

Enriching Knowledge for the Health Management and Social Care Curriculum Series : Individual Health and Well-being

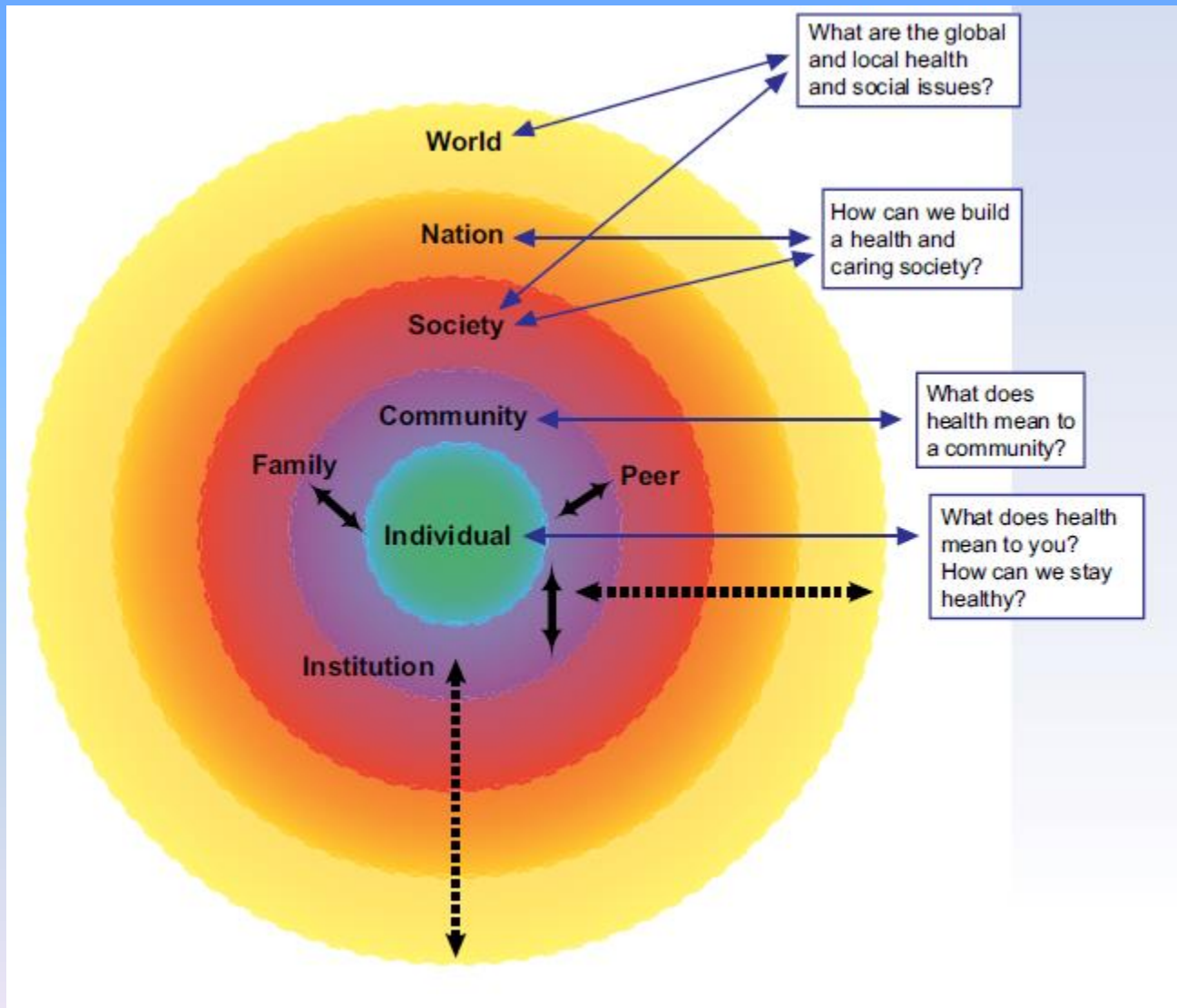
Learning and Teaching References

- 1** Personal Needs and Development across Lifespan
- 2** Health and Well-being
- 3** Physical Well-being – Healthy Body
- 4** Mental Well-being – Healthy Mind
- 5** Social Well-being – Inter-personal Relationship
- 6** Healthy Community
- 7** Caring Community
- 8** Ecology and Health
- 9** Building a Healthy City
- 10** Healthcare System
- 11** Social Welfare System
- 12** Medical and Social Care Professions
- 13** Health and Social Care Policies
- 14** Social Care in Action
- 15A** Health and Social Care Issue – Ageing Population
- 15B** Health and Social Care Issue – Discrimination
- 15C** Health and Social Care Issue – Domestic Violence
- 15D** Health and Social Care Issue – Addiction
- 15E** Health and Social Care Issue – Poverty

