Enriching Knowledge for the Health Management and Social Care Curriculum Series : Holistic Concept of Health

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(5) Social Well-being

September 2016

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Learning Targets

Values and attitudes
- Respect each and every relationship

Knowledge
- Identify various types of relationship and how they affect personal growth

Skills
- Acquire interpersonal skills for relationship building
- Acquire skills for conflict management

Management of Social Relationships

Conflict Management

Relationship Building

Negative Impacts

Positive Impacts

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Ill-being	Family Relationships	Well-being
Ill-being	Peer Relationships	Well-being
Ill-being	Work Relationships	Well-being

5.1 Healthy Relationships

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

- *1A3.   Social perspective*
    - *Interpersonal relationships*

5.1 Healthy Relationships

<u>Curriculum and Assessment Guide</u>

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*
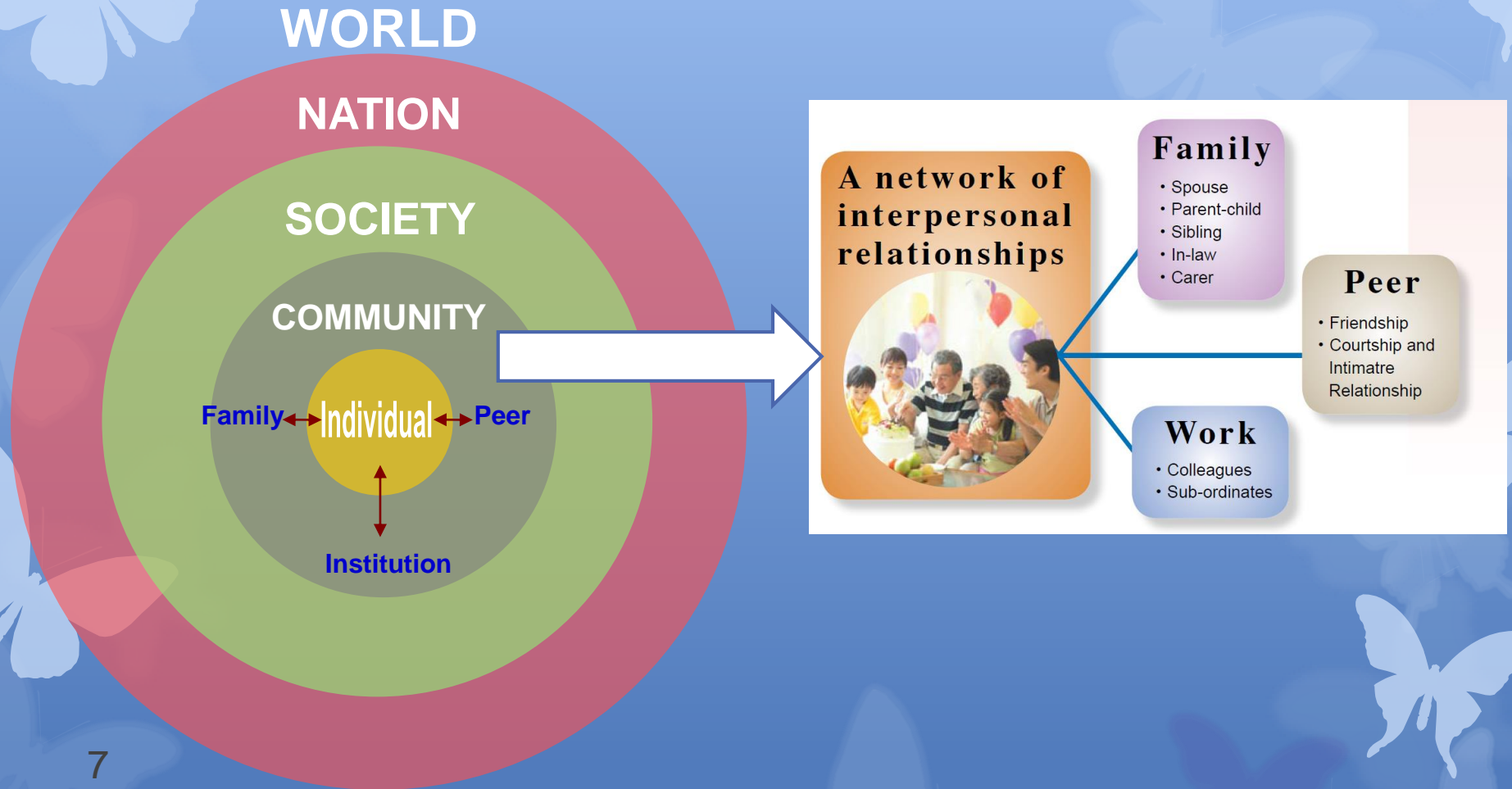
▪ *4D1.   Healthy relationships*

