

Potential obstacles

Obstacles are things that are personal to an individual and block them from moving forward. Obstacles can prevent them from taking actions or make actions more difficult.

Examples of obstacles

Health professionals must be aware of a range of obstacles to progress.

Type of obstacle	Examples
Emotional/psychological	Low self-concept, lack of motivation, acceptance of current health and wellbeing situation
Time constraints	Lack of time because of work and study commitments or family responsibilities
Availability of resources	Lack of financial resources, equipment or opportunities
Unachievable targets	Targets that are too ambitious, not broken down into small steps or have unrealistic timescales
Lack of support	Lack of informal support from family and friends, lack of formal support, not able to access support services

REVISE IT!
You might need to use this Component 2 knowledge in your assessment

A person-centred approach

If a person-centred approach is used to devise a health and wellbeing improvement plan, obstacles are less likely to arise as the plan will be tailored to the person's:

- **needs** – recommended actions will be suitable
- **wishes** – if the person wants to make improvements they are more likely to succeed
- **circumstances** – their abilities and time constraints.

If a person-centred approach is not used, the plan will not take into account the person's level of motivation, time issues, resources, support structures, age, gender, culture and ability, and obstacles in any of these areas could prevent progress. See page 29 to remind yourself of the person-centred approach.

Mitigation

Obstacles can be prevented from occurring by knowing as much about the person as possible when devising the plan.

Obstacles that arise during implementation of the plan can be mitigated, for example:

- **Emotional** – offering encouragement and pointing out progress
- **Time** – suggesting ways to fit new activities into daily routines
- **Resources** – suggesting sources of second-hand equipment or providing resources to borrow, pointing out free classes or an outdoor gym
- **Support** – encouraging family to be supportive, suggesting formal support groups
- **Specific** – adjusting the plan to the individual's own needs, wishes and circumstances.

Now try this

Give **three** reasons why a person-centred approach helps health professionals to overcome possible obstacles when planning actions for health improvements.

Think of a reason related to each of these aspects: needs, wishes and circumstances.

Emotional and psychological obstacles

A person's emotional and psychological (mental) state influences their motivation and affects their confidence in their ability to follow a health improvement plan and reach their target.

Motivation

Motivation is the drive to continue with something. It is usually higher at the start of a new health and wellbeing improvement plan, when results can show more quickly. Over time, people may find it harder to maintain their commitment to the plan.

Lack of motivation

Reasons for a lack of motivation could include:

- a conflict between choices such as worrying that giving up smoking could result in weight gain
- other priorities in a person's life – such as getting married or bereavement
- having a negative attitude – believing change will be too difficult
- lack of progress, for example losing weight quickly in the first weeks, but then slowing down
- having a 'blip' – thinking there is no point in continuing the plan after a brief return to an old lifestyle, such as smoking a cigarette after giving up.

Self-concept

People with poor self-concept don't value themselves. They may feel powerless to change their lifestyle or that there's no point in starting because the task seems too big.

Some people think that because they have not been successful in other aspects of their life they won't achieve their health goals.

People with poor self-concept may not feel they have support and approval from family and friends, even if they really do.

Acceptance of current state

People may:

- accept their present health problems or lifestyle choices, as it is easier to stay the same than to make changes
- have no incentive to make a change because they do not understand the health risks
- have no desire to change, for example if they are happy with their weight or don't want to give up smoking.

Overcoming emotional obstacles

Health professionals can help people by recommending actions to overcome emotional and psychological obstacles.

Staying motivated	<ul style="list-style-type: none"> • Suggest new ways to meet people, such as voluntary work to prevent isolation • Plan rewards, such as buying new clothes after dropping a clothing size • Record the money saved by not smoking or drinking less alcohol
Building self-concept	<ul style="list-style-type: none"> • Make sure targets are achievable (Look at SMART targets on page 44) • Break down targets into small steps so that progress can be seen • Give reassurance, encouragement and regular feedback on progress
Challenging acceptance of the current state	<ul style="list-style-type: none"> • Encourage the person to think about the possibility of change • Help the person understand the longer-term health risks of staying the same and the benefits of making change

Now try this

Harri has been following a diet and exercise plan to reduce his BMI. He made good progress in the first three weeks, but is struggling to get back on track after Christmas.

Give **three** reasons why Harri may have lost the motivation to follow his health and wellbeing improvement plan over Christmas.

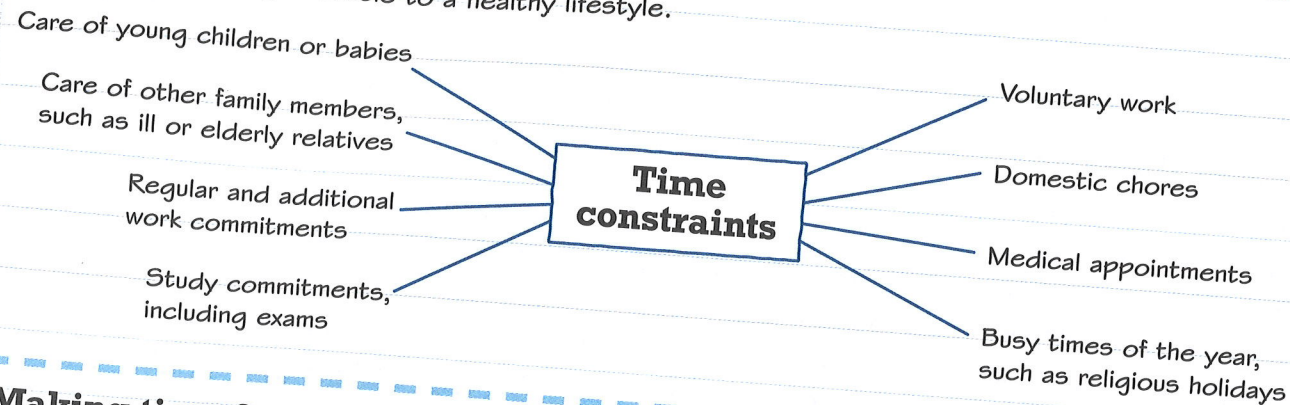
Think about how festivities make it hard to stick to the plan, and how this could cause Harri to lose motivation.