Booklet 1- Personal Needs and Development across Lifespan

September 2016

Curriculum Framework



S4 – Concepts and Framework

Booklet (1) Personal development

Booklet (2) Health and well-being

S4 – Holistic Health

Booklet (3) Physical

Booklet (4) Mental

Booklet (5) Social

S5 – Macro Level

Health Management

Booklet (6) (8) (9) (10)

Social Care

Booklet (7) (11)

Round-up : Booklet(13) Health and Social Care Policies

Learning Targets

Values and attitudes

- Develop positive attitude towards changes, life events and adversities

Skills

- Learn how to deal with life events that affect health and personal development

Knowledge

1.1 / 1.3

- Recognize the lifespan perspectives on physical growth and development
- Identify the features of physical, intellectual, emotional and social development at different stages of life

Learning Targets

Knowledge

1.2

- Understand the needs and care of people at various stages of life

Knowledge

1.4 / 1.5

- Explore how the family, peers, school education and the community influence personal health and development
- Identify and understand the positive factors and risk factors towards personal development

Knowledge

1.6 / 1.7

- Understand that transitions and changes across lifespan are inevitable
- Realize that real-life problems often have more than one solution

Key Questions

Life Stages

- What are the important features of personal growth and development at various stages of life?

Factors

- What are the factors affecting personal growth and development?

Relationships

- How do human relationships influence personal growth and development?



**Booklet(5)
Social
Well-being**

Life Events

- How do life events influence personal growth and development?



**Booklet (4)
Mental
Well-being**

1. Physical growth and development




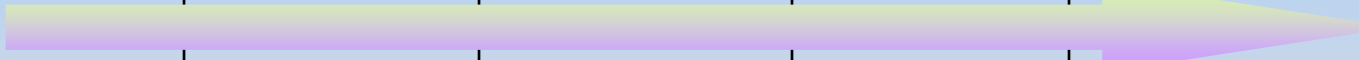
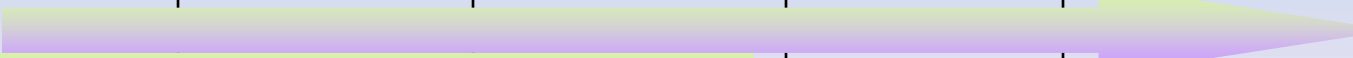
Curriculum and Assessment Guide

Topic 1 - Personal Development, Social Care and Health Across the Lifespan

1C Transitions and changes in the course of the lifespan

- 1C1 - 1. The various stages of life : infancy, childhood, adolescence, adulthood and elderly
- To recognise the **lifespan perspectives** on human development and the **important features** at **different stages of life**

1.1 Personal Growth and Development – Features

Stages	Infancy	Childhood	Adolescence	Adulthood	Elderly
Physical development					
Intellectual development					
Social development					
Emotional development					

Sequence of growth / development

Different features of a life stage

Physical Development

Infancy

- Physical growth in the first year is the marked by quickly gaining in body height and weight
- The upper part of the body grows faster
- Learn to control his/her body and its movements.

Childhood

- Control body movement and develop better balance
- Muscle grows with better coordination
- Improper postures can cause skeletal deformities

Adolescence

- Rapid growth of the skeletal and muscular systems
- Secondary sexual characteristics and maturity of the reproductive organs as a result of increased hormone production
- Girls show puberty signs earlier

Adulthood

- 20 to 30 is the golden period
- By the age of 40, there are signs of decline of metabolism and deteriorating body functions
- Menopause are typical for women who are in the age range of 45 to 55 years old.