☐ *Types of relationships – family relationships, friends and peer relationships, intimate relationship and workplace relationships*

☐ *Positive and negative effects of relationships on personal development*

☐ *Barriers to healthy relationships*

➢ *To respect each and every relationship*

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5.1 Healthy Relationships

WORLD

NATION

SOCIETY

COMMUNITY

Family ←→ Individual ←→ Peer

Institution

A network of interpersonal relationships

Family
- Spouse
- Parent-child
- Sibling
- In-law
- Carer

Peer
- Friendship
- Courtship and Intimatre Relationship

Work
- Colleagues
- Sub-ordinates

5.3A Importance of social relationships

Physical	• Provides protection and personal safety in dangerous situations and enhances physical health
Mental	• Provides love and belonging
Social	• provide social support in expected and unexpected life events that helps solve the crisis and increases the capacity to cope with crises

Holistic Health

Importance

Self-understanding → Johari Window

Loneliness
- Social loneliness → lack of friends
- Emotional loneliness → lack of intimate relationships

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5.2 Family Relationships

Curriculum and Assessment Guide

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*

    - *Types of relationships – family relationships*

    - *Positive and negative effects of relationships on personal development*

    - *Barriers to healthy relationships*

  - *To respect each and every relationship*

5.2 家庭關係

課程及評估指引

課題一　人生不同階段的個人發展、社會關懷及健康

1B影響個人發展的因素

內容：

1B1 家庭角色

- 為健康和發展提供理想條件
- 滿足生理、社交和情感需要
- 建立個人身份、自尊、抗逆能力和情感
- 培養家庭、社會及文化的價值觀念

目的

　　探討家庭怎樣影響個人的身心健康和發展

5.2 Family Relationships

Curriculum and Assessment Guide

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

1BFactors which influence personal development

- *the role of the family in*

  - *nurturing conditions for health and development*

  - *meeting the physical, social and emotional needs*

  - *developing one's identity, self-esteem, resilience and affection*

  - *inculcating family, social and cultural values*

- *To explore how the family influences personal health and development*

5.2A Marital Relationships

Physical

- Intimate sexual relationship

Mental

- Satisfies human needs of security and love and helps achieve self-actualization

Social

- Division of work and functions of a family
- Social expectations on the gender roles

5.2A 2.Parent-child Relationships

Physical

- Child-rearing - ensure the physical growth of the child by satisfying their physical and psychological needs

Mental

- Parenting - provide a role model to the child and assist them in acquiring skills that they should learn to develop their self-esteem and positive self-concept

Social

- Nurturing – help children to adapt to society by providing opportunities and involving them in social activities at different stages of life

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5.2A Sibling Relationships

Stages	Positive	Negative
Infancy	• imitate their siblings • learn to share and cooperate	• compete with each other and jealousy arises when they are competing for the family resources and parents' love • poor social skills caused by the poor relationship between siblings • Conflicts caused by jealousy and competition
Childhood	• get guidance and support from siblings	
Adolescence	• siblings are like their peers • May be closer than peers	
Adulthood	• give advice and provide support to each other on their careers or families • serve as an emotional and financial support • share the role of carers for their parents • cooperate to deal with problems and cope with demands and pressure from parents	
Elderly	• major support networks for each other	

