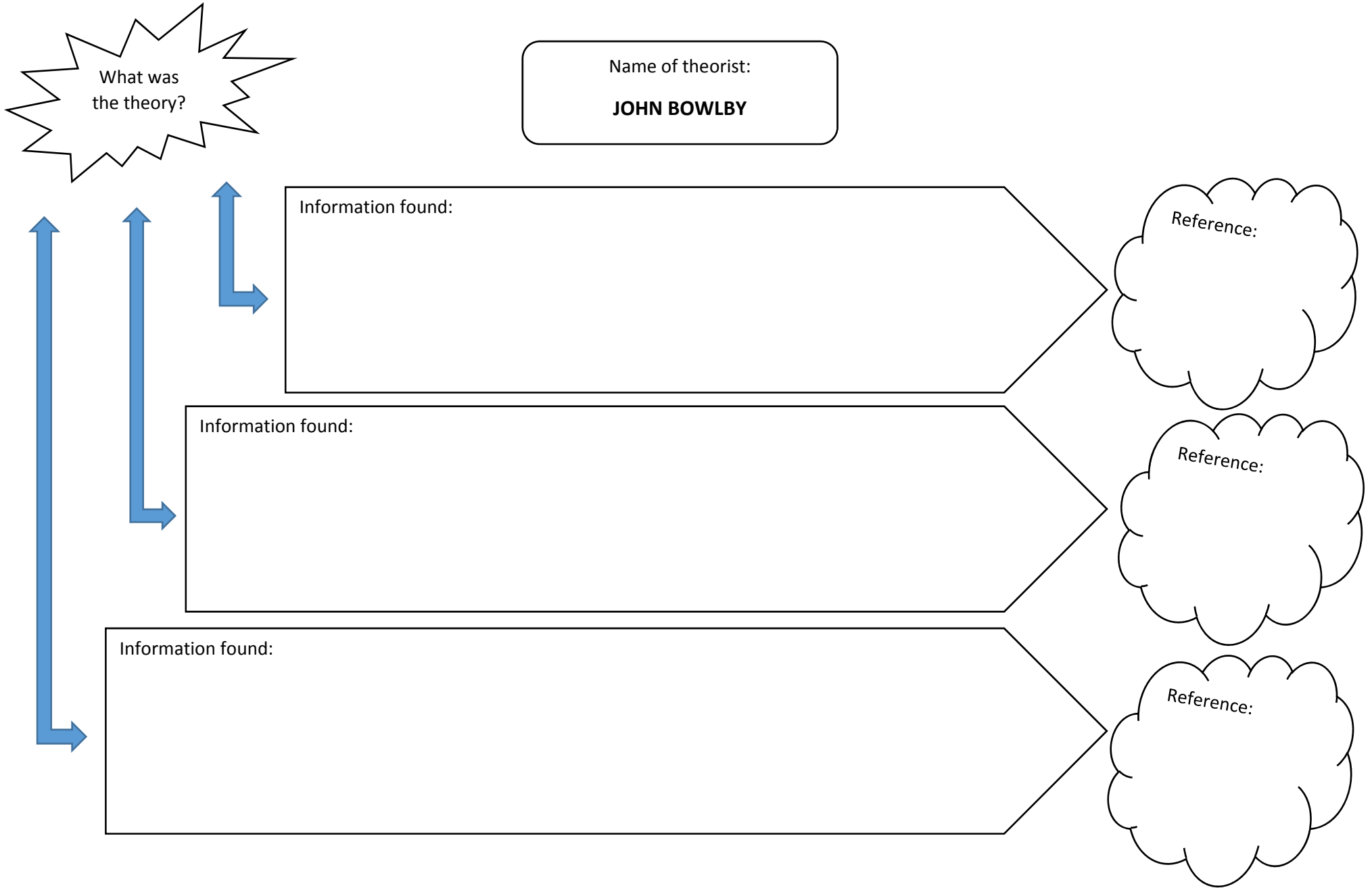
Reference:

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Empathy Theories

Name of theorist:

MARTIN HOFFMAN

What was
the theory?