Time constraints

A major obstacle to achieving health improvement targets is time. Health professionals must understand an individual's time constraints and recommend actions that take them into consideration.

Possible time constraints

Lack of time is a big obstacle to a healthy lifestyle.



Making time for physical activity

Health professionals can help people to fit exercise into their routines by suggesting:

- 1 regular, convenient times to exercise and clubs to join, such as Zumba or 'New to running'
- 2 how exercise can be incorporated into the daily routine, for example by walking or cycling to work, or getting off the bus one stop early
- 3 exercising while watching TV, for example using an exercise bike or doing lunges and planks during the adverts
- 4 exercising at home using a DVD or mobile phone app.



Everyone who works at a desk should take regular time out to stretch arms and legs.

Making time to eat healthily

Cooking healthy meals doesn't have to take up a lot of time. Health professionals can share ideas such as:

- cooking a healthy casserole or soup in a large quantity and freezing portions
- using quick and healthy recipes from supermarkets or the internet.

Support

Health professionals can help people understand that they do not have to do everything themselves. Individuals might need to delegate for the sake of their own health. Getting supportive family members to take on more tasks helps to free up time – drawing up a family rota can be a good idea.

Now try this

Josh, aged 16, is studying GCSEs and has a part-time job. He has reached an unhealthy weight, often going to a fast-food place at lunchtime. He has agreed actions that include at least one hour of daily exercise and eating a balanced diet. Give **three** suggestions that would help Josh find time to follow his plan.

Think about how family members could help Josh, as well as how he can find time himself.

Availability of resources

Many people need resources to be able to carry out the recommended actions in their health improvement plans. Resources may be financial, such as payment for fitness classes, or equipment, such as weighing scales or a peak flow meter.

Financial obstacles

Carrying out recommended actions may incur additional costs.

Financial obstacles can include:

- gym membership, entry fees for a swimming pool or leisure centre
- cost of attending fitness classes
- costs of travel to the gym or pool, or to attend health appointments
- cost of travel to a social group
- higher costs of some healthy foods.

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Lack of facilities or equipment

People face obstacles if they do not have the necessary resources to support actions.

Individuals who live in rural locations may not have access to pools, gyms and fitness classes, or to social support groups.

It is not possible to track health improvements without access to health monitoring equipment, such as weighing scales or blood pressure monitors.

People may need access to equipment for exercise at home, such as DVDs, weights and exercise balls.

Those who wish to stop smoking may need supplies of nicotine patches and gum.

Overcoming obstacles

Anticipating obstacles and recommending actions for their mitigation is part of the health improvement planning process. Recommendations include:

Obstacle	Recommendation
Lack of access to fitness facilities (cost or location)	<ul style="list-style-type: none"> • Some councils run free fitness classes for people with particular health issues, like obesity or heart problems • Run, walk or take up gardening • Use free fitness phone apps or DVDs
Cost of healthy food	<ul style="list-style-type: none"> • Look for price reductions and special offers in supermarkets • Cook food instead of buying ready meals • Cook in bulk and freeze portions • Make packed lunches instead of buying lunch out
Cost of transport	<ul style="list-style-type: none"> • Combine visits to the health centre with other trips (for example, shopping) to reduce travel costs • Share lifts to social clubs with others
Lack of equipment	<ul style="list-style-type: none"> • Use weighing scales at the local pharmacy or sports centre • Borrow fitness DVDs from the library or buy at a charity shop • Look for second-hand equipment

Now try this

Paulo's goal is to lower his BMI through physical activity. He lives rurally and doesn't have access to a gym.

What **three** pieces of advice could be given to Paulo to overcome these obstacles?

Think about ways to become more physically active without access to special facilities.

Had a look ☐ Nearly there ☐ Nailed it! ☐

Unachievable targets

Short-term and long-term recommendations and actions for health improvement must be achievable or people will give up trying to reach them.

Reasons

There are various reasons why targets may be difficult to achieve:

- expectations are set too high
- targets are not clear
- there are too many targets
- timing is wrong
- targets are not suitable for the individual
- fear of not being able to meet targets
- not being in the right frame of mind to commit to the plan, perhaps due to depression.

Any target that is not SMART (specific, measurable, achievable, realistic and time-related) will become unachievable.

2 Unclear targets

Targets must be clearly defined. The person will give up if they don't know what they need to do. People with communication or learning difficulties may require special presentation of their targets, so that the information is clear to them.

4 Poor timing

Both the **start time** of the plan and **time allowed for each target** will affect the person's chances of success. Targets may be unachievable if:

- the start date of the plan is inappropriate – stopping smoking or drinking alcohol may be more difficult during the holiday season
- there is not enough time to achieve each target.

1 High expectations

If targets are set too high, they will be unachievable. People will be reluctant to start the plan if they feel they can't succeed, or they may give up when they fail to see progress towards the target.

Unrealistic expectations arise when:

- planned targets do not allow enough **time** – people need time to make changes, for example gradually reducing the number of cigarettes smoked rather than quitting immediately
- planned targets are too **large** – large weight-loss targets may be daunting. Step-by-step weight loss is healthier and more sustainable
- planned targets cause **anxiety** – expecting a person to socialise in a large group may be overwhelming. Meeting with individuals or in small groups could be the first step.

3 Too many targets

Multiple targets are overwhelming. People don't know where to start if they are expected to change different aspects of their lifestyle all at once.

Stopping smoking, reducing alcohol intake and losing weight at the same time could be unachievable.

5 Unsuitable targets

Targets must be suitable for each individual person in order to be achievable. An exercise plan for an older person with mobility difficulties will be very different from one for an active younger person.

Now try this

Use each of the five headings on this page relating to why targets may be unachievable. Give **one** way in which each type of obstacle could be overcome.

Use the examples given on the page to help you think of ways to minimise obstacles.

Had a look ☐ Nearly there ☐ Nailed it! ☐

Lack of support

The level of support from family and friends has an impact on the success of a health and wellbeing improvement plan.

