

Unit 29: Applied Psychological Perspectives for Health and Social Care

Unit code:	K/601/2415
QCF Level 3:	BTEC Nationals
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to enable learners to investigate the application of psychological perspectives to develop understanding of the development of individuals; the contribution of psychological perspectives to the understanding of specific behaviours; and the management and treatment of specific behaviours.

● Unit introduction

This unit will extend learners' knowledge and understanding of the principal psychological perspectives and their application to the health and social care sectors gained through study of *Unit 8: Psychological Perspectives for Health and Social Care*.

Learners will examine the principal psychological perspectives in more detail. They will extend their knowledge, for example, of different theorists, and then apply this to the health and social care sectors in order to gain a more in-depth understanding of the potential value of psychology in these sectors. They will explore the contribution of psychological perspectives to the understanding of the development of individuals, including the development of behaviour.

Learners will also gain an understanding of specific behaviours such as might be encountered in health and social care settings, and the contribution of psychological perspectives to the management and treatment of these. Finally, learners will explore residential care provision and the contribution of psychological perspectives to this provision.

On successful completion of this unit, learners will have a good understanding of the application of the psychological approach to health and social care. The unit will be valuable to 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 further extended further in *Unit 30: Health Psychology*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the contribution of psychological perspectives to the understanding of the development of individuals
- 2 Understand the contribution of psychological perspectives to the understanding of specific behaviours
- 3 Understand the contribution of psychological perspectives to the management and treatment of specific behaviours
- 4 Understand the contribution of psychological perspectives to residential care provision.

Unit content

1 Understand the contribution of psychological perspectives to the understanding of the development of individuals

Debates in developmental psychology: nature versus nurture; continuity versus discontinuity; nomothetic versus idiographic

Principal psychological perspectives: behaviourist, social learning, psychodynamic, humanistic, cognitive, developmental; as applied to the understanding of the development of behaviour

Application of theories to development:

- ◇ cognitive development: Piagetian approach, criticism of Piaget, eg Donaldson; Vygotsky; Bruner; information processing approach, Beck, Ellis, encoding, eg Attention Deficit Hyperactivity Disorder
- ◇ language development: behaviourist perspective (Skinner); nativist perspective (Chomsky); pre-linguistic, phonological, semantic
- ◇ development of self: Rogers, Maslow; cognitive-developmental approach, eg Selman; environmental/learning theory, eg Bandura; interpersonal theory, eg Cooley and Mead
- ◇ acquisition of behaviour: behaviourist – classical and operant conditioning; social learning (Bandura); psychodynamic (Freud); personality development (Freud, Erikson)
- ◇ theories of attachment: stages of attachment; multiple attachments; separation and deprivation, eg Ainsworth, Bowlby, Schaffer, Emerson, Robertson and Robertson, Rutter; isolation, eg Koluchova
- ◇ development of attachment: feeding; physical contact; time and care-giving; sensitivity; responsiveness; individual differences, continuity hypothesis

2 Understand the contribution of psychological perspectives to the understanding of specific behaviours

Perspectives: application of complementary and contrasting psychological theories to the understanding of specific behaviours

Specific behaviours: associated with, eg anxiety and depression, separation and loss, stress and coping, self-harm, prejudice and discrimination, child abuse, addiction, violence and aggression

3 Understand the contribution of psychological perspectives to the management and treatment of specific behaviours

Contribution of psychological perspectives: cognitive behavioural therapy, eg treatment of phobias, mental illnesses, post traumatic stress disorder, approaches to challenging behaviour, monitoring and improving behaviour; social learning theory, eg use of positive role models, treatment of addictions, treatment of eating disorders; psychodynamic perspective (role in, eg psychoanalysis, dream interpretation, exploration of factors influencing behaviour), humanistic perspective, eg person-centred counselling; biological perspective, eg drugs, biofeedback

Interventions: use of perspectives to inform development of therapeutic practices

Therapeutic practices: as relevant to behaviour, eg group therapy, family therapy, bereavement therapy, addiction therapy, behaviour modification programmes, counselling; ethical issues; how the therapies work, reasons for attending therapy sessions

