

Unit 8: Psychological Perspectives for Health and Social Care

Unit code: A/601/2404
QCF Level 3: BTEC Nationals
Credit value: 5
Guided learning hours: 30

● Aim and purpose

This unit aims to enable learners to understand the different psychological approaches that can be used when studying and in particular how these can be used to study health and social care.

● Unit introduction

This unit highlights the different psychological perspectives and encourages learners to apply these approaches to the study of health and social care. The value of psychological studies to the understanding of health and social care will also be examined.

Learners will initially consider the meaning of the term 'theories' in the context of psychology, and will begin to appreciate the diversity of psychological theories as they progress through the unit. Learners will examine the principal psychological perspectives and then apply them to the health and social care sectors to gain understanding of the potential value of psychology in these sectors.

On completion of this unit learners will have considered the psychological approach to studying health and social care. The unit encourages reflection, and will be valuable to those learners intending to work with people in a caring capacity.

It will also be useful to learners who intend to progress to study at a higher level. The psychological approach is embedded in several other units in the programme and is extended, in particular, in *Unit 29: Applied Psychological Perspectives for Health and Social Care*, and *Unit 30: Health Psychology*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand psychological perspectives
- 2 Understand psychological approaches to health and social care.

Unit content

1 Understand psychological perspectives

Principal psychological perspectives: behaviourist (role of reinforcement, conditioning, Pavlov, Skinner); social learning (effects of other individuals, groups, culture and society on behaviour of individuals, self-fulfilling prophecy, role theory, Bandura); psychodynamic (importance of the unconscious mind, importance of early experiences, Freud, Erikson); humanistic (Maslow's hierarchy of needs, self-actualisation, self-concept, self esteem, Rogers); cognitive/information processing (Piaget, Kelly); biological (maturational theory, importance of genetic influences on behaviour, influence of nervous and endocrine systems on behaviour, Gesell)

2 Understand psychological approaches to health and social care

Application of psychological perspectives to health and social care practice: behaviourist, eg understanding challenging behaviour, changing/shaping behaviour; social learning, eg promotion of anti-discriminatory behaviours and practices, use of positive role models in health education campaigns; psychodynamic, eg understanding challenging behaviour, understanding and managing anxiety; humanistic, eg empathy, understanding, respecting other individuals, active listening, non-judgemental approach; cognitive, eg supporting individuals with learning difficulties, supporting individuals with emotional problems/depression/post traumatic stress disorder; biological, eg understanding developmental norms, understanding genetic predisposition to certain illnesses or health-related behaviours, understanding the effects of shift work on individuals

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the principal psychological perspectives [IE3; IE4; CT2; CT4; SM3]	M1 assess different psychological approaches to study	
P2 explain different psychological approaches to health practice [CT4]	M2 compare two psychological approaches to health and social care service provision.	D1 evaluate two psychological approaches to health and social care service provision.
P3 explain different psychological approaches to social care practice. [IE3; CT2; CT4; SM3]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered using a mixture of tutor input and learner-led activity, such as research, role plays and case studies and, where appropriate, guest speakers from a variety of health and social care settings and other appropriate practitioners. Initially, learners should explore the principal psychological perspectives and their relevance to approaches to health and social care practice. Learners could work in small groups to identify these different psychological perspectives, and then apply them to the study of health and social care practice. From this information learners will move on to assess different psychological approaches to study.

Once learners are familiar with the principal psychological perspectives they should move on to explore the different psychological approaches to health and social care practice. Many learners find psychological approaches very interesting and they will be able to progress onto comparing two of the psychological approaches to health and social care service provision. This will enable them, in addition to P1 and M1, to achieve M2 and therefore be able to gain a merit grade.

Learners should be encouraged to evaluate these two psychological approaches. They may need a significant amount of help with how to evaluate, and what is meant by an evaluation should be covered by the tutor. It might be useful to share exemplars with them to show them what is meant by an evaluation.

It is important that P1 and M1 are delivered and covered before P2, P3, M2 and D1, as without these two initial criteria being covered/achieved learners will be unable to successfully approach P2.

Learners should be given opportunities, and time, to develop and practise their research skills when carrying out their investigations for this unit. Arrangements for interactions within the workplace should be discussed and agreed with the tutor and work supervisor/mentor.

In addition to learners accessing a health or social care setting for workplace experience it would be very useful to bring the world of the workplace into the classroom, giving learners applied learning opportunities and also the opportunity to question practitioners. Therefore time should be put aside for learners to prepare questions for visiting practitioners before their visit to get the most out of these opportunities.

Learners should be encouraged to be reflective and to develop an awareness of their feelings, thoughts and experiences relating to the different psychological perspectives and approaches to health and social care practice, this will develop as learners develop their understanding and knowledge as they progress through the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Guest speaker: for example child or education psychologist.
Learning outcome 1 Tutor input: psychological approaches to study. Buzz group/learner research: different principal psychological perspectives. Discussion: compare and assess the different psychological approaches investigated.
Assignment 1: Psychological approaches (P1, M1) Produce an information booklet covering an: • explanation of the principal psychological perspectives • assessment of the different psychological approaches to study.
Learning outcome 2 Tutor input: psychological approaches to health and social care. Learner research: investigate the different psychological perspectives to health and social care practice. Guest speaker: Q&A session with a practitioner involved in health and social care. Case studies: the different psychological approaches to health practice. Case studies: the different psychological approaches to social care practice. Discussion: compare/evaluate two psychological approaches to health and social care service provision.
Assignment 2: Psychological approaches to health and care practice (P2, P3, M2, D1) Plan and take part in a discussion covering an: • explanation of the different psychological approaches to health practice • explanation of the different psychological approaches to social care practice • comparison of two psychological approaches to health and social care service provision • evaluation of the two psychological approaches to health and social care service provision.
Unit review and assessment.