Lack of family support

A major obstacle to success is lack of support from family. Family members may:

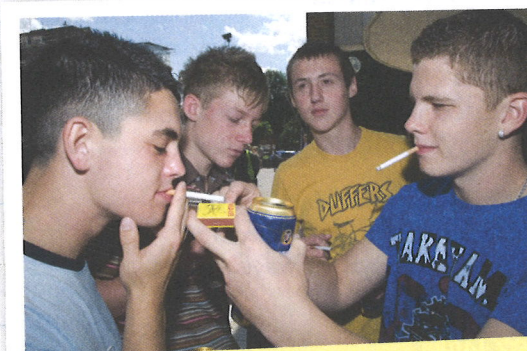
- continue an unhealthy lifestyle, for example not being physically active
- make unhealthy food choices, for example buying unhealthy foods and fizzy drinks, and ordering takeaways
- smoke
- drink alcohol over the recommended level or binge drink
- not understand health risks of lifestyle choices or the benefits of making changes
- not encourage the person.

Recommendations

Health professionals can try to include partners and family members when planning actions with a person, so the whole family understands the risks of not making lifestyle changes and the benefits of sticking to the health and wellbeing improvement plan. It is important to explain the obstacles the person may face and the ways in which the family can give support. This might include suggesting meal plans that the whole family can enjoy or practical ways in which family members can help, such as by taking on chores to free up time to carry out the plan's actions. (See page 38.)

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Component 2 knowledge
in your assessment

Lack of peer support



It is difficult to keep to a plan if friends put temptation in the way.

Encouraging support

Health professionals can guide family and friends to offer appropriate support.

Family members can:

- 👍 also adopt healthy lifestyles
- 👍 be encouraging
- 👍 buy healthy foods
- 👍 make sure there are no unhealthy foods in the home
- 👍 give practical or financial help.

Friends can:

- 👍 plan alcohol-free nights out
- 👍 stop offering cigarettes or recreational drugs
- 👍 join a sport or hobby club together
- 👍 motivate by complimenting achievements.

Now try this

Steve, aged 68, lives alone. He has a sister and a son living nearby. Since his wife died two years ago, Steve has neglected himself. This has resulted in frequent infections. When visiting his GP, Steve agreed a health and wellbeing improvement plan with a target to improve his personal hygiene.

Give **two** reasons why Steve's family may find it difficult to support him to achieve his target.

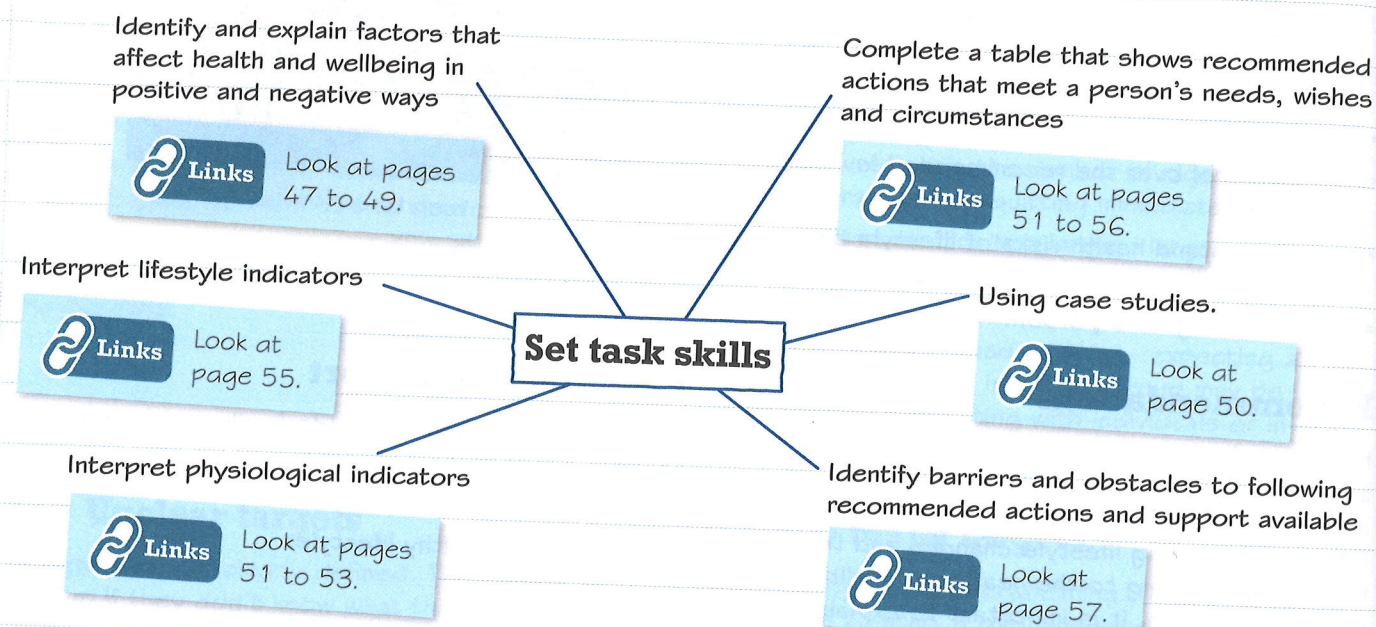
Steve's poor personal hygiene may have isolated him from his family, leaving him without support.

Your Component 3 set task

Component 3 will be assessed through a series of questions which will be set by Pearson and externally marked. In some questions you will be asked to make an assessment of the healthcare needs of different service users using case studies.

Revising your skills

Your assessed task could cover any of the essential content in Components 1, 2 and 3. You can revise the Component 3 content in this Revision Guide. This skills section is designed to **revise skills** that might be needed in your assessed task. The section uses selected content and outcomes to provide examples of ways to apply your skills.



Check the Pearson website

The activities and sample response extracts in this section are provided to help you to revise content and skills.

Ask your tutor or check the Pearson website for the latest **Sample Assessment Material** and **Mark Scheme** to get an indication of the structure of the actual assessed task and what this requires of you.

The details of the actual assessed task may change, so always make sure you are up to date.

Now try this

Visit the Pearson website and find the page containing the course materials for BTEC Tech Awards Health and Social Care. Look at the latest Component 3 Sample Assessment Material to check:

- the structure of your set task and whether it is divided into parts
- how much time you are allowed for the task, or for different parts of the task
- what briefing or stimulus material might be provided for you
- any notes you might have to make and whether you can take selected notes into your supervised assessment
- the activities you are required to complete and how to format your responses.