4 Understand the contribution of psychological perspectives to residential care provision

Behaviour of individuals in residential care settings: concept of role; conformity to minority/majority influence (Asch, Moscovichi), conformity to social roles (Zimbardo); obedience (Milgram, Hofling); attitude change (Festinger); factors influencing hostility and aggression

Effects of residential care on individuals: effects of institutionalisation, eg loss of identity, learned helplessness, stress

Practices in residential care settings: promoting independence and empowerment, eg by respecting individual rights, value base of care

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 applied to the understanding of the development of individuals [IE3; IE4; CT4; RL6; SM3]	M1 discuss the principal psychological perspectives applied to the understanding of the development of individuals	D1 evaluate the principal psychological perspectives applied to the understanding of the development of individuals
P2 explain the contribution of complementary psychological theories to the understanding of two specific behaviours [IE3; CT4; RL6; SM3]	M2 assess the contribution of complementary and contrasting psychological theories to the understanding of the two specific behaviours	
P3 explain the contribution of contrasting psychological theories to the understanding of two specific behaviours [IE3; CT4; RL6; SM3]		
P4 explain the contribution of psychological perspectives to the management and treatment of two specific behaviours [SM3; RL6; IE3, CT4; RL6; SM3]		
P5 explain the contribution of psychological perspectives to the promotion of good practice in residential care services. [IE3, CT4; RL6; SM3]	M3 discuss the contribution of two psychological perspectives to the promotion of good practice in residential care services.	D2 evaluate the contribution of two psychological perspectives to the promotion of good practice in residential care services.

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 play and case studies and, where appropriate, guest speakers from a variety of health, social care settings and other appropriate practitioners. Initially, learners should explore the principal psychological perspectives and their relevance to understanding the development of individuals. 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 and the development of individuals. From this learners will move on to evaluate the different psychological approaches used to understand the development of individuals.

Once learners are familiar with the above they can progress to investigating the contribution of both complementary and contrasting psychological theories to the understanding of two specific behaviours. Finally, for learning outcomes 2 and 3, assess the contribution of both of these (complementary and contrasting) psychological theories. Many learners find psychological approaches very interesting and they will have the opportunity to investigate the contribution of these psychological approaches to promoting good practice in residential care services for learning outcome 4.

Learners should be encouraged to evaluate the contribution of two psychological perspectives to promoting good practice in residential care services. 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 a good idea to share exemplars with learners to show them what is meant by an evaluation.

It is important that P1, M1 and D1 are delivered and covered before P2, P3, P4, and M2, as without these three initial criteria being covered learners will be unable to successfully approach learning outcome 2 and learning outcome 3.

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. 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 with regards to the different psychological perspectives and approaches to health and social care practice, and how these are applied to understanding the development of the individual, two specific behaviours and in the promotion of good practice in residential services. 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: the contribution of psychological perspectives to understanding the development of individuals. Buzz group/learner research: different principal psychological perspectives and the understanding of the development of individuals. Discussion: compare and assess the different psychological approaches investigated. Small-group discussion: evaluate these principal psychological perspectives.
Assignment 1: Principal psychological perspectives (P1, M1, D1) Produce an information booklet covering an: <ul style="list-style-type: none">• explanation of the principal psychological perspectives applied to the understanding of the development of individuals• discussion of the principal psychological perspectives applied to the understanding of the development of individuals• evaluation of the principal psychological perspectives applied to the understanding of the development of individuals.
Learning outcome 2 Tutor input: the contribution of psychological perspectives to understanding of specific behaviours.
Learning outcome 3 Tutor input: the contribution of psychological perspectives to the management and treatment of specific behaviours. Learner research: investigate the different psychological perspectives applied to health and social care practice. Guest speakers/Q&A session: representatives involved in health and social care practice. Case studies: contrasting psychological theories and specific behaviours. Case studies: complementary psychological theories and specific behaviours. Group work: assess the contribution of both contrasting and complementary psychological theories to the understanding of the two specific behaviours.
Assignment 2: Complementary and contrasting psychological theories (P2, P3, P4, M2) Produce two case studies covering an: <ul style="list-style-type: none">• explanation of the contribution of complementary psychological theories to the understanding of two specific behaviours• explanation of the contribution of contrasting psychological theories to the understanding of two specific behaviours• explanation of the contribution of psychological perspectives to the management and treatment of two specific behaviours• assessment of the contribution of complementary and contrasting psychological theories to the understanding of the two specific behaviours.