Assessment

This unit should be delivered and assessed with as much employer engagement/workplace learning opportunities as is appropriate and relevant.

The learning outcomes can be met through two different assignments where learners are asked to present their evidence using a variety of methods.

The discussion evidence for Assignment 2 should be assessed/witnessed by the tutor and an observation/witness record completed detailing where learners have met learning outcomes/assessment criteria and the tutor's written justification for this. Tutors may also like to collect and collate learners' notes from their planning before the discussion and make a copy of these as evidence if this helps support learner evidence.

Assignment 1 can be produced however learners prefer, for example in the form of an information booklet. This must be explanatory in nature and not just descriptive to meet the requirements of P1. The booklet should also include an assessment of the different psychological approaches to study.

Learning outcome 1 is achieved by meeting assessment criteria P1 and M1 and learning outcome 2 by meeting P2, P3, M2 and D1.

Assignments can be assessed whenever is the most appropriate time for the tutor and learners; the order in which they should be completed is important. Assignment 1 should be completed first in order for learners to have the knowledge required to be able to approach Assignment 2.

To pass the unit learners must achieve a pass grade for each learning outcome, all three pass criteria are spread across both assignments, and both assignments must be covered and assessed. All three pass criteria must be achieved before merit grade criteria can be assessed; the merit criteria must be achieved before distinction grade criteria can be assessed.

Pass grade learners will, on the whole, produce evidence that is an explanation.

Merit grade learners, in addition to the above, will also produce evidence that shows they have carried out an assessment and comparison.

Distinction grade learners, in addition to the above, will also include an evaluation in their evidence.

Learners may like to carry out their plans and investigations/research in small friendship groups, this is acceptable but final evidence for assessment must be individually produced pieces of work.

Tutors are encouraged to embed personal, learning and thinking skills (PLTS) for as many opportunities as is appropriate within classroom-based activities, applied learning/contextualised activities and assessment.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Psychological approaches	You are a psychology student who would like to have a career as an educational psychologist.	Information booklet.
P2, P3, M2, D1	Psychological approaches to health and care practice	On your workplace experience you have been asked to investigate the need for a new, larger therapy and counselling centre for the service users in your locality. You ultimately need to evaluate two psychological approaches to health and social care provision and put forward your findings and suggest what new provision is needed for your locality.	Discussion. Witness/observation record.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

Learners will require access to library facilities, including relevant texts, professional magazines and journals, CD ROMs, current newspapers and ICT facilities including the internet, with tutor guidance to avoid inappropriate use.

Employer engagement and vocational contexts

Visits from speakers employed by the health and social care sectors and representatives of particular bodies in society associated with health and social care provision and psychological approaches will enhance understanding. Learners would also benefit from visits to appropriate organisations.

The local authority will be useful for this unit. The local authority will have several departments who deal with health as part of their daily work, and some who work from a psychological approach for example SENCO. The first point of contact for this unit in this context will be the local authority human resources department.

Indicative reading for learners

Textbooks

Asbridge L, Lavers S, Moonie N and Scott J – *BTEC First Health and Social Care* (Heinemann, 2006)
ISBN 9780435463328

Baldock J, Manning N, Miller S and Vickerstaff S – *Social Policy* (Oxford University Press, 1999)
ISBN 9780198781738

Cardwell M, Clark L and Meldrum C – *Psychology for AS level* (HarperCollins, 2000)
ISBN 9780003224764

Clarke L – *Health and Social Care GCSE* (Nelson Thornes, 2002) ISBN 9780748770724

Eden S – *Society, Health and Development Level 1 Foundation Diploma* (Pearson, 2008)
ISBN 9780435500900

Haworth E, Allen B, Forshaw C, Nicol D, Volbracht A and Leach J – *Society, Health and Development Level 2 Higher Diploma* (Pearson, 2008) ISBN 9780435401030

Jarvis M and Chandler E – *Angles on Child Psychology* (Nelson Thornes, 2001) ISBN 9780748759750

Lovell T and Cordeaux C – *Social Policy for Health and Social Care* (Hodder and Stoughton, 1999)
ISBN 9780340683613

Mason L, Horne S and Irvine J – *BTEC Introduction Health and Social Care* (Heinemann, 2004)
ISBN 978435462451

Moore S – *Social Welfare Alive Third Edition* (Nelson Thornes, 2002) ISBN 9780748765614

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Journal

Psychology Review

Websites

www.bps.org.uk

British Psychological Society

www.dh.gov.uk

Department of Health

www.statistics.gov.uk/socialtrends

Office for National Statistics

www.ohn.gov.uk/ohn/ohn.htm

Our Healthier Nation website

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3] investigating the different principal psychological perspectives [IE4] analysing and evaluating information, judging its relevance and value
Creative thinkers	[CT2; CT4] questioning their own and others' assumptions on health and social care practice
Self-managers	[SM3] organising time and resources, prioritising actions to meet assessment deadlines.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Manage information storage to enable efficient retrieval	retrieving work saved throughout their investigation into the principal psychological perspectives and the assessment of these different psychological approaches to study
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and investigating the principal psychological perspectives regarding health and social care practice
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising findings from research as evidence for learning outcomes
Present information in ways that are fit for purpose and audience	producing two assignments in different formats for different purposes
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing principal psychological perspectives and approaches to health and social care practice comparing two psychological approaches to health and social care service provision
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching textbooks and websites regarding psychological perspectives and approaches
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an information booklet for Assignment 1.