Identifying factors

You may be asked to identify factors that affect health and wellbeing from a list. These examples are multiple-choice questions.

Identify **one** social factor that can affect health and wellbeing.

- ☐ A religion
- ☐ B alcohol use
- ☒ C bullying
- ☐ D employment

Some questions do not require a written response. You choose the correct answer from a list you are given. Write a cross (X) in the box next to the answer you think is correct.

The student has correctly identified that **bullying** is a social factor. Religion is incorrect as it is a cultural factor, alcohol use is a lifestyle factor and employment is an economic factor.

Read multiple choice-questions carefully and try not to jump to conclusions. If you are not sure, try to eliminate (rule out) answers you know are incorrect.

Try not to take too much time on these answers. If you are not sure go back to them later.

These questions draw on your knowledge of types of factors. You can re-read information about factors that affect health and wellbeing on pages 2–20.

Some questions may ask you to identify more than one factor. Read the questions carefully so that you know if you need to put a cross (X) in one or more boxes.

Identify **two** effects of mental ill health.

- ☒ A stress
- ☐ B obesity
- ☐ C type 2 diabetes
- ☒ D anxiety

Stress and anxiety are both effects of mental ill health. Obesity and type 2 diabetes are types of physical ill health.

If you put a cross in the wrong box, put a line through like this ☒ and put a cross in the right one.

Now try this

Identify **two** positive effects of cultural identity on health and wellbeing

- ☐ A insecurity
- ☐ B participation
- ☐ C high self-esteem
- ☐ D isolation

Culture refers to the customs, beliefs, identity and practices of groups of people.

Explaining factors with negative effects

You may need to **identify, give, state or explain** factors that have negative effects on health and wellbeing. 'State' and 'give' mean that you have to provide information about the negative effect. 'Identify' means that you need to select the correct answer from the information given. 'Explain' means you need to give a reason why the factor has a negative effect.

Identify **two** negative physical effects associated with smoking.

- ☒ emphysema
- ☐ liver disease
- ☐ type 2 diabetes
- ☒ heart attack

If you are asked to identify factors or health conditions make sure that you indicate the most likely answer(s).

Reread page 9 on the effects of smoking.

State **two** negative effects of noise pollution on health and wellbeing.

You may be asked for one or two examples. Make sure you give the required number so that you don't lose any marks.

Sample response extract

Hearing loss
Loss of sleep

These questions require a phrase or one-sentence answer. This student has correctly identified that noise pollution can affect hearing and the ability to sleep.

Explain **two** negative effects on a child of a high level of parental conflict.

Questions may ask you for one or more examples.

Sample response extract

A child may have physical symptoms such as headaches because they are anxious and stressed.

A child may not be able to sleep because parents' noise keeps them awake at night.

If you are asked to explain, you must give an effect and go on to give reasons for that effect.

Using the words 'because' or 'so' after the example will help you to give a full answer. This student has given sound reasons why a child may get headaches or be unable to sleep.

Now try this

Explain **two** negative effects that discrimination has on emotional wellbeing.

A person will feel left out or not as important as others.

Explaining factors with positive effects


Some questions may ask you to **identify, give, state or explain** positive effects of factors, life events or circumstances.

Give **one** positive effect that social inclusion can have on the emotional wellbeing of an individual.

Remember the 'PIES' classification. You could be asked about Physical, Intellectual, Emotional and Social factors.

Sample response extract

Being included can improve self-esteem.

 **Links** Revise effects of inclusion on page 13.

Sample response extract

Improves mobility
Helps to maintain a healthy weight

You may be asked for one or two examples. Make sure you give the required number so that you don't lose any marks.

State **two** positive effects of regular physical activity on health and wellbeing.

This question requires a phrase or one-sentence answer for each effect. The student correctly identifies that exercise improves flexibility and strengthens muscles and is good for weight control.

Sample response extract

A student may have higher self-esteem because they are progressing in their education.

A student may feel happy because they feel included in a new group of friends.

Explain **two** positive emotional effects that starting college can have on a student.

The question states that the student must explain **emotional** effects. This student has done this successfully because they include examples that focus on how the student may be feeling.

Be sure to read the question carefully in case it specifies the type of effect your answer should cover.

Now try this

Explain **two** positive effects that starting college may have on a student's health and wellbeing.

It might help you to think about your own emotional responses when starting school or college.

Responding to case studies

Some questions ask you to respond to information about a specific person. Case studies can tell you about a person's health and lifestyle.

During a recent health review, Naomi has been told that her BMI is 29kg/m², which means she is overweight.

Explain **one** potential risk of being overweight on Naomi's health and wellbeing.

To answer this question you will have to identify one possible risk and give reasons.

A case study introduces you to the person and could give information about a physiological or lifestyle indicator. You will need to use the information given to help you answer the question.

Links Read page 24 to revise the effects of a high BMI.

Make sure your answer focuses on the individual in the case study.

Sample response extract

One possible risk is high blood pressure because her heart has to work harder.

Her GP wants to support Naomi to lose weight. She finds that Naomi is single. Naomi has just been promoted at work, which meant moving away from family and friends to a new flat. Naomi has a desk job and works long hours. She likes to chill and watch TV and eat snacks when she gets home.

Assess how Naomi's lifestyle could affect her ability to follow recommended actions to lose weight.

This section of the case study gives more information about Naomi's lifestyle and circumstances. It tells us that Naomi may sometimes feel isolated as she doesn't live near friends and family. She is physically inactive at work because she has a desk job. Her diet is poor because as she works long hours she just likes to relax at home.

Reviewing case studies

When responding to a longer case study it helps to:

- ☒ read it through twice
- ☒ underline key phrases as you read the case study as shown here to help you answer the question.

Remember, you can go back and look at the case study again while answering the questions.

This student has used all the information from the case study to assess Naomi's lifestyle. They have given careful consideration to what they know about her and made a judgement, coming to a conclusion about how Naomi's lifestyle might affect her ability to lose weight.

Sample response extract

Naomi may not be able to prepare healthy meals because she works long hours. She may find it easier to continue to eat unhealthy snacks. Working long hours also means it will be difficult for her to take regular physical exercise. Support is also important. Because Naomi doesn't have family close by, she won't get the type of support and encouragement she needs to lose weight. Time constraints and lack of support may affect her ability to stick to a plan for healthy eating and physical activity.