Information found:

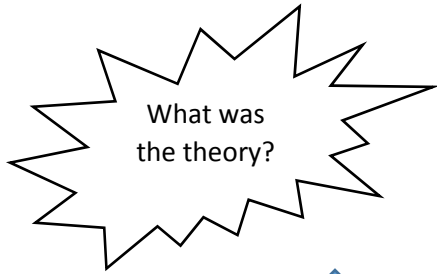
Reference:

Information found:

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Information found:

Reference:



Name of theorist:
MARTIN HOFFMAN

Information found:

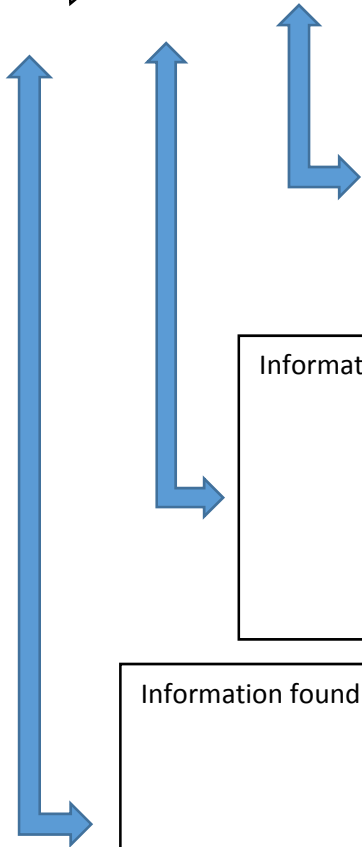
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EXAM QUESTIONS

Julia is 47 years old and has two children. Sarah is 14 years old and David is two years old.

David's physical development is monitored by a health visitor.

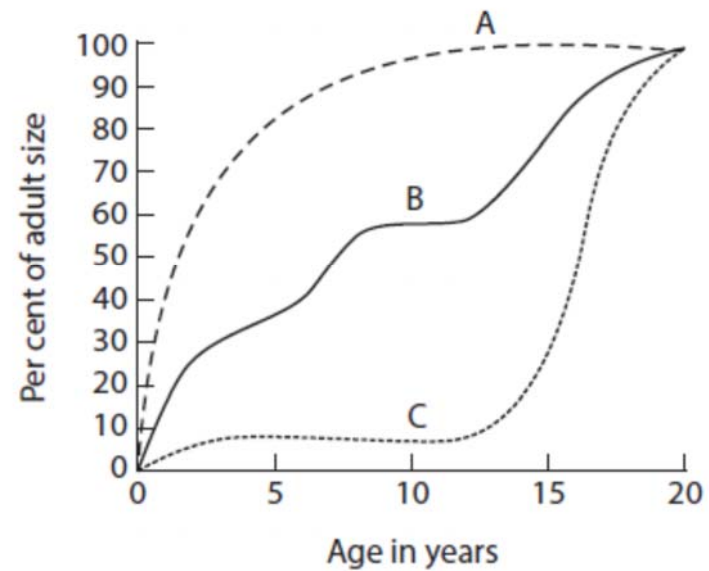
- 1 Describe gross and fine motor skills in relation to how David's ability to grasp objects should develop.

A large rectangular box with a solid border, containing ten horizontal dotted lines for writing.

Total for Question 1 = 6 marks

The graph shows how different body parts grow with age.

Graph to show how the different body parts grow with age



2 Which body part is represented by line **A**?

Total for Question 2 = 1 mark

Sarah's self-concept will develop during adolescence.

3 Explain **two** possible features of the development of Sarah's self-concept at this stage.

1

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.....

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2

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.....

Total for Question 3 = 4 marks

Julia has just started to experience symptoms of perimenopause.