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5.2A Factors affecting Sibling Relationships

Number

- Without brothers or sisters, children may not have any experience in growing up together with other family members
- The larger the number of siblings, the greater will be the competition for family resources and parents' attention

Gender combination

- Siblings of the same sex are more able to share common topics and hobbies, but find it easier to be jealous and competitive with each other
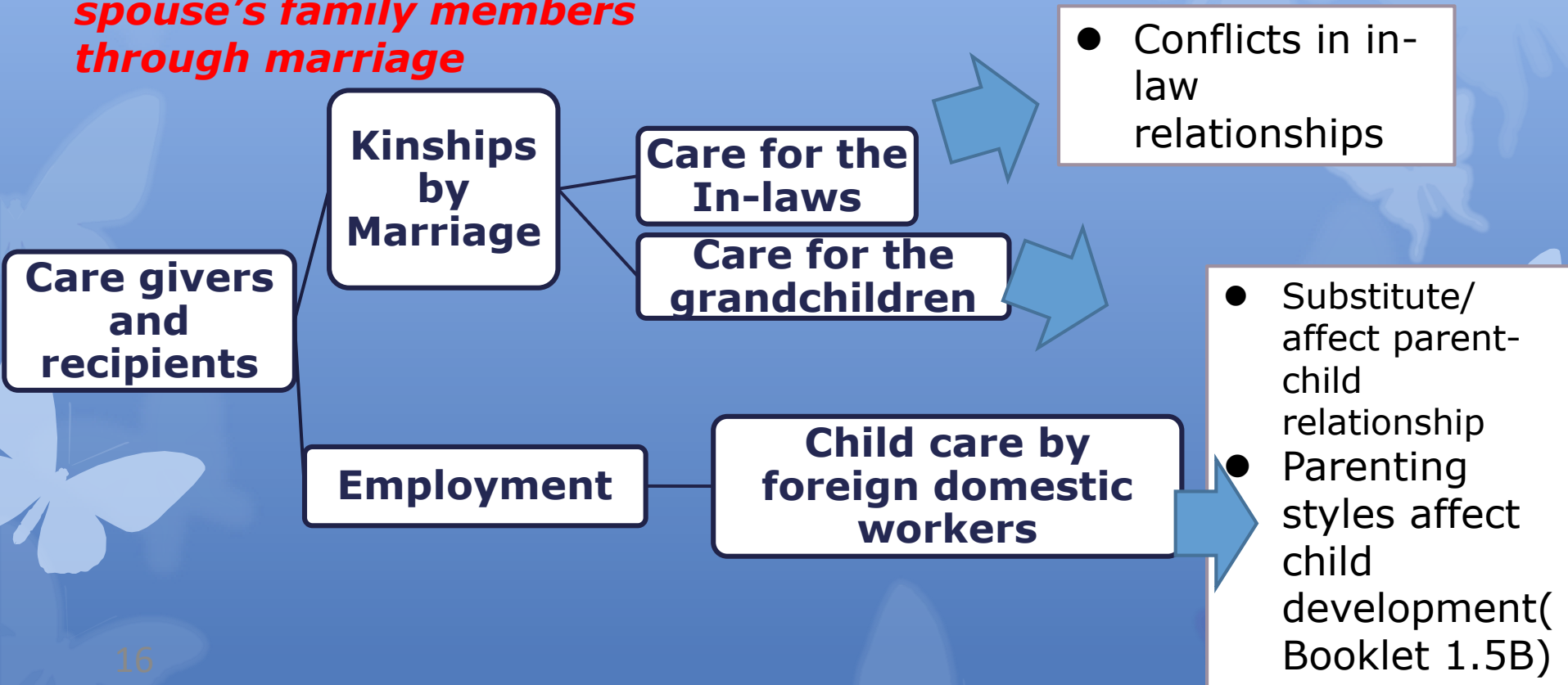- Different social expectations on different genders in a family