Elderly

- Deterioration of body systems and senses
- Changes in appearance : wrinkles, grey hair
- Poor balance due to weak muscles leading to risk of fall
- Being harder for the body to keep warm

Intellectual Development

Infancy

- Language develops from single words to combined words, simple questions and short sentences
- Understand the world through senses and motor actions
- **Think that objects do not exist if they do not see them**

Childhood

- Simple reasoning to figure out how things work and why things happen
- Only able to understand familiar situations or concrete examples
- Logical problems only if concrete examples are given

Adolescence

- Imaginative and more able to understand abstract ideas
- Develop problem solving skills like adults
- Need to learn decision making skills

Adulthood

- Wisdom accumulated through plenty of experience.

Elderly

- Wisdom accumulated
- Some elderly may become less able at solving problems and coping with intellectual challenges due to their deteriorating health

Emotional Development

Infancy

- Need to develop sense of security
- Become depressed or frustrated when being separated from parents or care givers if they lack sense of security

Childhood

- Do not know how to explain their own feelings and emotions
- Feelings of **self-worth and self-esteem**: feeling of being **valuable to friends and family** is important

Adolescence

- High emotional tension due to hormonal changes
- Become emotionally unstable and easily aroused by self-consciousness

Adulthood

- Search for **intimate and secure relationship**
- Separation in intimate relationship / marriage creates severe emotional problems

Elderly

- Positive attitude: after retirement, spending more time with people and enjoying life
- Negative attitude: stereotyped by others as useless or a burden of the family / negatively impact on emotion and self-esteem

Social Development

Infancy

- Develop attachment with family members/ care givers

Childhood

- Same-sex friendship groups
- Friendship groups influence values, beliefs and behavior

Adolescence

- More independent and peers become more influential than family members
- Try to build intimate relationship

Adulthood

- Establish own social networks
- Marriage and parenthood
- Adapt to different roles and relationships, such as being a partner, parent and an employee

Elderly

- Taking care of grandchildren and young members in the family
- Expand social network
- Some who are disabled or have poor health condition may not be able to maintain a healthy social life
- Death of relatives / spouse

1.1 Physical Growth and Development– Theories

Stages	Infancy	Childhood	Adolescence	Adulthood	Elderly
Physical development	Freud's stages of psychosexual development				
Intellectual development	Piaget's theory of cognitive development				
	Kohlberg's stages of moral development				
Social development					
	Erikson's stages of psychosocial development				
Emotional development					

Freud's stages of psychosexual development

Infancy

- Oral Stage

- Mouth is the focus of the drive for physical pleasure e.g., sucking

- Anal Stage

- Libido becomes focused on the anus e.g. toilet training.

- Phallic Stage

- Libido becomes focused on the genitals. Identification with same-sex parents can help resolve the Oedipus Complex and Electra Complex

Childhood

- Latency Stage

- Libido on genitals has been suppressed.

Adolescence

- Genital Stage

- Achieving mature sexual intimacy

Adulthood

Elderly

Piaget's theory of cognitive development

Infancy

- Sensorimotor (Aged 0-2)
- understands the world through sense and motor actions
- Preoperational (Aged 2-7)
- use symbols to think and communicate
- self-centered: use personal views to understand and explain things

Childhood

- Concrete operational (Aged 7-11)
- Begins to think logically and becomes capable of solving problems
- However, these abilities are confined to things that he/she could see in daily life. They could not think through imagination of things which they have not encountered before

Adolescence

- Formal operational (Aged 11-16)
- Able to manage a variety of "what-if" questions, analysis and recall of things, abstract ideas and logical thinking
- Able to manipulate ideas and think hypothetically

Adulthood

Elderly

Erikson's stages of psychosocial development

Infancy

- Trust versus mistrust
- Autonomy versus shame and doubt
- Initiative versus guilt

Childhood

- Industry versus inferiority

Adolescence

- Identity versus role confusion

Adulthood

- Intimacy versus isolation
- Generativity versus stagnation

Elderly

- Integrity versus despair

Kohlberg's stages of moral development

Pre-conventional

(concentrate on personal benefits and satisfying his/her own needs)

- Punishment and Obedience Orientation
- Individualism, Instrumental Purpose, and Exchange

Conventional

(Rules or norms of a group to which the individual belongs become the basis of moral judgments)

- Mutual, Interpersonal Expectations, Relationships and Interpersonal Conformity
- Social System and Conscience (Law and Order)

Post-Conventional

(makes choices and judgments based on self-chosen principles)