4 Describe **three** physical symptoms of the perimenopause.

1

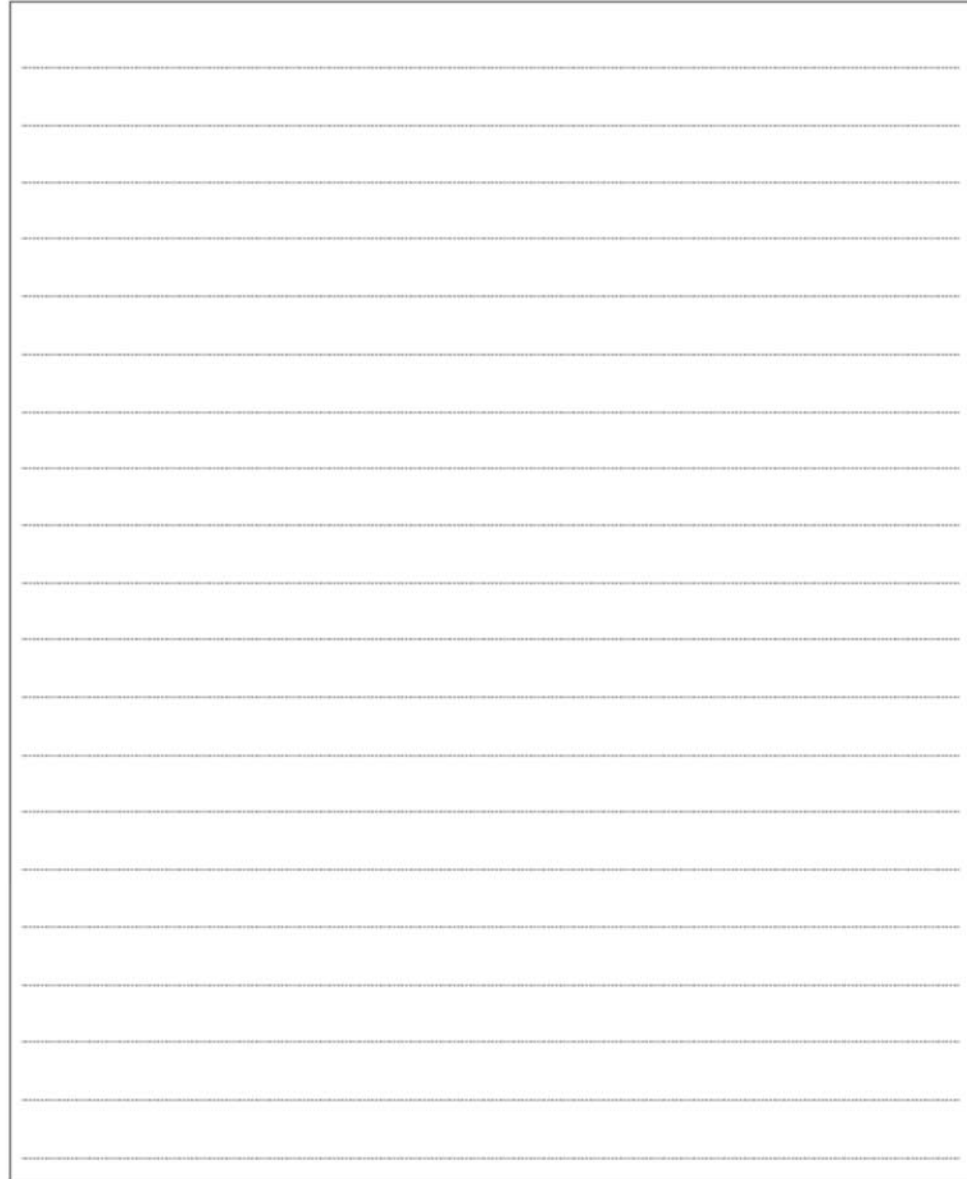
2

3

Total for Question 4 = 6 marks

David is learning to talk. It has been claimed that children acquire language by repeating what they have heard and being rewarded for correct usage of words.

- 5 Evaluate possible explanations for the development of grammar with reference to Chomsky's theory of language acquisition.



Total for Question 5 = 10 marks