

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
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2016

Unit 22

Psychology for health and social
care

J/507/4443

Guided learning hours: 60

Version 4 – September 2017

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Essential resources required for this unit: For LO3, learners will need access to relevant case studies from authoritative sources.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

We're only human, but what does that mean? Our behaviour is just one aspect of being human. The human mind and body are interlinked and can impact on an individual's health and wellbeing. What barriers do people face in everyday life? How are these barriers linked to psychology? There are many theories linked to psychological perspectives, but which ones are appropriate to the health and social care sector?

This unit introduces you to the human mind and why we behave the way we do. It will introduce you to a range of psychological perspectives and you will be able to make links between these, behaviour change and health and wellbeing. It will help you apply your understanding of human behaviour to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing. On successful completion of this unit, you will have a good understanding of factors that influence responses to health and the underpinning psychological theories used by health professionals to interpret and address these behaviours.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative; it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Be able to apply psychological theories and approaches to health, social care and child care	1.1 Psychological perspectives and approaches, i.e. <ul style="list-style-type: none">• biological influences (e.g. the influence of genetics(e.g. Galton), the influence of the nervous system and the endocrine system (e.g. Selye), maturational theory(e.g. Gesell))• behaviourist perspectives (e.g. Classical conditioning, (e.g. Pavlov), Operant conditioning (e.g. Skinner))• social learning approach (e.g. role models, observation, copy behaviours (e.g. Bandura))• cognitive approaches (e.g. cognitive development of children (e.g. Piaget), personal constructs (e.g. Kelly)• psychodynamic perspective (e.g. the psyche, ego defence mechanisms (e.g. Freud), bonding, attachment theory (e.g. Bowlby))• humanistic approaches (e.g. self-concept and self-esteem, (e.g. Rogers,), hierarchy of needs and self-actualisation (e.g. Maslow) 1.2 The application of the theory to practice, i.e. <ul style="list-style-type: none">• biological influences (e.g. understanding genetic predisposition to certain illnesses, understanding the effects of stress on individuals and ways of managing stress, understanding developmental norms)• behaviourist perspectives (e.g. understanding behaviours and how they can be managed to reduce the adverse impact on an individual's health, (e.g. fears and phobias), dealing with/changing challenging behaviours)• social learning approach (e.g. promoting anti-discriminatory behaviours through use of role models, observational learning, using positive role models to shape behaviours such as addressing mental health issues, addressing health education issues through use of positive role models)• cognitive approach (e.g. providing support to individuals with learning difficulties, used to plan appropriate activities and check developmental norms, therapeutic interventions such as cognitive behavioural therapy to treat abnormal behaviours)• psychodynamic perspective (e.g. therapeutic interventions to deal with anxiety, emotional problems, relationships, treatments for mental health conditions)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • humanistic approach (e.g. recognising and assessing individual needs to provide a person-centred approach, the impact of being in or requiring care, the importance of empathy, understanding and taking a non-judgemental approach based on unconditional positive regard) <p>1.3 The application of person-centred care and how this links to psychological theories and approaches</p>
<p>2 Understand health psychology</p>	<p>2.1 The role of health psychology, i.e.</p> <ul style="list-style-type: none"> • promote general wellbeing and healthier lifestyles • understand physical illnesses and the impact of psychology on these <p>2.2 Factors that impact health psychology, i.e.</p> <ul style="list-style-type: none"> • cultural • ethnicity • age • gender • education • socioeconomic • environmental <p>2.3 Theories of behaviour change, i.e.</p> <ul style="list-style-type: none"> • learning theories • social cognitive theory • theory of reasoned reaction • theory of planned behaviour • health action process approach • transtheoretical model
<p>3 Understand the impact of chronic illness and long-term health conditions on individuals</p>	<p>3.1 Chronic illness and long term health conditions (e.g. arthritis, dementia, Alzheimer's, Chronic Obstructive Pulmonary Disease, heart disease, HIV/AIDS, back pain)</p> <p>3.2 Psychological impacts of ill health (e.g. negative attitude, depression, denial, disengagement, anxiety)</p> <p>3.3 Prescribed treatments (e.g. medications, dietary, relaxation techniques, counselling, complementary therapies, exercise)</p> <p>3.4 Impacts of treatment (e.g. positive feelings regarding taking control, fear from not complying, stress associated with the pain, unpleasant side-effects of medication)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
4 Know the psychological impacts of requiring care	4.1 Positive and negative psychological impacts of requiring care, i.e. <ul style="list-style-type: none"> • learned helplessness • empowerment due to receiving care • improved outlook on life • impact on self-esteem • changes to independence • financial • safety and security increased • impact on social contact • opportunities for activities

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to apply psychological theories and approaches to health, social care and child care	P1*: Apply psychological perspectives and approaches to health, social care and child care environments, considering how these can support person-centred care	M1: Evaluate how psychological theory and health psychology contributes to the everyday practice of caring for individuals	
2. Understand health psychology	P2: * Analyse factors that impact on health psychology		D1: Evaluate the limitations of theories of behaviour change in relation to health psychology
3. Understand the impact of chronic illness and long-term health conditions on individuals	P3: * Explain the psychological impacts of ill health on individuals.	M2: Assess why individuals may fail to comply with prescribed treatments.	D2: Evaluate the psychological impact when an individual fails to comply with prescribed treatment for chronic illness or a long-term health condition.
4. Know the psychological impacts of requiring care	P4: * Describe the psychological impacts of requiring care.		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1: Be able to apply psychological theories and approaches to health, social care and child care

For P1, learners will be expected to apply and explain how relevant perspectives and approaches are used in health, social care and child care environments and explain how these can support person centred care. To achieve M1, learners must evaluate how psychological theory and health psychology contribute to the care of individuals on a daily basis. For this LO learners will benefit from drawing on learning from Unit 12 Promote positive behaviour LO3, Unit 13 Sexual health, reproduction and early developmental stages LO5, Unit 6 Personalisation and a person centred approach to care.

LO2: Understand health psychology

Learners provide an analysis of the factors that impact on health psychology. To achieve D1, learners must provide an evaluation of limitations of theories of behaviour change relating this to health psychology. For this LO learners will benefit from drawing on learning from Mandatory Unit 2 Equality, diversity and rights in health and social care, Unit 15 Promote health and wellbeing LO1, LO3.

LO3: Understand the impact of chronic illness and long-term health conditions on individuals

For P3, learners must explain the psychological impact of ill health upon an individual. Using this for M2, they then need to go on to assess why individuals may fail to comply with their prescribed treatments. This could be further developed for D2 into an evaluation of the psychological impact of failing to comply with treatment for a chronic illness or long-term condition. For this LO learners will benefit from drawing on learning from Mandatory Unit 4 Anatomy and physiology, Unit 14 The impact of long term physiological conditions LO2, Unit 16 supporting people with dementia, Unit 17 Supporting people with mental health conditions, Unit 23 Sociology for health and social care LO2.

LO4: Know the psychological impacts of requiring care

Learners must describe the psychological impacts of requiring care. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights in health and social care LO2. Unit 14 The impact of long term physiological conditions LO2 Unit 6 Personalisation and a person centred approach to care LO1.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk. Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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