



Accredited

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

**UNDERSTAND PSYCHOLOGY OF ILL
HEALTH**

D/505/7776

LEVEL 3 UNIT 34

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

UNDERSTAND PSYCHOLOGY OF ILL HEALTH

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LEVEL 3 UNIT 34

AIM AND PURPOSE OF THE UNIT

The aim of this unit is to support learners to develop a meaningful understanding of health psychology. Learners will develop their understanding of factors that may influence responses to health and illness.

This unit reviews models of health and stress with a view to supporting learners to understand how health professionals use these models to interpret behaviours of individuals within society. In addition, this unit supports the learner to develop an understanding of factors that may influence behaviours in relation to health and illness. The learners will explore the issues associated with stress and management strategies with a view to examining the link between mental health and physical health.

This unit emphasises the importance of understanding individual's behaviour in relation to their own health, and the factors that determine this behaviour. This unit will enable learners to be able to interpret various behaviours and address these in order to ensure that their clients understand the consequences of their behaviours, and therefore change them.

Health psychology has become very important in the battle against ill-health and poor lifestyle choices, and is being widely used to shape individual behaviours and choices in order to develop a more informed society. This approach is endorsed by the government in relation to health promotion campaigns in order to ensure person centred care is effective and the outcomes are positive.

On successful completion of this unit, learners will have

developed a good understanding of factors that influence responses to health and the underpinning psychological models and theories used by health professionals to interpret and address these behaviours.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (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 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 will:		The learner can:		
1	Understand models of health	P1 explain different models of health		
2	Understand issues in health psychology	P2 describe factors that may influence responses to health and illness	M1 analyse theories of behaviour change in relation to health	
3	Understand models of stress and related management strategies	P3 explain models of stress		
		P4 describe models of stress management	M2 analyse the effectiveness of stress management strategies	D1 evaluate the link between stress and heart disease
4	Understand the impact of chronic illness and long term health conditions on individuals	P5 explain the role of psychology in understanding individuals' responses to chronic illness or long term health conditions	M3 analyse why individuals may fail to comply with prescribed treatment for chronic illness or long term health conditions	D1 evaluate the impact on an individual of failure to comply with prescribed treatment for chronic illness or long term health condition

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

1 Understand models of health

P1 Models of health: (e.g. medical model, social model, bio-psychosocial model, holistic models, psychodynamic model)

M3 Prescribed treatment: (e.g. medications, dietary, relaxation techniques, counselling)

D2 Failure to comply impact: positive and negative; psychological, physiological

2 Understand issues in health psychology

P2 Factors: (e.g. cultural, ethnicity, age, gender, education, socio-economic, environmental)

M1 Theories of behaviour change: (e.g. Learning theories, social cognitive theory, theory of reasoned action, theory of planned behaviour, health action process approach and the trans-theoretical model)

3 Understand models of stress and related management strategies

P3 Models of stress: (e.g. the fight or flight model, transactional model, general adaptation syndrome, life events theory, psychosocial models of stress)

P4 Models of stress management: (e.g. cognitive appraisal model, transactional model, the health realisation/ innate health model, stress inoculation theory, hardiness training)

M2 Stress management strategies: behavioural techniques, cognitive techniques

D1 Link: (e.g. effects of stress on the immune system (Kicolt-glaser), cardio vascular disorders (Friedman & Rosenman), psychological impact of diagnosis)

4 Understand the impact of chronic illness and long term health conditions on individuals

P5 Chronic illness or long term health conditions: (e.g. Arthritis, dementia, Alzheimer's, diabetes, COPD (Chronic obstructive pulmonary disease), heart disease, HIV/AIDS, back pain, asthma). Individual responses: (e.g. problem focused, emotion focused, defence mechanisms, denial, personality types (type a and b personality types)

DELIVERY GUIDANCE

LO1 Understand models of health

P1-. The tutor could split the learners into groups and ask each group to research each model. Learners could then be tasked to create a case study to exemplify the use of their model when determining health related behaviours. The tutor could ask the students to either draw on any work experience to create these case studies or provide them with information that they can apply the model to, for example recent celebrity exposes.

LO2 Understand issues in health psychology

P2- Ask learners to identify factors that influence responses to health and illnesses and categorise these under headings. The learners could consolidate their knowledge by describing each factor and its influence on responses to health and illness. This could be undertaken generically, but, students may benefit from a case study in order to anchor this discussion and enable them to build upon this for the M1.