Topic and suggested assignments/activities and/assessment

Learning outcome 4

Tutor input: the contribution of psychological perspectives to residential care provision.

Buzz group: different explanations of the promotion of good practice in residential care services.

Learner research: investigate a residential care setting and question practitioners there on how the different psychological perspectives contribute to good practice.

Assignment 3: The promotion of good practice in residential care (P5, M3, D2)

Produce a presentation and relevant materials used covering an:

- explanation of the contribution of psychological perspectives to the promotion of good practice in residential services
- discussion of the contribution of two psychological perspectives to the promotion of good practice in residential care services
- evaluation of the contribution of two psychological perspectives to the promotion of good practice in residential care services.

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 three different assignments where learners are asked to present their evidence using a variety of methods.

If presentations are used to assess assignment 3 they should be assessed/witnessed by the tutor and an observation/witness record completed detailing where learners have met a learning outcome/assessment criteria and the tutor's written justification for this. Tutors may also like to collect and collate learner notes from their planning before their discussion and make a copy of these as evidence if this helps support learner evidence.

Assignment 1 is to be completed and presented as an information booklet. This can be produced in however learners prefer, but it must be explanatory in nature and not just descriptive to meet. P1. The booklet should also include an examination and an evaluation of the different principal psychological perspectives applied to the understanding of the development of individuals.

Learning outcome 1 is achieved by meeting assessment criteria P1, M1 and D1. Learning outcomes 2 and 3 are achieved by meeting P2, P3, P4 and M2. Learning outcome 4 is achieved by meeting P5, M3 and D2.

The assignments can be assessed whenever is the most appropriate time for tutors 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 Assignments 2 and 3.

The use of guest speakers is encouraged, as are visits to appropriate health and social care settings to talk to appropriate staff. Learners will get the most out of these opportunities by being given time before them to plan and design questions, based around the learning outcomes, to ask whilst on a visit or with the guest speaker.

In order to pass the unit, learners must achieve a pass grade for each learning outcome, all five pass criteria are spread across the three assignments, and so all assignments must be covered and assessed. All five pass criteria must be achieved before merit grade criteria can be assessed, additionally 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 produce evidence that shows they have carried out an assessment and an examination.

Distinction grade learners, in addition to the above, will 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, D1	Principal psychological perspectives	You work in a residential care home and have been asked to prepare information booklets and presentations for new staff regarding typical behaviour of residents to improve practice.	Information booklet.
P2, P3, P4, M2	Complementary and contrasting psychological theories		Two case studies.
P5, M3, D2	The promotion of good practice in residential care		Presentation and materials.

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. Guest speakers who work in the statutory, private and voluntary sectors regarding psychology and psychological approaches to health and social care will enhance learning.

Employer engagement and vocational contexts

Visits from speakers employed within the health and social care sectors and representatives of particular bodies in society involved with health and social care provision and psychological approaches will enhance learner understanding. Learners would also benefit from visits to 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* (Harper Collins, 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.ohn.gov.uk/ohn/ohn.htm

Our Healthier Nation website

www.statistics.gov.uk/socialtrends

Office for National Statistics

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 applied to the understanding of the development of individuals; investigating the contribution of psychological theories to understanding specific behaviours [IE4] analysing and evaluating information related to principal psychological perspectives, judging its relevance and value
Creative thinkers	[CT4] questioning their own and others' assumptions about psychological perspectives related to the development of individuals
Reflective learners	[RL6] presenting work in a variety of formats for assessment
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 applied to the understanding of the development of individuals and two specific behaviours
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	organising findings from research as evidence for assignment
Present information in ways that are fit for purpose and audience	producing three assignments, presenting information in different ways
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 and the development of the individual assessing the contribution of both complementary and contrasting psychological theories, particularly to the understanding of two specific behaviours
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 and case studies for Assignment 2.