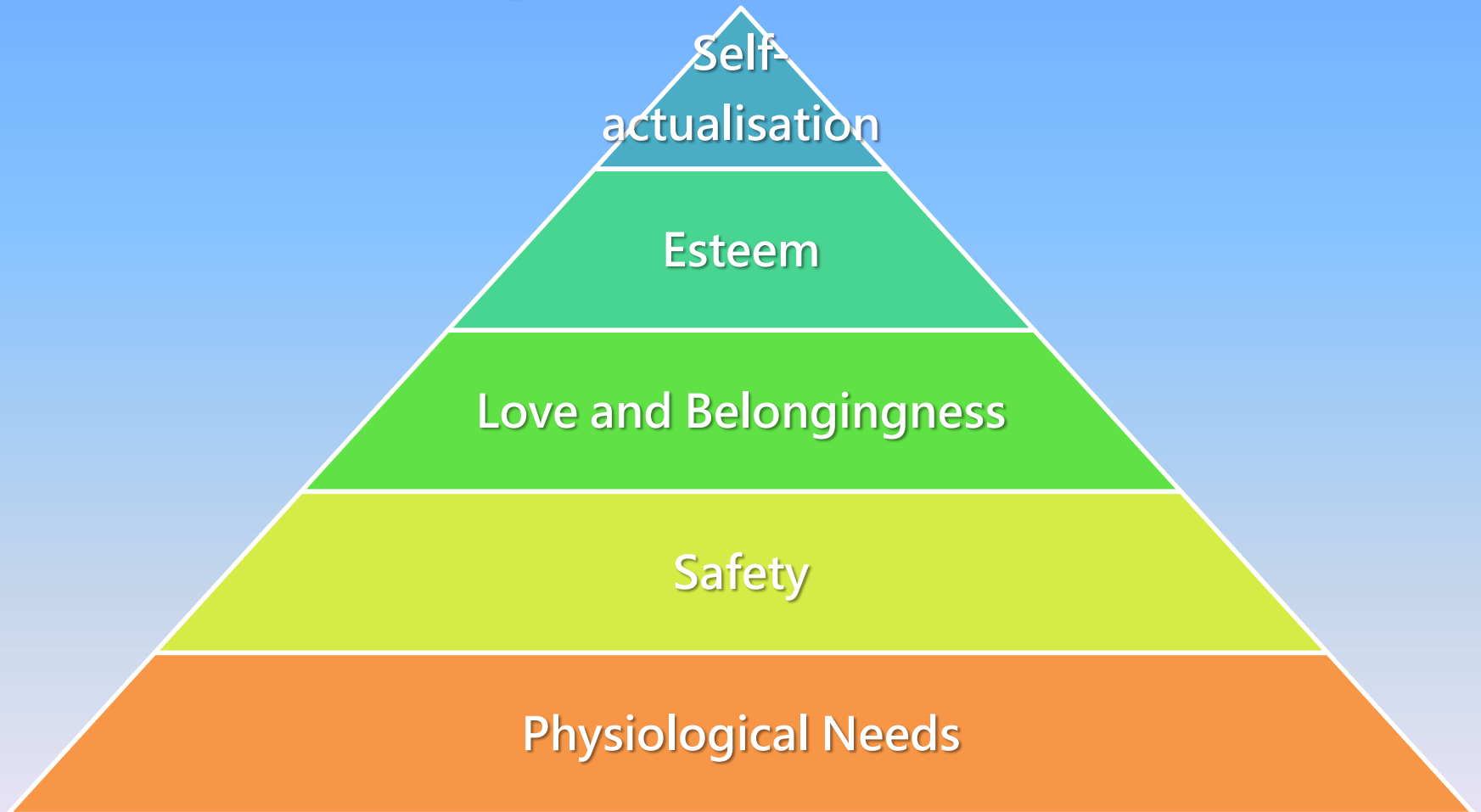
- Social Contract or Utility and Individual Rights
- Universal Ethical Principles

