

Coordinator Resources

Mental Health: Anxiety Disorders

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A **learning game** – this game will be an opportunity to have a bit of fun to have with the participants! It can be used as an ice breaker or to continue to engage participants after having watched the video.
- A **case scenario** is a fictional story of a person that allows learners to extrapolate and apply what they have learned to a practical scenario. You can present the case scenario to a group of staff for discussion or use it as a self-directed exercise. You could ask staff to relate the case scenario to the related policy and procedures at your organisation.
- **Essential Assessment Answers** are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- **Essential Assessment** – this assessment demonstrates that the learner has understood the information contained in the video.
- **Extension Assessment** – this assessment asks the learner to reflect on the subject discussed in the video. This requires short answers which are marked by the Coordinator.
- **Evidence Assessment** – overall there may be a variety of these assessments offered depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or service in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- **Quick Reference Guide** – this contains the key points of the information in the course. It can be used for a quick face to face up date (toolbox talk), placed in a folder, noticeboard or in a staff area.
- **Course Information Sheet** – this is an informational sheet that directs learners to further resources, information, definitions and who the Subject Matter Expert is. This is useful to have prior to viewing the course.
- **Certificate** – a certificate is issued for each course to be completed by the Coordinator. Hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- **Poster** – a poster is available for each course.
- **Infographic** – This document supports the concept of microlearning and is supplied to aid any staff who learn in different ways and may need help to retain information. It represents the key information from the course. Use it as a poster or email it to staff to refresh a key message. It could be used as a screen saver or you could attach it to pay slips.

Training Game. Word Association — Mental Health: Anxiety Disorders

Equipment - A3 paper, pens

Split the room into 2 groups and give each group a sheet of paper and a pen. Give one group the topic of Physical Health and the other Mental Health. Ask them as a group to write down any words/phrases they associate with their topic.

After 2-3 minutes display the sheets of paper and look for a pattern for the topics. For example- It is quite common for associations of mental health to appear more negative than those of physical health. If this is the case then discuss this with the group and highlight that there should be little difference in the way mental health is regarded.

Case Scenario

Phyllis has lived in a care home for several months now and upon arriving was diagnosed with Parkinson's disease. Her symptoms have increased significantly recently which has affected her ability to feed herself at mealtimes. Until now Phyllis really enjoyed dining with everyone else and socialised well but over the last 2 weeks has been refusing to sit in the dining room.

Phyllis has expressed to her regular care worker that she feels people are talking about her especially since the occasion where she spilt her drink down her blouse.

It is important that staff do not try to 'diagnose' a person's symptoms, but based on what you have learned:

- What might these signs suggest?
- What support measures can be offered to Phyllis?
- Where could staff seek additional information from to help support Phyllis?

Potential responses:

- *Phyllis may be experiencing social anxiety.*
- *Medical assessment*
- *Staff could speak to Phyllis about her concerns and identify the severity of how she feels.*
- *Staff could ask if Phyllis would like to have her food in a smaller area with minimal people.*
- *Phyllis's care plan will need reviewing to ensure her preferences are recorded but reviewed regularly to identify changes/improvements. It could become a goal to eat in the dining room with others for example.*

- *Provide Phyllis with alternative cutlery, lids, straws and plate aids to reduce the likelihood of spillages.*
- *Staff must ensure Phyllis's dignity is always protected.*
- *Offer dining experiences with her family or significant others to increase the confidence of eating in front of others again.*
- *Staff must record any concerns and report to their manager.*

Essential Assessment Answers

Part A

Select if the statement is TRUE or FALSE.

1. Symptoms of anxiety disorders can be debilitating for the person.
True False
2. You should encourage individuals to avoid situations that make them feel anxious rather than seeking support.
True False
3. Individual's must learn to live with their anxiety as there are no effective treatments.
True False
4. Anxiety disorders can have a genetic component but are also triggered by life experiences.
True False
5. An individual living with anxiety and not receiving the correct support may feel vulnerable and isolated.
True False

Part B

Select the **MOST CORRECT** answer from the options below each question.

1. The Fight and Flight response occurs when adrenaline and cortisol are released, which is primarily designed to:
 - A. increase your sense of hearing so that you can hear someone approaching
 - B. prepare the body to flee or attack
 - C. increase hunger so you have more energy

2. The signs and symptoms of anxiety disorders maybe categorised as:
 - A. physical
 - B. psychological
 - C. cognitive
 - D. behavioural
 - E. all of the other answers

3. If an individual experiences a consistent lack of sleep, poor appetite and isolates themselves:
 - A. it is unlikely to indicate an anxiety disorder
 - B. this could indicate an anxiety disorder
 - C. cognitive behavioural therapy is urgently required

4. Identifying the signs and symptoms of a person's anxiety is:
 - A. vital for ensuring person centred care delivery
 - B. unlikely to affect care delivery
 - C. irrelevant to supporting an individual's needs

5. An older person may experience a level of anxiety:
 - A. when first moving into a care home
 - B. after suffering a fall or ill health
 - C. when living with a cognitive impairment
 - D. all the other answers

Part C

Select the MOST CORRECT word or phrase to complete the sentence.

1. Anxiety is response to situations where there is a degree of risk.
 - A. a natural
 - B. an unusual
 - C. an unhelpful

2. The 'main' biological basis of anxiety in the brain involves a chemical substance called

 - A. dopamine
 - B. serotonin
 - C. GABA

3. When the is activated during anxiety, the person will experience an increase in heart rate, sweating and excessive breathing.
 - A. autonomic nervous system
 - B. integumentary system
 - C. digestive system

4. Individuals with may feel like they are being judged, watched, and laughed at.
 - A. post-traumatic stress disorder
 - B. a social anxiety disorder
 - C. generalised anxiety disorder (gad)

5. An extreme panic attack can be mistaken for a due to the similarity in physical symptoms.
 - A. stroke
 - B. concussion
 - C. heart attack

DISCLAIMER:

Except where otherwise stated, scenarios depicted in this course are fictional and any resemblance to any person or event is purely coincidental. The information in this course has been prepared as general information only. It is not intended to provide legal, industrial or other specialist advice and should not be relied upon as such. All advice and information are professionally sourced and provided in good faith and, while all care has been taken, no legal liability or responsibility is accepted for any possible error. For direction concerning your particular circumstances, independent advice should be sought. Copyright 2020. The contents of these Learning Resources remain the property of Altura Learning. They are for the exclusive use of current members of Altura Learning; their use, distribution, and storage are subject to the terms and conditions laid out in Membership Agreements. Altura Learning and Engage. Inform. Inspire are registered trademarks of Altura Learning.