



Accredited

**OCR LEVEL 3
CAMBRIDGE TECHNICAL
CERTIFICATE/DIPLOMA IN
HEALTH AND
SOCIAL CARE**

**PSYCHOLOGICAL PERSPECTIVES
FOR HEALTH AND SOCIAL CARE**

A/601/2404

LEVEL 3 UNIT 7

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5

PSYCHOLOGICAL PERSPECTIVES FOR HEALTH AND SOCIAL CARE

A/601/2404

LEVEL 3 UNIT 7

AIM OF THE UNIT

Psychology is the study of the human mind and behaviour. This unit aims to explain the reasons people do the things they do when it comes to health and wellbeing. The mind and the body are interlinked, e.g. stress caused by daily hassles or lifestyle can have a detrimental effect on the body's immune system and can lead to serious illness. Psychologists have given us many ways to explain human behaviour and this unit is designed to enable learners to apply what they have learnt to their own practice; from helping people overcome emotional problems to dealing with challenging behaviours. The knowledge and understanding gained throughout the unit will benefit all those who work with others, be it people who use services, their friends and family, and other professionals.

PURPOSE OF THE UNIT

This unit emphasizes the importance of psychological perspectives in the context of health and social care. Psychology is the study of human thoughts, emotions and behaviour and can help learners understand themselves, the people who use services and the people they work with on a daily basis.

Learners will initially develop an understanding of the various psychological perspectives before exploring their relevance to health and social care. Those working within the health and social care sectors spend a large part of their time interacting with other people and an understanding of human behaviour is therefore fundamental to their work. The different schools of thought are investigated, explained and evaluated in relation to the usefulness they provide to professionals working in the health and social care sectors.

A wide range of perspectives is covered which can then be applied to many different health and social care settings. The behaviourists and social learning theorists can help to explain how health related behaviours are learnt as well as ways to teach new behaviours to people who use services. The humanists, on the other hand, provide us with a set of guidelines for working with individuals in a person-centred, non-judgemental manner. By understanding the factors that influence people's health-related behaviours we can provide interventions that will help people change their lifestyle choices.

The debate between nature (those things we are born with) and nurture (that which we learn) has been ongoing since psychology began more than a century ago. Whilst biology investigates the influence of genetics and perhaps explains the pre-disposition some people have towards illness, the learning theorists suggest that lifestyle choices play a much bigger part in how healthy or unhealthy we are. The link between physical and mental states has long been demonstrated and an understanding of psychology can therefore make a fundamental difference to the health and wellbeing of individuals. Within a health or care setting, learning to make better choices and to take care of one's own health is a vital part of the worker's role. By understanding the differences between individuals, professionals can ensure the care they provide meets the needs of the individual.

This unit will be useful to learners intending to progress to higher education or intending to work in the health and social care sectors.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	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 learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
The learner can:			
1 Understand psychological perspectives	P1 explain the principal psychological perspectives		D1 analyse psychological perspectives in relation to nature/nurture
2 Understand psychological approaches to health and social care	P2 explain different psychological approaches to health practice	M1 explain how practitioners could apply psychological approaches to health and social care practice	D2 evaluate the usefulness of psychological approaches to health and social care practice
	P3 explain different psychological approaches to social care practice		

TEACHING CONTENT

1 Understand psychological perspectives

The principal psychological perspectives within health and social care include:

- Biological: 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: Classical conditioning (e.g. Pavlov); Operant conditioning and the importance of reinforcement (e.g. Skinner)
- Social learning: The influence of others - individuals, groups, society and culture on the behaviour of individuals; self-fulfilling prophecy; role modelling (e.g. Bandura)
- Cognitive: Cognitive development of children (e.g. Piaget), Personal constructs (e.g. Kelly)
- Psychodynamic: The importance of early childhood experiences and the unconscious mind (e.g. Freud, Bowlby)
- Humanistic: The self-concept and self-esteem (e.g. Rogers), hierarchy of needs and the pursuit of self-actualisation (e.g. Maslow);
- Nature/nurture debate.

2 Understand psychological approaches to health and social care

The application of psychological perspectives to health and social care practice include:

- Biological: (e.g. understanding genetic predisposition to certain illnesses; understanding the effects of stress on individuals and ways of managing stress; understanding developmental norms)
- Behaviourist: (e.g. understanding behaviour shaping and ways of dealing with/changing challenging behaviour).
- Social learning: (e.g. promoting anti-discriminatory behaviours and practices; the use of positive role models in health education)
- Cognitive: providing support to individuals with learning difficulties; therapeutic interventions such as cognitive behavioural therapy (e.g. Ellis, Beck)
- Psychodynamic: (e.g. therapeutic interventions to deal with anxiety, emotional problems and relationship difficulties).
- Humanistic: (e.g. recognising individual needs and the person-centred approach; the importance of empathy, understanding and taking a non-judgemental approach).

DELIVERY GUIDANCE

This unit lends itself well to a combination of tutor-led activities and learner-led activities. In order to familiarise learners with the psychological perspectives small group work can be used to identify the underlying principles on one of the approaches and findings to the rest of the group. Learners should be encouraged to be interactive in their presentations as a possible alternative to PowerPoint, (although a handout with a summary will be very useful to the rest of the class). Examples of being interactive include:

- Biological: Matching well known celebrities to pictures of their parents or them as young children. Include behavioural influences as well physical features.
- Behaviourist: Classically condition the class to respond to particular stimuli e.g. to stand up to a particular piece of music.
- Social learning: Identify own role models. Split class in half and give a short test to both groups – inform one group it is very difficult and they probably shouldn't expect a high mark and the other group that it is quite easy and they should do well (sfp – self fulfilling prophecy).
- Cognitive: Draw an outline of Piaget's stages. Carry out Kelly's test individually.
- Psychodynamic: Role plays in groups of four. One person to interview the 'individual' and the other three respond as either the id, ego or superego of the 'individual'.
- Humanistic: Draw self as seen and draw another as what they would like to be – compare and discuss self-esteem.