M1- Learners could refer back to the case study that they previously considered and analyse each theory and in relation to behaviour change linked to the individual in the case study. Learners could analyse each theory and exemplify elements of the case study to demonstrate their understanding of behaviour change.

LO3 Understand models of stress and related management strategies

P3- Learners could carry out experiments in order to develop an understanding of each of the models of stress. For example, in relation to fight or flight, the learners could be given hypothetical situations in which they would have to respond.

P4- The learner can carry out a self evaluation, based on how they manage their stress levels, they may then identify stress management techniques in groups and share this with their group. The tutor can then introduce the learners to the various models of stress management, the learners will explain each model and refer to examples to demonstrate their individual understanding of each model. Alternatively the learners to be given a case study that they could refer to, in order to support their explanations of each model.

M2- The learners may draw upon their previous examples of stress management strategies in order to provide examples of the strategies (behavioural and cognitive) that could be applied to the individual/ individuals in a case study (this

could be a case study provided by the tutor or linked to work placement). They might analyse the effectiveness of these strategies and formulate conclusions.

D1- Learners can identify the impact of stress on an individual's physical health (this could be the person in the case study). The students could research the causes of heart disease focussing on the impact of stress on the immune system and present this as a blog. The

learners could compile a report analysing the effects of stress on the immune system and evaluating the extent to which stress can be linked to heart disease. The learners should formulate contrasting arguments and also ensure that they formulate conclusions in this report.

LO4 Understand the impact of chronic illness and long term health conditions on individuals

P5- The tutor may introduce learners to key concepts associated with chronic illnesses and long term health conditions. Learners carry out group work to research an illness (including treatments) and outline the prevalence of the illness in society. The learners might present this information to the rest of the group using power point or posters. Following on from this the tutor may present the students with a case study of an individual who has an illness. The learners may be shown films or documentaries depicting the individual's response to the illness. In addition an external speaker maybe brought in. The learners could then explain the response of this individual to the illness referring to key psychological explanations.

M3- The learners may build on the learning that has taken place in P5 and create a questionnaire to ask the individual about failure to comply with prescribed treatment. The learners could analyse at least two reasons why the individual may fail to comply with treatments.

D2-, building on previous taught content where the learner can explain the impact of this on the individual's physical and psychological self and well being.

ASSESSMENT GUIDANCE

P1, P2 The learners should explain at least two models of health. For **P2** the learners could provide a case study in order to explain how factors influence individual's responses to health and illness. Learners should describe the factors to demonstrate their understanding.

M1 The learners should describe at least two theories of behaviour change and then analyse these. The analysis could be linked to the case study, providing an in-depth explanation of behaviours and the issues associated with behaviour change as put forward by each theoretical perspective.

P3 & P4, M2- Learners should explain at least two models of stress referring to relevant examples to demonstrate their knowledge. Following on from this they could then link these to the relevant associated models of stress management. For **M2**, the learners could be provided with a case study in order to analyse the effectiveness of the stress management strategies. Learners could analyse each strategy and explain the extent to which it is effective and formulate conclusions.

D1 Learners could produce a report on the link between stress and heart disease. Learners should ensure that this report evaluates the links and contains evaluative and reflective conclusions.

P5, M3, D2- Learners could produce a leaflet to explain how psychology can help to understand the response of individuals to chronic illness or long term health conditions. A case study could be used to support this. For **M3**, the learners could analyse a case study to develop an analysis of why people fail to comply with prescribed treatment. For **D2**- This could be developed into an evaluative discussion of the further positive and negative connotations of non compliance on the individual.

RESOURCES

Textbooks

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

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

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

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

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

Swain,J, Clark,J., and French, S, Enabling relationships in health and social care: a guide for therapists, Elsevier Health

Sciences, 2004, ISBN: 9780750652742

DVD

www.onlineclassroom.tv Day care

www.onlineclassroom.tv Mental Disorders

www.onlineclassroom.tv Perspective on Psychology

Stress : Portrait of a Killer, National Geographic

Journals

Health Psychology Review

Psychology Review

Websites

www.bps.org.uk British Psychological Society

www.dh.gov.uk Department of Health

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

www.ons.gov.uk/ons/index.html Office for National Statistics

www.resourced.com Psychology & Health resources created by tutors



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

We're always delighted to answer questions and give advice.

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