

T Level Health

Theme: Personalisation

TRIP: Holistic Delivery

Lesson resource linked to family case study

Wider skills explained



- GEC1. Convey technical information to different audiences
- GEC2. Present information and ideas
- GEC3. Create texts for different purposes and audiences



- GEC4. Summarise information/ideas
- GEC5. Synthesise information processes
- GEC6. Take part in / lead discussions



- GDC1. Use digital technology and media effectively
- GDC2. Design, create and edit documents and digital media
- GDC3. Communicate and collaborate

01

Personalisation agenda (2012)

Healthcare professionals

Task: research professional healthcare roles

- What is the role of an occupational therapist?
- What is the role of a care worker?
- What adaptations can be made to the home when someone needs additional support?

Take it further: examine how the professionals could support Agnesta.

Specification links:

- A8.6 The purpose of the Personalisation Agenda 2012 and the importance of using holistic approaches in order to place individuals, their carers and significant others at the centre of their care and support
- A8.10 How mental health conditions, dementia and learning disabilities can influence a person's needs in relation to overall care
- A8.11 How to promote independence and self-care and the positive impact on the healthcare sector



Scenario:

The occupational therapist and care worker visit Agnesta's home to assess her needs and the support they can offer Tina when caring for her grandmother.

Useful resources:

- occupational therapist role: <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/occupational-therapist>
- care worker role: <https://www.skillsforcare.org.uk/Careers-in-care/Job-roles/Roles/Care-worker.aspx>
- home adaptations: <https://www.nhs.uk/conditions/social-care-and-support-guide/care-services-equipment-and-care-homes/household-gadgets-and-equipment-to-make-life-easier/>

Personalisation agenda (2012)

Task: researching and note-taking

- Highlight the key elements of the Personalisation Agenda (2012)
- Describe the roles of an occupational therapist and care worker.
- Identify the equipment that could be used to support Agnesta at home.
- Application – how would the healthcare professionals use the Personalisation Agenda to support Agnesta?
- Analyse the benefits of supporting Tina to help her grandmother.
- Make judgements on the usefulness of promoting independence and self-care.

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Scenario:

The occupational therapist and care worker visit Agnesta's home to assess her needs and the support they can offer Tina when caring for her grandmother.

Useful resources:

- Personalisation Agenda (2012): <https://www.scie.org.uk/personalisation/introduction/rough-guide>
- Occupational therapist role: <https://www.healthcareers.nhs.uk/explore-roles/allied-health-professionals/roles-allied-health-professions/occupational-therapist>
- Care worker role: <https://www.skillsforcare.org.uk/Careers-in-care/Job-roles/Roles/Care-worker.aspx>
- Home adaptations: <https://www.nhs.uk/conditions/social-care-and-support-guide/care-services-equipment-and-care-homes/household-gadgets-and-equipment-to-make-life-easier/>

Personalisation agenda (2012)

Task: present your findings

- Share your findings with the class.
- Watch the Flipgrid together and evaluate the information presented.



Scenario:

The occupational therapist and care worker visit Agneta's home to assess her needs and the support they can offer Tina when caring for her grandmother.

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02

Maslow's hierarchy of needs

Maslow's hierarchy of needs

Research task: note-taking

- Research Maslow's hierarchy of needs.
- Research autism.
- Make notes on each area.

Useful resources:

- Maslow's hierarchy of needs:
https://www.youtube.com/watch?v=O-4ithG_07Q
- Autism: <https://www.youtube.com/watch?v=d4G0HTIUBII>



Scenario:

While visiting Agneta the care worker talks to Tina about how she is coping with the current situation. Tina explains that it is difficult to support both Agneta and Lewis and asks for some ideas to support her brother.

Specification links:

- A8.6 The purpose of the Personalisation Agenda 2012 and the importance of using holistic approaches in order to place individuals, their careers and significant others at the centre of their care and support
- A8.7 A range of verbal and nonverbal communication techniques, potential communication barriers and how to overcome them to support an individual's condition

Maslow's hierarchy of needs

Task: mind map activity

- Describe each level of the hierarchy of needs.
- Explain how Lewis fits into each level of the hierarchy.
- Identify key elements of autism.
- Explain how autism may impact Lewis's ability to self-actualise.
- Assess the barriers faced by Lewis and suggest ways that they can be overcome.
- Provide examples of how professionals can support Lewis to achieve each level of the hierarchy.
- Discuss the consequences of providing support for Lewis.

Useful resources:

- Maslow's hierarchy of needs: https://www.youtube.com/watch?v=O-4ithG_07Q
- Autism: <https://www.youtube.com/watch?v=d4G0HTIUBII>



Scenario:

While visiting Agnesta, the care worker talks with Tina about how she is coping with the current situation. Tina explains that it is difficult to support both Agnesta and Lewis and asks for some ideas to support Lewis.

Specification links:

- A8.6 The purpose of the Personalisation Agenda 2012 and the importance of using holistic approaches in order to place individuals, their careers and significant others at the centre of their care and support
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03

The 6Cs and the Compassion in Practice strategy

The 6Cs

Task: watch the video and reflect on the 6Cs

- Watch and make notes on the care makers video in the link below.
- Describe the 6Cs.
- Apply each of the 6Cs to one member of the family: Agneta, Robert, Tina or Lewis.

Useful resources:

- Care makers: what do the 6cs mean to you?:
<https://www.youtube.com/watch?v=cc0zxsGj104>
- Compassion in Practice strategy: <https://www.england.nhs.uk/wp-content/uploads/2016/05/cip-yr-3.pdf>



Scenario:

The professionals working with the family are due to meet for a multiagency review to assess the care that the family are receiving and identify additional support that may be needed. The team will include a district nurse, occupational therapist, care worker, social worker and teacher. They are expected to discuss how they are demonstrating person-centred care in their practice with the family.

Specification link:

- A8.15 What the 6Cs are in relation to person-centred care

Compassion in Practice strategy

Task: note-taking

Read, highlight and annotate the strategy document.

Make notes on key aspects of the strategy.

Share your notes with the class.

Add notes after your discussion.

Useful resources:

- Care makers: what do the 6Cs mean to you?:
<https://www.youtube.com/watch?v=cc0zxsGj104>
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Specification link:

- A8.15 What the 6Cs are in relation to person-centred care

Compassion in Practice strategy

Task: information sheet

- Working in pairs:
- Choose one member of the family.
- Explain how each C can be applied to them.
- Apply the Compassion in Practice strategy to your chosen family member.
- Share your ideas with another pair.
- Add to your ideas based on feedback.
- Produce your information sheet.

Useful resources:

- Care makers: what do the 6Cs mean to you?:
<https://www.youtube.com/watch?v=cc0zxsGj104>
- Compassion in Practice strategy: <https://www.england.nhs.uk/wp-content/uploads/2016/05/cip-yr-3.pdf>



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Specification link:

- A8.15 What the 6Cs are in relation to person-centred care

04

Personalisation assessment

Personalisation assessment

Task: extended writing

Write an essay and assess the impact of implementing personalisation on the family

You may choose to include:

- personalisation
- the Personalisation Agenda (2012)
- Maslow's hierarchy of needs
- the 6Cs
- the Compassion in Practice strategy

Task: peer assessment

Assess your partner's essay for:

- quality of written communication (excellent/OK/needs some work)
- content (excellent/OK/needs some work)
- missing information: key ideas that could have been included / examples of where points could be elaborated.
- Provide justifications for your assessment.



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