Now try this

Use the case study to explain **two** possible positive effects lowering her BMI could have on Naomi.

Read through each of the two parts of the case study about Naomi.

Explaining physiological indicators – BMI

You may be asked to respond to a question about physiological indicators such as BMI and demonstrate knowledge of how it impacts on a person's health and wellbeing.

State the correct classification for BMI 18.5–24.9 kg/m².

Sample response extract

Healthy weight

Links Revise classifications for BMI, blood pressure and pulse rates on pages 22–24 to help you answer questions in your assessment.

This is correct and the weight that a person should strive to achieve.

Complete Table 1 by:

- (i) stating **three** actions that the practice nurse could suggest that will improve Naomi's health and wellbeing
- (ii) giving **three** ways these actions could improve Naomi's health and wellbeing.

This question relates to the case study on page 50 about Naomi.

The student has used information from the case study to understand Naomi's needs, wishes and circumstances

Sample response extract

Table 1

	Three actions	Ways the actions could improve Naomi's health and wellbeing
1	Exchange unhealthy snacks for fresh fruit	Lower her BMI to a healthy level
2	Naomi could join a dance class	Reduce the risk of high blood pressure
3	Provide a Tai Chi or yoga DVD	Increase activity and improve mobility

Treat these questions like an 'Explain' question: state the action in the first column and then expand on this in the second column. In this case, by explaining the way the action could improve Naomi's health and wellbeing in the second column.

Explain the possible effect of lowering her BMI on Naomi's emotional development.

Sample response extract

Naomi's self esteem may be higher if she loses weight because she is more confident with her body image.

The student has explained and not just stated in their answer. They have identified the possible effect (self-esteem). They go on to explain the reason for the effect (increased confidence).

Now try this

State the BMI range for someone who is classified as 'obese'.

Refer to page 24 to find BMI classifications.

Explaining physiological indicators – pulse

You may be asked to interpret data on a service user's resting pulse rate, predicted maximum pulse rate during exercise and recovery rate, and give a clear and detailed explanation about their current health and any possible physical health risks.

State **two** positive factors that may affect a pulse rate.

Read the question carefully. Check the number of answers you need to give and whether you need to consider positive and/or negative effects. In this question you need to give two examples of **positive** effects.

Sample response extract

a healthy diet
being physically active

You will not get any marks if you give two negative effects.

State the NHS guidance for the average RPR (resting pulse rate) of an adult.

Sample response extract

60–100 bpm (beats per minute).

This student has clearly shown they know the range of a normal pulse rate. Remember that it may differ in children and athletes.

When Dev visits his health centre, he finds his resting pulse rate reading is 101 bpm.

Explain **two** possible long-term risks of a high pulse rate on Dev's physical health.

Long-term risk is something that will have a serious effect on health and wellbeing.



Re-read the normal heart rate (pulse) on page 22.

Sample response extract

In the long term, Dev is at risk of a heart attack because his arteries may thicken. He may have a stroke because the blood vessels to his brain have weakened.

The student shows they understand that Dev's pulse is higher than normal readings. They use what they have learned about the possible effects a high pulse rate may have on health and wellbeing.

Now try this

Give **two** possible short-term risks of a high pulse rate.

Read page 22 for short-term risks of a high pulse rate.

Explaining physiological indicators – blood pressure

You may be given a person's blood pressure readings. Knowing the classifications – low, ideal, pre-high and high – will help you to answer questions about the level of risk to their health and wellbeing.

The nurse took this reading of Seema's blood pressure 130/85 mm Hg.

State the classification for Seema's blood pressure.

Blood pressure readings

Readings show two numbers. Systolic at the top shows the maximum pressure as the heart contracts to push blood into the arteries. Diastolic at the bottom shows the minimum pressure in the arteries between heart beats. Remember, only one number (systolic or diastolic) has to be higher or lower than normal to be an abnormal blood pressure reading.

Sample response extract

Seema's blood pressure is in the pre-high range.

The student does not need to explain the effects, but just state the classification.

Seema recently moved to a new flat in a large city after the breakdown of her marriage. She's started to drink more alcohol than the recommended 14 units each week, which has increased her weight to an unhealthy level.

This tells you more about Seema. Information about the person's lifestyle will help you explain or assess the reasons for blood pressure that is outside the ideal range.

Assess the effect of Seema's lifestyle on her health and wellbeing.

To **assess** something, you need to carefully consider all the factors or events in the information you've been given and identify which are relevant to the question. In this case, these are Seema's lifestyle and the effect it might have on her health. You should make a judgement on their importance and come to a conclusion.

Sample response extract

Seema's blood pressure may be in the pre-high range. This may be because Seema's heart is working too hard because she is overweight. Her blood pressure may also be raised because she is drinking more alcohol than advised. She may be stressed about her marriage breakdown. In the short term, she may feel dizzy and experience chest pains. If she does not change her lifestyle, her blood pressure may become higher still, increasing her risk of heart disease and stroke.

This student has used the information given to assess why Seema's blood pressure is higher than the ideal. They have considered the factors and made a judgement on how Seema's lifestyle is affecting her health and wellbeing, increasing the risks to her future health.

Finally, the student has come to a conclusion on the possible effects to her health if she does not change her lifestyle.

Now try this

Give **two** actions that Seema could take that could help to lower her blood pressure.

Re-read the case study to see how Seema could change her lifestyle.

Explaining social and cultural factors

You may be given more information about a person in a case study and asked to explain the possible social and emotional effects of additional factors that may affect their health and wellbeing.

Howard is from the Jewish faith. Before he moved, he lived in an area where there was a strong Jewish community. He was an active member of the synagogue where he knew many people and would stay to talk to them after each service.



Revise information about social factors on page 13 and cultural factors on page 14.

This information discusses a cultural and religious factor that could have a positive or a negative effect on Howard. Both approaches could be valid.

If asked about effects of social and cultural factors, make sure you specifically link to these aspects of wellbeing. You might mention social interactions, relationships, self-image and feelings.

Explain **one** negative effect of moving away from his community on Howard's wellbeing.

Sample response extract

Howard has lost the social interaction that he had with the Jewish community, which is likely to have a negative effect on his emotional and social wellbeing because he no longer has the feelings of safety and security he developed through friendships and companionship.

