

LO1.1 Case Study: The wide range of factors that affect the decision to have children

Gemma is 22 years old and has been with her partner since they left school together at 16. They rent a house together and have lived together for 6 months. Gemma has been to university to train as a primary school teacher and started a job at a primary school in September. Her partner Sam started as an apprentice at an engineering company at 18. He has nearly finished the apprenticeship and hopes that the engineering company will keep him on.

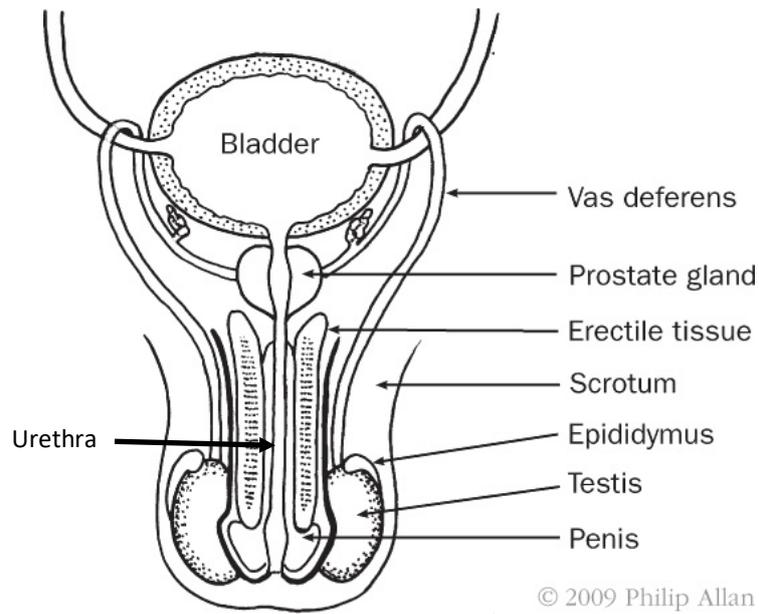
Gemma visits her local Family Planning walk in centre as she and Sam have decided that they want to start a family. What advice could you give her regarding the factors that should be considered before starting a family?

LO1.2 Case Study: Pre-conception health

Louise is 29 years old and married to George, who is 32. Louise goes running 5 times a week, and is currently on a diet. She has an occasional glass of wine with dinner and doesn't smoke. George rarely exercises as he is 'naturally fit'. He is slightly overweight but also doesn't smoke. He often nips to the pub on the way home from work to have a beer with his friends.

Louise has visited her GP as they have been trying to start a family for 18 months and it still hasn't happened for them. What should the GP recommend to Louise and why?

LO1.5: The structure and function of male and female reproductive systems

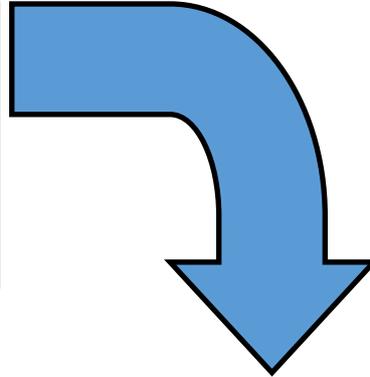


Part	Role/purpose
Testes (1 = Testis)	
Sperm duct system/ epididymis	
Urethra	
Penis	
Vas deferens	

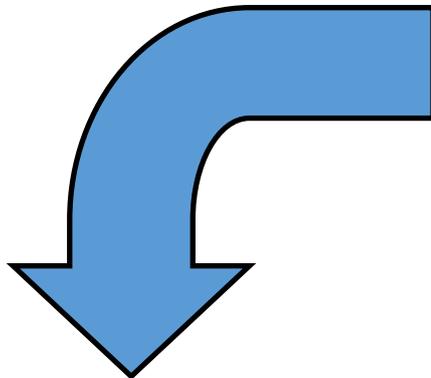
LO1.5: The structure and function of male and female reproductive systems

Make brief notes that explain what happens at each stage of reproduction.

Ovulation:



Conception/fertilisation:



Implantation:

What are the 5 most common signs or symptoms of pregnancy?

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LO2.1 Case Study: The roles of the different health professionals supporting the pregnant mother

Caitlin is 17 years old and studying for A levels in Biology, Chemistry and English. She is on target to achieve an A in Biology and in English and a B in Chemistry. In the future, she would like to work with babies and she is torn between becoming a doctor or a midwife. Caitlin is attending a careers and higher education fair to get further information to help her decide.

Give Caitlin information and advice about the different roles available to her.

LO2.2 Case Study (1): The importance of antenatal and parenting classes

Peter and his wife Claire are expecting their first baby. Claire is in week 31 of pregnancy and they are attending their first antenatal class. Peter confides to the midwife running the session that he's really nervous about the labour process, as he knows Claire will need lots of support but he's not really sure what he can do to help her.

Suggest some ways in which Peter can help Claire during her labour.

LO2.2 Case Study (2): The importance of antenatal and parenting classes

Isobel is expecting her 3rd child. She had straightforward natural births with her first two children. She attends a midwife appointment where the midwife asks her how the antenatal classes are going. Isobel tells the midwife that she has decided not to go to the antenatal classes this time round as she's already had two children and read the books and feels there is nothing more to gain from them.