Age gap

- Tend to act like peers if the age gap is small
- The wider the age gap between siblings, the more likely they act like parent and child

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5.2A 4. Kinships by Marriage/ Care-givers and recipients

○ *Kinships by Marriage – the relationships developed between one and their spouse's family members through marriage*

Care givers and recipients

Kinships by Marriage

Care for the In-laws

Care for the grandchildren

Employment

Child care by foreign domestic workers

- Conflicts in in-law relationships

- Substitute/ affect parent-child relationship
- Parenting styles affect child development(Booklet 1.5B)

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5.2 Family Relationships

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

1CTransitions and changes in the course of the lifespan

- *1C2.   Changes of human relationships across lifespan*
  - *Child-parent relationships, sibling relationships, friendship, courtship, working relationship*
  - *Moving from child-parent relationships to sibling relationships and relationships outside the nuclear family*
  - *The linkages between the nuclear and the extended family*

- *1C3.   Changes that occur in families throughout the life cycle*
  - *Independence*
  - *Marriage*
  - *Parenting*
  - *Interdependence*

- *To understand that transitions and changes across life span are inevitable*

5.2B. Changes of family relationship across lifespan

Stages	Features
Entering into early adulthood (Living with original family)	• The adolescent children seek to develop self-identity, as well as begin separating from their family and becoming independent • They are starting to develop intimate relationships outside the family and spend more time with peers. Peer relationships are important during this period.
Getting Married (New family)	• To establish an intimate relationship • To achieve independence - social and economic independence • To establish family roles and responsibilities

Becoming Parents (Nuclear family)	• an increase in the financial burden
	• an increase in the household burden – rearrangement of roles and responsibilities
	• Appropriate care for the physical and psychological needs of the children
	  ➢ Consensus on the child-rearing issues
	  ➢ Effective parenting styles for nurturing positive parent-child relationship

Stages	Features
Raising an Adolescent	• If the parents treat the grown-up children like infants and young children, the children may act against the parents' authority in pursuit of a more equal parent-child relationship • Parent-child relationship: respect and understand adolescent development including their need to be dependent, but still being immature, and needing to be guided and treated reasonably
Adapting to the Independence of Children	• 'Empty nest' stage : the children leave the family one by one as they grow older, leaving their parents to live alone • Some couplesenjoy spending more time with each other. Thus, it is sometimes called the 'second honeymoon' • Some couples may have failed to maintain a harmonious marital relationship and conflicts increase when they have more time to be with each other. They divorce when their children leave home.
Entering into Late Adulthood	• New and original families – help the children to take care of the grandchildren that provide shelters for the new families, providing the reliefs on financial and social difficulties • From care giving to being cared by children • Death of the spouse -have to be psychologically prepared for the death of their spouse, i.e. the ends of marital relationship

5.3 Peer Relationships

Curriculum and Assessment Guide

Topic 1 - Personal Development, Social Care and Health Across the Lifespan
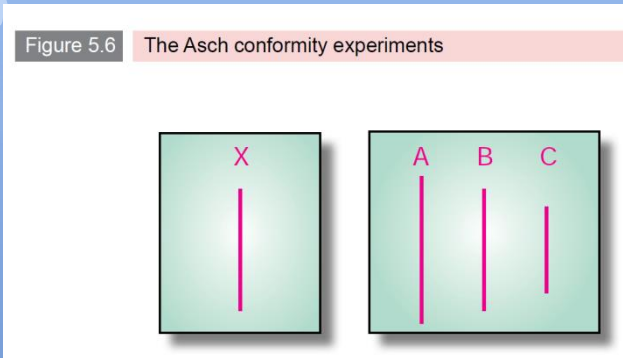
1BFactors which influence personal development

- *1B3.   Peer groups*
    - *Meeting social and emotional needs*
    - *Peer pressure and one's identity*
    - *Influence on life style and on a variety of health risk behaviours*