If you are asked to explain the effects of social factors on wellbeing you could answer like this.

This response focuses on the social aspect of friendships and social inclusion, and the emotional impact of the loss of social contacts.

Explain **one** positive effect of Howard's faith on his health and wellbeing.

Sample response extract

Having a strong faith is likely to have a positive effect on Howard's emotional and social health and wellbeing because it may help him deal with worries and stress and give him a feeling of contentment.

This response focuses on the importance of Howard's religion and shared beliefs, and how that may help him to overcome negative factors.

Now try this

Explain another negative effect of not being able to practise his faith on Howard's social and emotional wellbeing.

Consider how not being able to attend his synagogue may impact on Howard's feelings about himself and his ability to socialise.

Interpreting lifestyle indicators

You may be given information about a person's lifestyle, relating to nutrition, smoking, alcohol consumption, substance misuse or inactivity. You will need to interpret the data accurately, making direct reference to published guidance.

Josh drinks around 14 units of alcohol, but only drinks on his weekend off.

This introduces Josh and tells you about his alcohol consumption.

Describe how occasional heavy drinking could affect Josh's health and wellbeing.

Sample response extract

Josh does not drink more than government recommended 14 units each week but he drinks this at weekends. Drinking heavily over a short time could lead Josh to become alcohol dependent. It may contribute to an increase in his weight. In the future, it would increase his risk of cancers, liver and heart disease.

The learner shows that they understand research data about recommended levels of alcohol consumption and the risks of not following guidelines.

For a describe question, you just need to give an account of something. You don't need to include a reason.



Look back at page 28 to remind yourself about alcohol and lifestyle indicators.

Josh has been complaining of back pain. He tries to visit the gym each week but at other times takes little exercise.

Assess how Josh's inactivity could affect his health and wellbeing.

Sample response extract

Josh is inactive most of the week but does attend the gym once a week. According to recommended exercise levels, he should take 150 minutes of exercise spread over the week, so his visit to the gym may not be enough to help maintain his physical fitness and may be the cause of his back pain. Not getting enough exercise may result in a loss of lung capacity and reduction in stamina, leading to a raised pulse or blood pressure when he does need to exert himself. Inactivity can lead to obesity and joint pain, and increase his risk of diabetes and heart disease.

If you are asked to assess lifestyle data, you could answer like this. You must give details of the factors and come to a conclusion about the possible effects on the person's current physical health and wellbeing, and risks to their future physical health.



Look back at page 26 to remind yourself about lifestyle indicators and physical activity.

The student gives details about Josh's level of physical activity. They make links to government guidelines in order to interpret the information. They refer specifically to Josh's existing health condition (back pain) when explaining risks and then also give examples of other possible increased risks to health.

Now try this

Josh's friends are trying to persuade him to use recreational drugs. State **two** effects of substance misuse on Josh's health and wellbeing.

Any use of recreational drugs can affect health. Re-read the information about substance misuse on page 11.

Recommendations and actions

You could be asked to suggest actions for a service user. Health and wellbeing recommendations and actions should be person-centred, so that they take into account the person's needs, wishes and circumstances.

Kesh, aged 15, enjoys sport but gets out of breath and tires very easily. He misses breakfast but goes to the local fast-food shop at lunchtime. Kesh has low self-esteem because he is overweight and wants to lower his BMI.

Read the case study information carefully so that you can suggest actions based on Kesh's needs, wishes and circumstances.

Complete the table below by:

- stating **three** actions that the school nurse could suggest that will improve Kesh's health and wellbeing
- giving **three** ways these actions could improve Kesh's health and wellbeing.

Sample response extract

Action	Ways the action can improve Kesh's health and wellbeing
Take gentle exercise 15 minutes each day.	It will increase his lung capacity.
Take a healthy lunch box to school.	It could reduce his weight.

Because Kesh gets out of breath easily, the student has recommended he starts with regular gentle exercise. This will improve his lung capacity so he can breathe more easily. The student understands that visiting the fast-food shop regularly can only increase Kesh's weight. Cutting out fast food and eating more healthily will reduce his weight.

You may be asked about the types of support individuals may need to help them improve their health and wellbeing.

Explain **two** ways that support can improve the health and wellbeing of Kesh.

Sample response extract

A dietician could help Kesh to plan more nutritious food for his lunchbox that he is more likely to enjoy and eat.

A parent could encourage and praise Kesh so that he continues to take exercise each day.



Revise information on types of support on pages 36–38.

These explanations clearly show how each example of support is 'person-centred'. In the first example, the student refers to providing food that Kesh is likely to eat. The student also realises that because Kesh has low self-esteem praise will be important and likely to help him stick to the plan.

Now try this

Give **two** reasons why it is important to take into account a person's wishes.

Re-read the information about a person-centred approach on page 29.

Understanding barriers and obstacles

As a healthcare professional, you must be able to understand the possible barriers and obstacles the service user might encounter when carrying out the recommended actions. You should be able to suggest how to overcome these.

Sample response extract

Tom's recent stroke left him with a speech impairment, which may prevent him from expressing his wishes.

Tom has to rely on public transport to get to his hospital appointments, so may find difficulty in travelling alone to the hospital because of his reduced mobility.

Tom is 82 years old and lives alone in his 4th-floor flat. Tom had a stroke recently which has left him with speech impairment and mobility difficulties. He has to rely on public transport to attend speech therapy and physiotherapy at the local hospital.

Explain **two** barriers that could prevent Tom from improving his health and wellbeing.

Barriers prevent a person from accessing the service. How would it affect you if you couldn't express yourself? You may not consider travelling alone difficult, but is a barrier for a person aged 82.

When considering barriers, try to put yourself in the position of the person.

You may be asked to give or describe ways to overcome barriers. An example might be to arrange for an advocate to support Tom to express his wishes and transport to get him to the hospital.

Tom has been depressed since his partner's death last year. He feels isolated because he has no family living close by.

Explain **two** obstacles that could prevent Tom from improving his health and wellbeing.

An obstacle can block a person from taking actions and moving forward.

Sample response extract

Tom's depression may deter him from attending his speech therapy and physiotherapy regularly, which will delay his improvement.