What could the midwife explain to her to encourage her to attend the classes?

LO2.4 Case Study (1): Specialised diagnostic tests

Martha is expecting her second child, and had a straightforward pregnancy and birth with her first child. She has no family history of genetic conditions and did not get screened during the first pregnancy. At her 12 week scan, the sonographer notices that there seems to be an increased amount of fluid at the back of her baby's neck. The sonographer refers her to the consultant obstetrician, who will need to explain the implications of the increased fluid.

Explain what the obstetrician needs to tell Martha and what the next step would be.

LO2.4 Case Study (2): Specialised diagnostic tests

Martha's screening test has come back and indicates that there is a high level of risk that her baby has Down's syndrome. She has another appointment with the consultant obstetrician to discuss the result and to decide what to do next.

Describe the different tests that could be offered to Martha, then recommend one for her and justify that choice.

LO2.6 Case Study: The stages of labour and methods of delivery, including pain relief

Victoria is in the late stages of pregnancy and has begun attending her antenatal classes. The midwife asks for volunteers to say if there is anything about labour that worries them. Victoria admits that she's a 'bit of a wuss' when it comes to pain and she's really nervous about how much it is going to hurt, but that she's also worried about using a strong pain reliever because she doesn't want to feel groggy or out of control.

Tell Victoria what the different options of pain relief are available to her, and recommend any that you think might suit her best.

LO3.1 Case Study: The postnatal checks of the newborn baby

Harriet gave birth to baby Oliver in hospital last night. The midwife comes round to tell Harriet and her husband Edward that the paediatrician will be doing the rounds later in the morning to do the physical checks and reflex checks on the baby. Edward wants to know why this is and what it involves.

What tests can the midwife explain to Harriet and Edward about?

LO3.2 Case Study: The postnatal provision available for the mother and baby and the postnatal needs of the family

Kaylie gave birth to baby Daisy 7 weeks ago by elective caesarean section. She has been trying to breastfeed Daisy but has been struggling to get her to feed effectively and so has been alternating breast and bottle so that Daisy gets enough nutrition. Today is Kaylie and Daisy's 6-8 week review with the health visitor at her local Sure Start centre.

What is likely to be asked/checked upon during Kaylie's appointment?

LO3.4 Case Study: Conditions for development

Sarah has dropped into her local Sure Start centre to see a health visitor. Her son Jacob is 3 years old. Sarah is having problems getting Jacob to eat his meals with the rest of the family. If Jacob is busy playing, he refuses to join the family at the table and if he is brought to the table he has a tantrum and refuses to eat which upsets his older sister. Sarah is now making different meals at different times to make sure that Jacob eats a meal.

What advice would you give Sarah to try and encourage Jacob to sit and eat his meals with the family?

LO4.1 Case Study: How immunity to disease and infection can be acquired

Fiona has taken her 1 year old son Owen to his 1 year check appointment with the health visitor. During the appointment, the health visitor discovers that Owen has not yet had the vaccinations offered at one year old. When asked why, Fiona says that Owen was very unsettled, tearful and clingy with a high temperature after the last set of vaccinations and she doesn't want to put him through that again.

What could you say to Fiona to encourage her to give Owen his next set of vaccinations?

LO4.2 Case Study: How to recognise and treat common childhood ailments and diseases

Sophie is a 3 year old who attends day nursery while her parents are at work. She is usually a bubbly character who loves to run around. Today, Sophie keeps wanting to be cuddled by the nursery staff and is quite tearful. She doesn't want to play with her usual favourite toys and hasn't eaten much of her dinner. The nursery staff notice that she has a bit of a fever and that a few red blister-like spots have started to appear.

What steps should the nursery staff take next?

LO4.3 Case Study: When to seek treatment by a doctor; key signs and symptoms.

Nathan is an 18 month old. He has slept longer than usual during the night so his mum goes in to wake him. He takes a long time to wake up and when he does he flinches from the lights. He starts crying at a high pitched tone almost immediately. He has a high fever so his mum gives him Calpol. After 30 minutes, Nathan is still crying and his temperature hasn't changed. She takes off his body suit to try to keep him cool when she notices a reddish/purple rash on his tummy.

What should Nathan's mum do next?

LO4.3 Case Study: When to seek treatment by a doctor; key signs and symptoms.

Adam is 4 months old and is at pre-school. Adam is known to have epilepsy and suffers grand-mal seizures. During the day, Adam suffers a grand-mal seizure.

What should the pre-school staff do to help Adam?

LO4.4 Case Study: Diet related illnesses

Emily is 3 years old and starting pre-school. She has a severe nut allergy and the pre-school staff have asked her parents to fill in the following form to inform them of how to support and treat Emily where necessary.

Complete the form for Emily.