Following this, learners can debate the similarities and differences between each perspective. The issue of nature versus nurture is a good basis on which to compare the perspectives. Each perspective can be summarised by the tutor before asking learners to move to one side of the room if they think this is nature and the other side if they believe it is nurture. Individual learners can then be asked to explain their choice. Other issues such as determinism versus freewill could also be used as a comparison between the perspectives.

Learners can then progress to applying the psychological approaches to health settings and practitioners such as hospitals, health centres, clinics, nursing homes etc. Learners can be given a perspective each and asked to apply it in as many ways as they can to the settings and say how practitioners may use the approach in their day to day work. A similar method can then be used with social care practice such as day care facilities for older people, nurseries and pre-schools, residential settings and clients' own homes.

The understanding of how the approaches are applied will be significantly easier for those learners who have access to practitioners in a wide variety of settings. One way this can be achieved is by inviting guest speakers to come into the classroom and participate in a question and answer session. Learners should also be encouraged to visit a variety of settings and discuss the various applications with practitioners and possibly service-users. Such visits will clearly need to be discussed with the tutor and work place before taking place. If neither of these are possible then learners could use case studies or scenarios to highlight how different approaches may be applied to different situations in practice.

A compare and contrast session could include a variety of case studies where learners are asked to apply an approach to the case study and then swap around for others to apply a different approach. A comparison between the two could then be made. Learners should be encouraged to consider the usefulness of the approach, the impact on the service-user, the ease or difficulty of the approach, and the situations in which the approach may be useful. Following this, learners should then evaluate the approaches by considering the strengths and weaknesses of each. A tutor-led session on how to evaluate may be necessary with the inclusion of exemplars and worksheets to enable learners to practice these skills before applying them to their own work.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The learning outcomes can be met through two assignments that may be broken down into smaller tasks if required.

P1 – The evidence for assignment 1 can be presented in any preferred format e.g. a handout, leaflet, booklet etc. The perspectives need to be explained and not simply described in order to meet the requirements of P1. An analysis of the psychological perspectives in relation to nature/nurture will need to be included. A simple description of ‘this is nature’, ‘this is nurture’, will not suffice.

D1 – A considered discussion that analyses each perspective in detail and explains how each is taking a particular side of the debate, will meet the requirements of D1.

P2, P3, M1 and **D2** – The evidence of assignment 2 can be presented as one whole assignment or broken down and assessed in component parts. For example, learners need to carry out research into different psychological approaches to health and social care practice before presenting their evidence to a group. The use of examples will aid the learner in meeting the requirements of M1. These examples could then be used in D2 to evaluate their usefulness.

The assignment should be witnessed by the tutor and a witness statement completed detailing where learners have met the learning outcomes and criteria. Tutors will need to justify their assessment against the criteria. Supplementary evidence may also be included in order to support the learner’s assessment. This could include feedback forms from the audience; classmates, colleagues, practitioners or other professionals.

Criteria	Assignment title	Scenario	Assessment
P1, D1	Psychological perspectives.	Your college have asked you to investigate the best approach to take in their new therapy centre. An explanation of the perspectives will need to be written as background material before the approaches to settings are researched. You will need to present your findings and evidence to the student council. You will need to explain the approaches to health and social care as well as comparing and evaluating two of them. Conclude with your recommendations (the ability to make a recommendation is not part of the assessment criteria for this unit but may provide a natural and broadly useful conclusion to this scenario).	Handout or booklet.
P2, P3, M1	Psychological approaches to health and social care practice.		Record of research undertaken. Presentation materials, including notes. Witness statement.

RESOURCES

Textbooks

Bainbridge, A, (2008) *AS Psychology for OCR*, Pearson Education Ltd, ISBN: 9780435806996

Gross, R. (2010) *Psychology: The Science of Mind and Behaviour*, Oxford University Press, ISBN: 9781444108316

Hardy, M., and Heyes, S., (1999) 5th Edition, *Beginning Psychology*, Oxford University Press, ISBN: 9780198328216

Marshall, M., *OCR A2 Psychology: Health and Clinical Psychology*, Hodder Education, ISBN: 9781444108521

Messer, D.J. and Jones, F., (1999) *Psychology and Social Care*, Jessica Kingsley Publishers, ISBN: 9781853027628

Stretch, B. (2007) *Health and Social Care Core Themes*, Heinemann, ISBN: 9780435464257

Stretch, B., and Whitehouse, M., (2010) *BTEC Level 3 Nationals in Health and Social Care Student Book 1*, Pearson Education Ltd, ISBN: 9780435499150

Swain, J., Clark, J., and French, S (2004) *Enabling relationships in health and social care: a guide for therapists*, Elsevier Health Sciences, ISBN: 9780750652742

Journals

Health Psychology Review
Psychology Review

Websites

www.bps.org.uk British Psychological Society

www.dh.gov.uk Department of Health

www.schizophrenia.com/research/hereditygen.htm
Biological studies into schizophrenia

www.gentle-stress-relief.com/hans-selye.html Stress management

http://video.google.com/videoplay?docid=-4586465813762682933# Role modelling; Bandura's bobo doll study

DVDs

Day Care – www.onlineclassroom.tv

Mental Disorders – www.onlineclassroom.tv

Perspective on Psychology – www.onlineclassroom.tv

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 4: Development through the life stages

Unit 15: Promoting health education



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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