1.2 Human needs

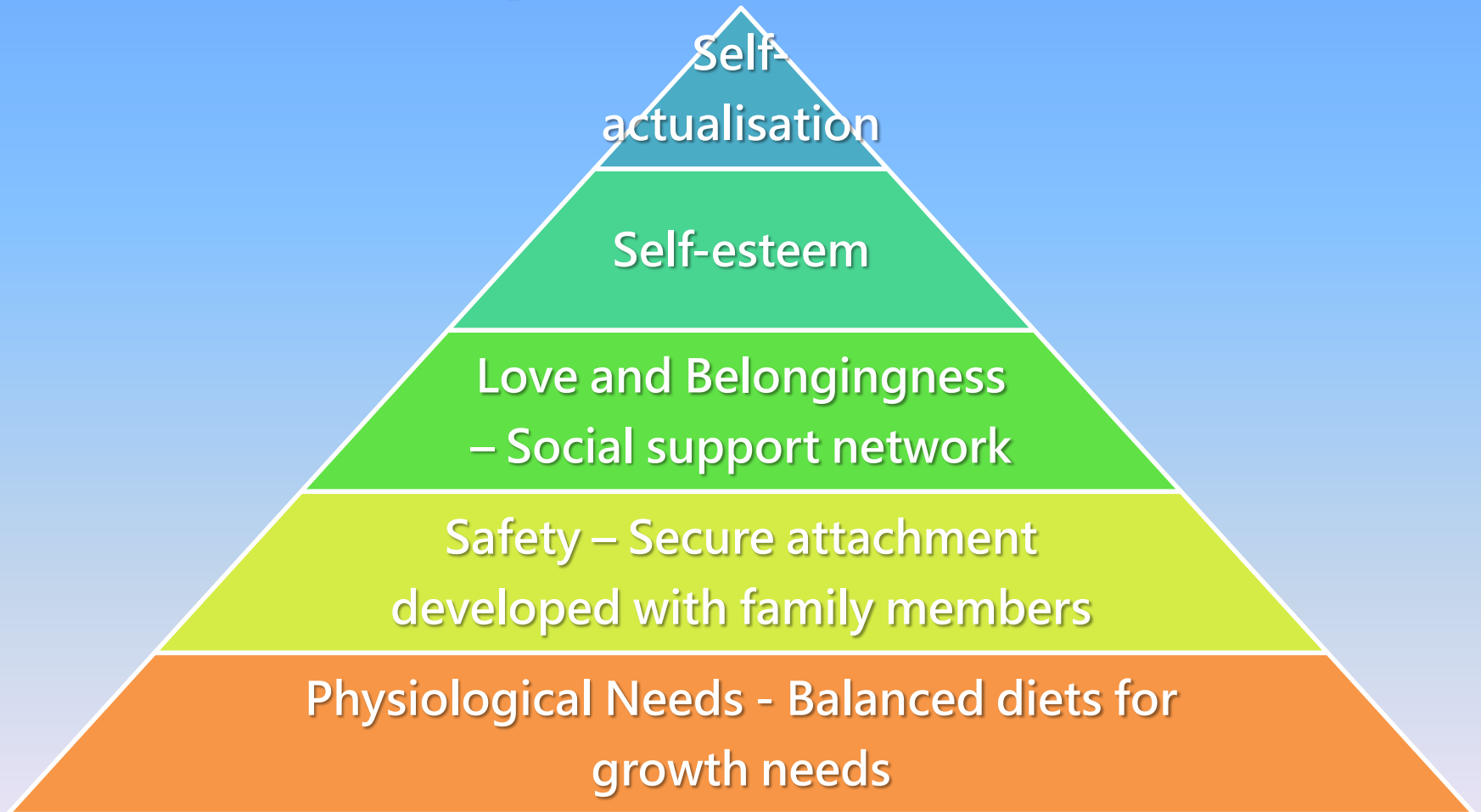
Curriculum and Assessment Guide

- **Topic 1 - Personal Development, Social Care and Health Across the Lifespan**
 - *1C Transitions and changes in the course of the lifespan*
 - 1C7 - Special needs and care throughout the life cycle
 - To understand the needs and care of people at various stages of life

Maslow – Hierarchy of Human Needs



Maslow – Hierarchy of Human Needs



1.4 Interpersonal relationships (Booklet 5 – Social Well-being)

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- **Topic 4 - Promotion and Maintenance of Health and Social Care in the Community**
 - *4D Social care, healthy relationships, social responsibility and commitment in the family, community and groups*
 - 4D1 Healthy relationships - Positive and negative effects of relationships on personal development
- To respect each and every relationship