Sunny Days Pre-School

Healthcare Form

Name: Emily Williams

D.O.B: 16/06/2015

Parental contact: Mrs Anna Williams, 07771 80525

Mr David Williams, 07788 96945

Diagnosed condition:

Food requirements:

Signs or symptoms:

Treatment:

LO4.4 Case Study: Diet related illnesses

Georgina is 2 years old and has Type 1 Diabetes. It is managed by diet and insulin injections. Georgina has been at home with her mum until now, however her mum is now starting a new job and so Georgina will be starting nursery. Georgina's nursery requests healthcare information so that they can support her extra needs.

Complete the healthcare form for Georgina.

ABC Nursery
Healthcare Form

Name: Georgina Scott

D.O.B: 11/01/2016

Parental contact: Miss Beth Scott, 07417 85268

Mr John Runner, 07645 28745

Diagnosed condition:

Food requirements:

Signs or symptoms:

Hypoglycaemia;

Hyperglycaemia;

Treatment:

Hypoglycaemia;

Hyperglycaemia;

LO4.5 The needs of an ill child

An ill child has four areas of needs that must be met. For each type of need, describe how it can be met and the reasoning behind it; for example, sick children need plenty of rest, as the body is fighting an infection and it takes energy to do that.

Physical needs:

Social needs:

Emotional needs:

Intellectual needs:

LO4.6 Case Study: How to prepare a child for a stay in hospital

George is 5 years old and has a chronic medical condition that causes pain in his joints. He has started having injections to try to manage the pain, but has to stay in hospital overnight to monitor his condition after having it. George has become withdrawn the day before he is due to go into hospital. When his mum asks why, George tells her that he doesn't want to go into hospital because he's scared of the injections hurting like last time, and asks whether it will hurt again.

What could his mum say to George to try and put his mind at ease?

LO5.1 Case Study: How to create a safe, child-friendly environment

The pre-school that you work at is located in a busy area of town. The nursery managers are aware that many parents walk with their children to bring them in, and they are concerned about the safety of the children on the route. They want to make sure that both parents and children know how to be safe around roads.

Develop a leaflet/flyer that could be handed out to parents, that covers the 5 steps of the Green Cross Code and advises how both parents and children can stay safe.

LO5.3: Be aware of the most common childhood accidents

All children are likely to experience a fall or an accident, illness or injury at some point in their life, no matter how careful the adults that care for them are. There are 6 types of accidents that are common in young children. Working in small groups, each group takes one of the six types of accident and produces an A3 presentation on it that fulfils the criteria below.

Criteria:

Title

How the type of accident could happen with young children.

Details of how the child may be injured.

Explanation of how to treat the child.

Suggestions of how to prevent the accident from occurring in the first place.

Once completed, the posters will be displayed in S11 and you will have a chance to look at the other groups' posters and get the information you need to cover LO5.3.

LO5.3: Be aware of the most common childhood accidents

Detail how to look after and treat a child who has had the following accidents;

Choking/suffocation:

Burn/scald:

LO5.3: Be aware of the most common childhood accidents

Detail how to look after and treat a child who has had the following accidents;

A fall:

LO5.3: Be aware of the most common childhood accidents

Detail how to look after and treat a child who has had the following accidents;

An electric shock:

Drowning:

LO5.3: Be aware of the most common childhood accidents

Detail how to look after and treat a child who has had the following accidents;

Poisoning:

LO5.4 Case Study: Social safety

Daniel takes his 5 year old son Joshua out to the local park to play on his new bike, and tells Joshua he must stay where he can see him. Joshua is enjoying getting to cycle around the long pathways really fast. Daniel tries to keep up and call Joshua back but Joshua goes around a bend before Daniel can get there. When Daniel gets there, there are two paths and there is no sign of Joshua. Daniel begins to shout for him and run along one path, getting worried. He runs back to the other path where a couple tell him that they've seen a little boy crying a bit further down. Daniel runs up the path and finds Joshua sat at the side.

Joshua tells Daniel that he was scared because he looked and couldn't see Daniel, and thought he was lost. Daniel calms Joshua down and takes him home. Later on, Daniel sits down with Joshua and tells him what he should do so that he shouldn't get lost, and what to do if he ever is lost.

What advice could Daniel give Joshua?

LO5.4 Case Study: Social safety

Helen takes her 4 year old daughter Holly out for a walk in their local park. Holly runs off in front, but stays within Helen's eyesight. Ahead of them on the path, there is a lady sat resting with her dog at the side of her. Holly is an outgoing little girl and says hello to the lady, who begins talking to her. Holly stops to talk to the lady so Helen hurries to catch her up. When she reaches them, the lady is telling Holly how much she likes the pretty bows in her hair. Helen chats with the lady for a minute, then politely brings the conversation to a close and she continues her walk with Holly.

Later at home, Helen tries to explain why Holly needs to be careful about who she talks to and what she tells them. Holly doesn't understand why when the lady was just being nice about her hair.

What could Helen say to Holly to help her understand but not to frighten her?

LO5.4 Case Study: Internet Safety

Susanne's 4 year old son Jamie is about to start school. He has never really used computers or tablets before, but Susanne realises that he may need to start using them for school work, but she is very worried about Jamie being able to access the internet and what he might find on there by accident.

Suggest some ways in which Susanne can teach Jamie what to use online, how to use the internet safely and prevent him from accessing material that is inappropriate.