- *To explore how the peers influence personal health and development*

5.3B Peer Pressure – Reasons

Figure 5.6 | The Asch conformity experiments

X | A B C

conform to the wrong answer due to social pressure

Reasons for conformity

Peer pressure

Avoid social conflicts

Reluctance to be isolated

Need recognition and support from their peers

5.3C Peer Pressure – Impacts

Positive

- Encourage healthy lifestyles and appropriate social behavior / With peer support, it is easier to practise and try out new behaviors
- Provide social and emotional supports
- Become a positive role model and share their success with their peers

Negative

- Discourage self-assertiveness -engage in dangerous or antisocial behaviour in order to avoid being isolated or rejected and get the acceptance of their peers
- Discourage independent thinking and personal judgement - adopt different style of dress, friends and values, following their peers' likes and dislikes

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5.3C Peer Pressure– Possible Reponses

Key questions

How can we develop and maintain healthy relationships ?

Submissive response

- reluctant to share their views and do anything against the group, even if they are suffering or will suffer. They do not want to break up the relationship.

Aggressive response

- use sarcastic words and aggressive behaviour to express their discontent and act for their personal interests regardless of others' feelings and the situation. They choose to protect their own personal interests

Assertive response

express own views and protect own interests without hurting those of others. A self-assertive person is able to respect others and protect their own interests.

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Reference – Conflict Resolution Strategies

5.4 Workplace Relationship

Curriculum and Assessment Guide

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*

    - *Types of relationships – workplace relationships*

  - *To respect each and every relationship*

5.4A. Workplace Relationships

Independent	Dependent	Competing	Conflicting
• everyone has their own task, and they seldom cooperate with others	• everyone needs to cooperate to finish a plan or project	• everyone has to compare their performance and compete with their colleagues in order to be promoted and achieve a higher salary	• the colleagues have opposing views which are communicated with an aggressive attitude and behavior

5.4C. Conflict Management

Curriculum and Assessment Guide

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

- 4D2 2. Promotion and maintenance of care in service delivery
  - Understanding conflicts and conflict resolution strategies, e.g. effective communication

Topic 5 - Health Promotion and Maintenance and Social Care in Action

5D Leadership in health and social care

- 5D1 Conflict management

5.4C. Conflict Management– Levels of Conflict

Between groups (inter-group conflict)	• disputes between employers and employees
Within groups (intra-group conflict)	• disputes due to corporate decision-making
Between individuals (interpersonal conflict)	• quarrels between a husband and wife
In individuals (internal conflict)	• whether an individual should give up their own interest in order to help others

5.4 Conflict Resolution

Strategies	Description	Example
Avoiding	An individual does not deal with the conflict and ignores it	Act as if there is no conflict. Take no action to deal with the conflict.
Competing	An individual pursues his own interests at the expense of others	I am the winner and you are the loser.
Accommodating	An individual neglects is/her own concerns to satisfy the concerns of others but eventually causes conflict within an individual	Self-sacrifice to maintain good relationship.
Compromising	The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties	Meet each other halfway
Collaborating	Respects others' goals and involves an attempt to work with others to find some solution that fully satisfy their concerns, establishing a sense of belonging	Win-win

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5.4C Conflict Resolution

Different perceptions or disagreements between individuals or groups

Tension / uncomfortable feeling created

Avoid conflicts

Lower one's creativity and efficiency

Lead to 'group think'

Disrupts one's creativity

Ill-being

Well-being

Different perceptions or disagreements between individuals or groups

Tension / uncomfortable feeling created

Identify the differences

Clarify expectations and thoughts

Learning to deal with disagreement and making adjustments

Achieve personal growth

5.4B Skills to Persuade and Reach Consensus

Skills	
Persuasion	Three main elements : ● Reasons : in the form of evidence, which supports an argument or some conditional offer ● Reputation : obtained from profession, integrity and personal traits ● Affection : making here-and-now statements of personal feelings with the understanding of how to make use of information for emotional resonance
Consensus	● Concluding problems and debating the issue ● Emphasizing common goals and needs ● Searching for a solution which benefits both parties ● Using objective criteria as a basis for discussion