1.4 Self Concept

Curriculum and Assessment Guide

- **Topic 1 – Personal Development, Social Care and Health Across the Lifespan**
 - *1A Biological, social, psychological, spiritual, ecological and cultural perspectives and dimensions*
 - 1A4 – Psychological perspective : **Self-esteem and self concept**

Self-concept – 3 dimensions

How one feels
and judges
oneself (feeling)

3. Self-
esteem

How one
perceives and
understand
oneself

1. Self-
image

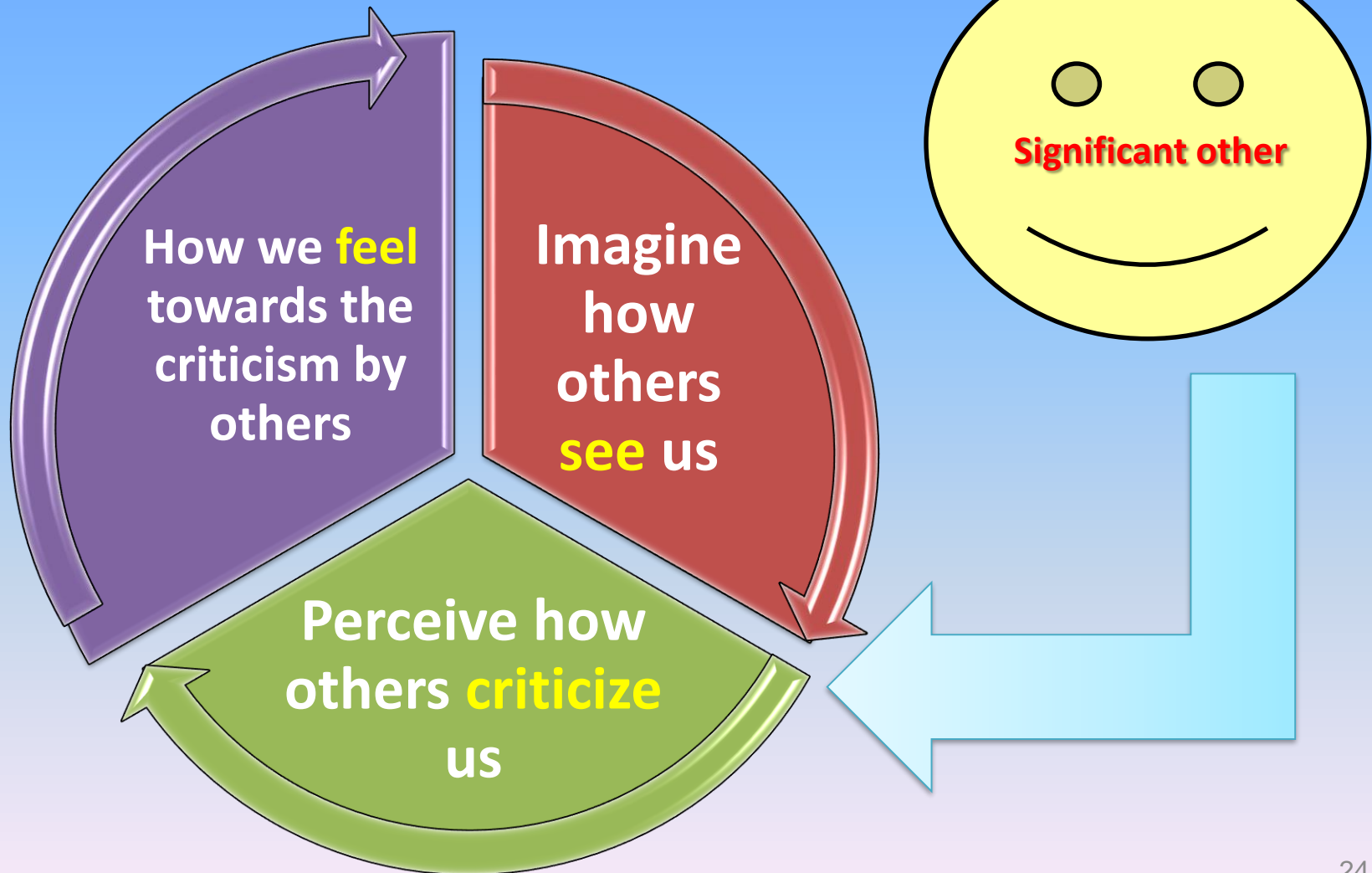
A person that one
would like to be

2. Ideal self

Self-image

(How one perceives and understands oneself)

