



Oxford Cambridge and RSA

Unit title:	Understanding specific needs in health and social care
Unit number:	22
Level:	5
Credit value:	15
Guided learning hours:	60
Unit reference number:	M/601/1623

UNIT AIM AND PURPOSE

This unit will enable learners to evaluate services available in a locality for individuals who have specific needs, and to appreciate the potential impact of emerging developments in this sector. Learners will evaluate the effectiveness of interventions whilst exploring strategies for working with challenging behaviours associated with specific needs.

This unit will provide a core understanding and knowledge of perceptions of specific needs and how these have changed over time. The unit further encourages learners to explore approaches and interventions when working with challenging behaviours.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO)	Pass
The Learner will:	The Learner can:
LO1 Understand perceptions of health, disability, illness and behaviour	1.1 analyse concepts of health, disability, illness and behaviour in relation to users of health and social care services 1.2 assess how perceptions of specific needs have changed over time 1.3 analyse the impact of legislation, social policy, society and culture on the ways that services are made available for individuals with specific needs
LO2 Understand how health and social care services and systems support individuals with specific needs	2.1 analyse the care needs of individuals with specific needs 2.2 explain current systems for supporting individuals with specific needs 2.3 evaluate the services available in a chosen locality for individuals with specific needs
LO3 Understand approaches and intervention strategies that support individuals with specific needs	3.1 explain the approaches and interventions available to support individuals with specific needs 3.2 evaluate the effectiveness of intervention strategies for an individual with specific need(s) 3.3 discuss the potential impact of emerging developments on support for individuals with specific needs

<p>LO4 Understand strategies for coping with challenging behaviours associated with specific needs</p>	<p>4.1 explain different concepts of challenging behaviour</p> <p>4.2 describe the potential impact of challenging behaviour on health and social care organisations</p> <p>4.3 analyse strategies for working with challenging behaviours associated with specific needs</p>
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GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors.

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

<p>Merit Criteria (M1, M2, M3)</p> <p>(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)</p>	<p>Distinction Criteria (D1, D2, D3)</p> <p>(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.)</p> <p>(In order to achieve a distinction grade, all merit criteria must also have been achieved.)</p>
<p>MANDATORY TO ACHIEVE A MERIT GRADE</p>	<p>MANDATORY TO ACHIEVE A DISTINCTION GRADE</p>
<p>M1 Analyse concepts, theories or principles to formulate own responses to situations.</p>	<p>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</p>
<p>M2 Analyse own knowledge, understanding and skills to define areas for development.</p>	<p>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</p>
<p>M3 Exercise autonomy and judgement when implementing established courses of action.</p>	<p>D3 Determine, direct and communicate new courses of action.</p>

TEACHING CONTENT

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

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand perceptions of health, disability, illness and behaviour	
Concepts	(e.g. lay models, classification)
Health	(e.g. WHO definition, holistic, medical model, bio-psychosocial model),
Disability	(e.g. social model, ICF, DALYS)
Illness	(e.g. chronic, acute, illness/wellness continuum, mental health)
Behaviour	(e.g. adaptive, attention, conditioning, learned helplessness, reinforcement, shaping)
Specific needs	Age (e.g. older people, children and families) Mental Health (e.g. people with mental health problems, people who misuse drugs/alcohol) Disability: (e.g. people with learning disabilities, people with physical impairments, people with sensory impairments)
Legislation	(e.g. Equality Act 2010, Health & Social Care Act 2012)
Social Policy	(e.g. social needs, social welfare, equality)
Society and culture	(e.g. social class, ethnicity, age).
LO2 Understand how health and social care services and systems support individuals with specific needs	
Care needs	(e.g. physical, mental, social, emotional, spiritual, normative, felt, expressed, comparative)
Systems of support	(e.g. advice and guidance, counselling, support groups, SEN code of practice, advocacy, mobility services, personal development programmes, housing)
Services	(e.g. statutory, private, voluntary).

LO3 Understand approaches and intervention strategies that support individuals with specific needs	
Approaches	(e.g. shared responsibility, informed choice)
Interventions	(e.g. drug therapy, physiotherapy, cognitive behavioural therapy)
Effectiveness	(e.g. efficacy of treatment)
Ineffectiveness	(e.g. side effects)
Emerging developments	Current and relevant (e.g. personal health budgets, social work reform board, SEND green paper).
LO4 Understand strategies for coping with challenging behaviours associated with specific needs	
Concepts	(e.g. social construct, medical, lay)
Challenging behaviour	(e.g. feelings invoked in others, dangerous to self and others)
Impact	(e.g. financial, legal, media perception, personnel resources/training)
Strategies	(e.g. national frameworks, SCIE co-production strategy, Making a Difference to Dementia: Nursing Vision and Strategy).

GUIDANCE

Delivery guidance
<p>It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include researching current approaches and interventions when working with challenging behaviours in a Health and Social Care context. Discussions with practitioners are highly recommended</p> <p>Learners will benefit from being encouraged to exercise autonomy and judgement when analysing the potential impact of emerging developments on support for individuals with specific needs. Learners might adapt their thinking and reach considered conclusions when analysing strategies for working with challenging behaviour.</p> <p>Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using diverse approaches and schools of thought. For example, case studies could be used to enable learners to explore approaches and interventions that could be used when working with challenging behaviour and the impact that this would have on Health and Social Care organisations.</p>

Assessment evidence guidance

Evidence produced must demonstrate how a learner has met each of the Learning Outcomes and be submitted in the form of a case study with a reflection and evaluation of interventions used following strategic policy.

Where group work/activities contribute to assessment evidence, the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Emerson E, Einfeld S, *Challenging Behaviour*, 3rd Edition Cambridge University Press, 2011. ISBN: 978- 1- 13949-453-3

Hewett D, *Challenging Behaviour: Principles and Practices*. Routledge, 2012. ISBN: 978-1-13661-248-0

Stokes G, *Challenging Behaviour in Dementia, A Person-centred Approach*, Speechmark Publishing Ltd, 2000. ISBN: 978-0-86388-397-2

Journals

Community Care
Nursing Times
British Journal of Social Work
British Medical Journal
British Journal of Special Education

Websites

www.centreformentalhealth.org.uk/policy/legislation.aspx
www.rcpsych.ac.uk/files/pdfversion/cr144.pdf
www.education.gov.uk/childrenandyoungpeople/social/b0074393/social-work-reform-board
www.nice.org.uk/niceMedia/pdf/mental%20health%20EB%20FINAL%2018.01.07.pdf

Signposting to other units within the qualification

Unit 10: Social policy

Unit 12: Empowering users of health and social care services

Unit 21 : Principles of health and social care practice

Unit 25: Supporting independent living