Tom may lack motivation to improve because he will not have support and encouragement from a partner or family who live close by.

For each example, the learner has given the obstacle and then used connective words like 'because' and 'which' to help explain how that obstacle could prevent Tom from improving his health and wellbeing.

Now try this

State **two** barriers that a person with hearing loss may face when accessing services.

Think about how hearing loss would impact your use of services, such as booking/attending appointments.

Answers

The answers provided here are examples of possible responses. In some cases, other answers may also be possible.

1. Health and wellbeing

This means understanding and meeting a person's physical, intellectual, emotional and social needs.

2. Inherited conditions

Individual responses but an example could include:

- **Physical** – mucus damages her lungs, affecting her breathing and mobility.
- **Intellectual** – Gemma sometimes misses school because of the condition, affecting her learning.
- **Emotional** – she may have poor self-concept because of feeling different and could be frustrated by her inability to live a normal life.
- **Social development** – the condition reduces her opportunities to socialise and make friendships.

3. Physical ill health

Individual responses but answers could include:

- heart attack
- angina
- heart failure.

4. Mental ill health

Individual responses

5. Physical abilities

Individual responses but answers could include two from this list:

- personal care such as washing and dressing
- preparing food such as opening jars or cans
- writing.

6. Sensory impairment

Individual responses but answers could include two from this list:

- unable to communicate with others
- has lost confidence and self-esteem
- finds difficulty in building friendships with others.

7. Nutrition

Individual responses but answers could include three from this list:

- healthy immune system
- healthy teeth
- healthy skin
- healthy eyes
- healthy hair.

8. Physical activity

Answers should include one from each of the areas:

- **Physical** – low energy, obesity, stiffness of joints
- **Intellectual** – poor memory, reduced thinking skills
- **Emotional** – stress, poor self-concept, depression
- **Social** – isolation, poor social skills, fewer opportunities for social interaction

9. Smoking and nicotine use

Individual responses but an answer could be as follows:

Being unable to stop smoking may lead to poor self-concept. Smokers may worry about the negative effects on their health and about financial pressures because of the cost. Smokers may feel socially isolated when they have to leave social spaces to smoke outside. People may avoid smokers because of the smell of their hair, breath and clothes.

10. Alcohol misuse

Individual responses but answers could include:

- lack of concentration
- have low self-concept
- may feel ill / have headaches.

11. Substance misuse

Individual responses but answers could include two from this list:

- breakdown in relationships with his family
- aggression, which may lead to trouble with the police
- poor self-concept
- suicidal feelings.

12. Relationships

Individual responses may include:

- boosting self-concept
- giving confidence
- providing security and support
- sharing experiences leading to feelings of happiness and contentment.

13. Social interaction

Individual responses but answers should include one example of direct and indirect discrimination, harassment and victimisation.

14. Cultural factors

Individual responses but answers could include:

- men may feel they need to show they are strong
- they may not want to speak to a female health worker about a condition that affects men.

15. Economic factors

Individual responses but an answer could be as follows:

The status of an occupation affects a person's self-concept. High-status jobs help people to feel valued and low-status jobs may make them feel less valued. The status of employment can affect the level of income. Higher income can result in a feeling of financial security, and lower income in a feeling of insecurity.

16. Environmental factors – housing

Individual responses but an answer could include the following:

- **Physical** – respiratory disorders, colds and flu, asthma, infections, unfit through lack of exercise, heart disease
- **Intellectual** – difficulties in concentration, unable to study
- **Emotional** – anxiety, depression
- **Social** – pressure on relationships, social isolation

17. Environmental factors – pollution

Individual responses but answers could include two from this list:

- Neville was breathing traffic fumes when he lived in a city
- he is likely to have breathed harmful fumes at work
- he has been exposed to his wife's cigarette smoke (passive smoking).

18. The home environment

Individual responses but answers could include three from this list:

- showing aggression
- behaviour changes
- often complaining of physical symptoms
- frequent bruises or burns
- anxiety
- low self-esteem
- being underweight.

19. Life events

Individual response but the answer should include one negative and one positive example from the lists:

- Negative: reduced mobility; a decline in memory; physical pain/illness
- Positive: more opportunity/time to socialise and spend time with family; able to pass on the wisdom and guidance that comes with life experience to their children/grandchildren.

20. Life circumstances

Students' own responses of the impact on them when experiencing a change in circumstances.

21. Health indicators

Individual responses may include:

Physiological measurements:

- pulse
 - blood pressure.
- Questions (two from this list):
- How many units of alcohol do you consume each week?
 - Do you smoke?
 - What is your level of physical activity?

22. Heart rate

- 1 100 bpm
- 2 Between 78 and 93 bpm

23. Blood pressure

Individual responses but could include three of the following. Betty could:

- give up or reduce smoking
- cut down her salt intake
- take regular physical activity
- reduce her alcohol intake
- avoid stressful situations.

24. Body Mass Index

- 1 Conran: healthy weight
- 2 Sadie: obese

25. Lifestyle indicator – nutrition

- 1 foods high in sugar, high in fats
- 2 fresh fruit; fresh vegetables

26. Lifestyle indicator – physical activity

Individual responses but answers could include three from the moderate list and three from the vigorous list:

- Moderate: dancing; a brisk walk; doubles badminton; general gardening; painting/decorating; water aerobics
- Vigorous: sports such as squash, cross country, hockey; using gym equipment such as treadmill; martial arts; dance aerobics.

27. Lifestyle indicator – smoking and substance misuse

Individual responses but answer could include the following:

- Gather and understand the data around the number of people who smoke or misuse drugs.
- Influence laws to discourage smoking or drug taking.

- Give information on health risks. Encourage and support people to stop through counselling, medicine and aids.

28. Lifestyle indicator – alcohol

Sean is drinking no more than 14 units a week, but he should spread his drinking over the week or drink less at the weekend. He may be more affected by alcohol because he is young. Grace should not drink alcohol because she is pregnant. Zara's drinking is well within the recommended levels, meaning no advice is necessary.

29. Person-centred approach

Individual responses but answers could include:

- Needs – the nurse should listen to Kyra to find if she has other less obvious needs, for example physical, intellectual, emotional or social issues, that could be making her tired.
- Wishes – the nurse should discuss different diets with Kyra to find which one she would prefer and which one she thinks fits best with her lifestyle.
- Circumstances – the nurse should ask how Kyra is managing alone with two young children and consider the effects of stress on her diet and blood pressure.