Looking-glass Self



1.5 Factors influencing self-concept and interpersonal relationship

Curriculum and Assessment Guide

Topic 1 – Personal Development, Social Care and Health Across the Lifespan

– *1B Factors which influence personal development*

- Family /education and schooling/Peer/community influence
- To explore how the family, peers, school education and the community influence personal health and development

Concept : Socialization

Curriculum and Assessment Guide

- **Topic 1 – Personal Development, Social Care and Health Across the Lifespan**
 - *1B Factors which influence personal development*
 - 1B1 Family
 - Family as a socializing agent and the role of family

Socialisation

- The process of inheriting and performing the **roles** (e.g. as a student / gender / occupation) necessary for **participating in the society** with **“appropriate” actions and behaviours.**

Significance: Each stage has its own standard of behavior, enabling people to understand and express themselves. Through socialization, people understand their roles and others' expectations on them in the culture they grow up.

社教化

初級

- 生命中的最初幾年形成的關係
- 家庭

次級

- 與一些在家外認識的朋友或同儕之間形成的關係

高級

- 與一些在社會中的正式團體之間形成的關係

Socialisation

Primary

- The relationships formed in the first few years of life
- **Family**

Secondary

- The relationships formed with friends or peers outside home

Tertiary

- the relationships formed within other formal groups in the society

Concept : Parenting Style

Curriculum and Assessment Guide

- **Topic 1 – Personal Development, Social Care and Health Across the Lifespan**
 - *1B Factors which influence personal development*
 - 1B1 family : **Parenting Style**

Impacts on Personal Development

	Low Demand	High Demand
Low response		
High response		

Impacts on Personal Development

	Low Demand	High Demand
Low response	<p><u>Neglecting</u></p> <p>Parents</p> <ul style="list-style-type: none">• Neither demanding nor responsive• Even actively reject and neglect their responsibilities of rearing children <p>Children</p> <ul style="list-style-type: none">• Not concerned about their own growth and development• Less competent and easily give up	
High response		

Impacts on Personal Development

	Low Demand	High Demand
Low response		<p><u>Authoritarian</u></p> <p>Parents</p> <ul style="list-style-type: none">• High levels of demand and control but relatively low levels of warmth and communication• Focus on obedience – provide orderly environment with a clear set of regulations / all activities of children are monitored <p>Children</p> <ul style="list-style-type: none">• High self-expectation and work hard continuously• Poor in expressing themselves if being overly obedient• More negative self-concepts and a stronger sense of inferiority
High response		

Impacts on Personal Development

	Low Demand	High Demand
Low response		
High response	<p><u>Permissive</u> Parents</p> <ul style="list-style-type: none">• Responsive but with relatively low levels of control <p>Children</p> <ul style="list-style-type: none">• More self-centered• Confident in exploring their surrounding• Rank low in self-regulation	

Impacts on Personal Development

	Low Demand	High Demand
Low response		
High response		<p><u>Authoritative</u> Parents</p> <ul style="list-style-type: none">• High levels of control and acceptance• Setting clear regulations but also responding to the child's individual needs <p>Children</p> <ul style="list-style-type: none">• Better logical thinking• High in self-regulation• More cooperative• Are achievement oriented

Impacts on Personal Development

	Low Demand	High Demand
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1.6 Effects of life events on personal development

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- **Topic 1 – Personal Development, Social Care and Health Across the Lifespan**
 - *1C Transitions and changes in the course of the lifespan*
 - 1C4 –Crucial examples of life events / experience
 - To understand that transitions and changes across life span are inevitable

Concept : Life events

- **life experiences** or **events** that have **positive** or **negative** effects on **personal development**

Anticipated

- Childhood and adolescence : education
- Adulthood : employment 、 change of job 、 promotion and resignation
- Elderly : retirement

Unanticipated

- Illnesses leading to disabilities
- Separation and reunion
- Bereavement



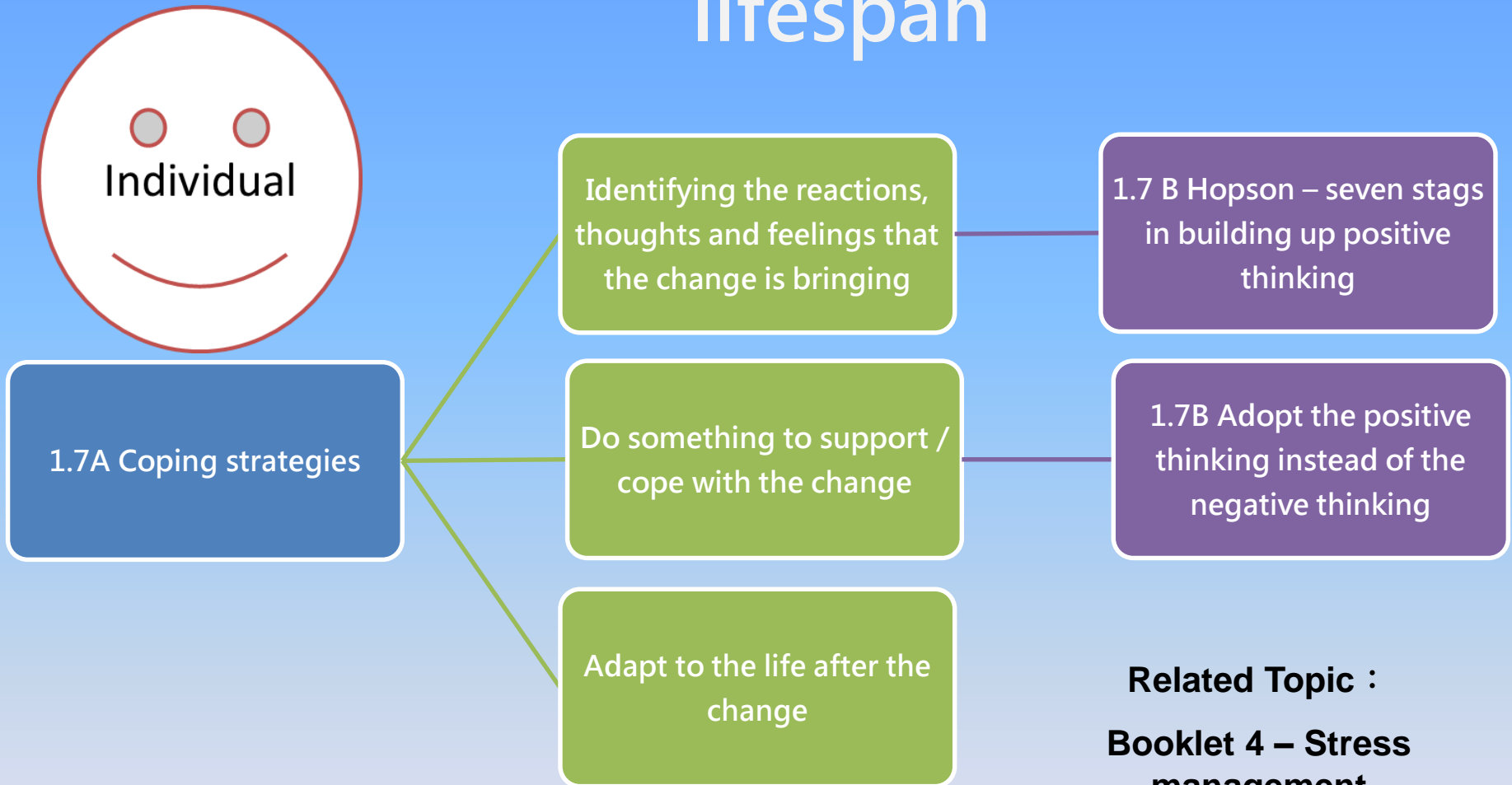
Personal
development

1.7 Responses to life events across lifespan

Curriculum and Assessment Guide

- **Topic 1 – Personal Development, Social Care and Health Across the Lifespan**
 - *1C Transitions and changes in the course of the lifespan*
 - 1C5 – Positive responses to different life events
 - To develop *positive attitude* towards changes and life events
 - To learn *how to deal with* life events that affect personal development and health
 - To realize that real-life problems often have *more than one solutions*

1.7 Responses to life events across lifespan



1.7 B Hopson – seven stags in building up positive thinking

1.7B Adopt the positive thinking instead of the negative thinking

Related Topic :

Booklet 4 – Stress management /maintenance of good mental health