30. Skills and attributes

Individual responses but answer should include two from this list:

- empathy to understand how the person feels when having difficulty standing or walking
- patience if the person needs time to stand/move
- trustworthiness so that the service user feels safe and comfortable in his care
- honesty because he should always give an honest response to her questions and should not take anything belonging to her.

31. Values in care

Individual responses but answers could include:

- undertaking training
- gaining experience in a healthcare setting.

32. Benefits for health and social care workers

Individual responses but answers could include two reasons from:

- they may not feel that their views have been taken into account
- they feel they are not being respected
- their healthcare worker hasn't listened or responded to concerns they raise.

33. Recommendations for a healthy heart

Individual responses but answers could include:

- to know if the actions are appropriate by understanding their lifestyle and culture
- to know if a person is physically able to carry out the actions
- to know if they have any dietary or cultural needs that might prevent actions from being taken.

34. Recommendations for diet and weight control

Individual responses could include:

There are two ways to create a calorie deficit: diet and exercise. It is easier to do both in moderation than one more intensely i.e., doing a 500 calorie exercise and eating 250 less calories may be easier than trying to eat 750 less calories.

35. Recommendations for lifestyle changes

Individual responses but answers could include two from this list:

- not buying or offering them cigarettes
- reminding them how it will benefit their health
- praising them for achievement
- not smoking near them.

36. Professional support

Individual responses but answers could include two from this list:

- a pharmacist
- Health Centre (GP or practice nurse)
- a respiratory specialist.

37. Formal support

Individual responses but answers could include:
Using a blood pressure testing kit or weighing scales can help a person monitor their progress as they work towards their target. Individuals are motivated when they see progress

38. Informal support

Individual responses but answers could include:

Goal	Informal support	Formal support
Eat more healthily	Family	Dietician, Weight Watchers
Quit smoking	Partner	GP, QUIT
Become less isolated	Friends	Domiciliary care worker, Age UK

39. Barriers to accessing identified services

Individual responses but answers could include two of:

- Madge could get a dance DVD to follow at home.
- Madge may feel more confident if a friend or family member goes to dance class with her.
- Madge could be given a diet sheet with meal plans.
- Madge could speak to the dietician via a video link.

40. Potential obstacles

Individual responses but answers could include:

- If needs are understood, actions can be recommended that are suitable and achievable.
- If a person's wishes are taken into account, they are more likely to take responsibility for following the plan.
- If personal circumstances are considered, the plan will fit in with time constraints and around other commitments.

41. Emotional and psychological obstacles

Individual responses but answers could include three from this list:

- Harri did well at the beginning of the plan but has seen his progress slow down.
- His family are usually supportive, but during Christmas they provided lots of treats instead of healthy food.
- He's not followed the diet plan during Christmas and may feel there's no point in starting again.
- His self-concept may be poor if he feels he is not succeeding in his plan.
- Christmas events took priority in his life, so he wasn't able to follow the exercise plan.
- He may be finding the exercise routines or diet plan boring.

42. Time constraints

Individual responses but answers could include:

- Josh could join a school team to exercise in his lunch break.
- Josh's family could help him by making a healthy packed lunch to take to school, creating time for him to exercise at lunchtime.
- Josh could get up earlier to walk or cycle to school, instead of using a bus or being driven in a car.

43. Availability of resources

Individual responses but answers could include the following. Paulo could:

- run in his village park
- buy a fitness DVD from a charity shop
- use an app for a fitness programme on his mobile phone.

44. Unachievable targets

Individual responses but answers could include:

- 1 High expectations – discuss with the person what they feel they could achieve within a certain time.
- 2 Unclear targets – be specific about what has to be done and talk through each target to check the person understands.
- 3 Too many targets – focus on one lifestyle aspect to change at a time.
- 4 Poor timing – take into consideration what is happening in the person's life, for example holidays and celebrations, when agreeing a start date.
- 5 Unsuitable targets – match targets and actions to a person's level of ability.

45. Lack of support

Individual responses but answers could include the following. Steve's family:

- may not understand how Steve's personal hygiene is affecting his health
- may avoid him because of his poor personal hygiene rather than giving him encouragement.

46. Your Component 3 set task

Individual research.

47. Identifying factors

- B participation
- C high self-esteem

48. Explaining factors with negative effects

Individual responses but answers could include:

- having low self-esteem because of a lack of confidence in own abilities or culture
- feeling depressed because a person does not have the same opportunities as others.

49. Explaining factors with positive effects

Individual responses but answer could be two from:

- emotional impact because of improved confidence, self-esteem
- social impact because they have the opportunity to build new friendships
- intellectual impact because they are extending knowledge and learning and developing new skills.

50. Responding to case studies

Individual responses but answers could include:

- Naomi may have higher self-esteem because she feels more confident about her weight
- Naomi may find she has more energy so is able to take part in activities when she gets home from work.

51. Explaining physiological indicators – BMI

30–39 kg/m²

52. Explaining physiological indicators – pulse

Individual responses but answers could include two from:

- lightheadedness
- dizziness
- chest pain.

53. Explaining physiological indicators – blood pressure

Individual responses but answers could include two from:

- eat a balanced diet
- increase the amount of fruit and vegetables in the diet
- use relaxation techniques, e.g. relaxation tapes, mindfulness
- reduce alcohol to less than 14 units per week.

54. Explaining social and cultural factors

Individual responses but answers could include:
Being unable to practice his religion in a place of worship may leave Howard feeling disconnected from his faith and spirituality. He might feel isolated now he's not part of that community. It could lead to isolation, loneliness and low self-concept.

55. Interpreting lifestyle indicators

Individual responses but answers could include two from:

- kidney damage
- breathing problems
- liver damage
- HIV or hepatitis (from shared needles)
- poor self-concept.

56. Recommendations and actions

Individual responses but answers could include:

- They are more likely to follow the actions.
- They will have more trust in the person who supports them.

57. Understanding barriers and obstacles

Individual responses but answers could include:

- The person may not understand what the health professional is saying to them.
- The person may not be able to discuss their needs/wishes.