

Cambridge **TECHNICALS LEVEL 3**

Cambridge  
**TECHNICALS**  
**2016**

# **HEALTH AND SOCIAL CARE**

**Unit 17**

**Supporting people with mental  
health conditions**

**M/507/4436**

**Guided learning hours: 60**

**Version 5 – October 2019**

**Assessment Guidance updated for LO2**



## LEVEL 3

### UNIT 17: Supporting people with mental health conditions

M/507/4436

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

---

One in four people will have mental health needs at some point in their life. What does mental health mean? There are many types of mental health conditions and causes can be complex. Despite the prevalence of mental health disorders in the population, there remain many barriers to inclusion for individuals who live with a mental illness. What are the effects of a mental health condition? What support is available for individuals? Treatments and services for individuals with mental health conditions, and attitudes towards those individuals, have developed over time.

The aim of this unit is to enable you to support individuals with mental health conditions to plan their own care and support suitable to their needs. It does this through exploring the meaning of mental health and mental health needs, and considering issues closely linked with mental health promotion and support. The unit introduces themes of inclusion, human rights, advocacy, empowerment and active participation. It will teach you about the main types of mental health conditions, how these may affect the life of the individual, and different ways that the person may be supported to promote their mental well-being, develop coping strategies to manage their illness, and different forms of treatment that they may be offered. You will gain an understanding of possible ways and models of understanding the nature of mental health needs, and how different factors may come together in a complex way to influence the mental health of an individual.

You will focus on the importance of social care and health professionals working in a person-centred way with the individual to ensure that their wishes and needs are placed at the centre of all agreed interventions.

## 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. Know the main concepts, types, causes and effects of mental health conditions	<p>1.1 Concepts (e.g. what is good mental health? The different concepts (e.g. the use of the language 'mental health' rather than 'mental illness') and models of mental health, including use and misuse of terms; how and why these may change over time)</p> <p>1.2 Types, i.e.</p> <ul style="list-style-type: none"><li>• affective disorders</li><li>• depression</li><li>• anxiety</li><li>• bipolar</li><li>• schizophrenia,</li><li>• psychosis</li><li>• obsessive-compulsive disorder</li><li>• phobias</li><li>• body dysmorphia</li><li>• post-natal depression</li><li>• eating disorders</li></ul> <p>1.3 Possible signs and symptoms (e.g. trouble sleeping, weight loss or gain, changes in mood)</p> <p>1.4 Causes, i.e.</p> <ul style="list-style-type: none"><li>• biological</li><li>• sociocultural</li><li>• genetic</li><li>• cognitive</li><li>• psychodynamic</li><li>• behavioural</li><li>• humanist</li><li>• drug/alcohol abuse</li><li>• peer pressure</li></ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 The possible effects of mental health needs on the individual, i.e.</p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• emotional wellbeing</li> <li>• social isolation</li> <li>• employment/economic</li> <li>• self-injury</li> <li>• risks of harm or suicide</li> </ul>
<p>2. Be able to support individuals with mental health conditions to plan their care, treatment and support</p>	<p>2.1 Types of treatments, i.e.</p> <ul style="list-style-type: none"> <li>• medication (e.g. antidepressants, beta blockers)</li> <li>• counselling/psychotherapy (e.g. could focus on issues from the past)</li> <li>• Cognitive Behavioural Therapy (CBT) (e.g. the link between thoughts and behaviours)</li> <li>• Electroconvulsive Therapy (ECT) (e.g. historically popular, now only used for fewer, more serious conditions)</li> <li>• occupational therapies (e.g. use of specific activities to promote independent function)</li> <li>• complementary and alternative medicine (e.g. used alongside conventional medical treatments)</li> <li>• exercise (e.g. any physical activity that increases endorphin release)</li> </ul> <p>2.2 Hospital-based services (e.g. in-patient treatment, outpatient clinics, day hospitals, mental health nurses, psychiatrists, occupational therapists, social workers)</p> <p>2.3 Community-based services (e.g. Child and Adolescent Mental Health Services (CAMHS), support for people living in their own homes, Community Mental Health Teams, Community Mental Health Nurse, supported housing, recovery units, outreach teams, crisis teams, art/drama therapists, GPs, counsellors, social workers, early intervention psychosis team (EIPs))</p> <p>2.4 Advocacy (e.g. self-advocacy, peer advocacy, and empowerment, self-help groups, IMHAs and IMCAs)</p> <p>2.5 Charities and voluntary/independent bodies (e.g. MIND, Rethink, Turning Point)</p> <p>2.6 Legislation in relation to mental health needs, i.e.</p> <ul style="list-style-type: none"> <li>• NHS and Community Care Act 1990</li> <li>• Mental Health Acts 1983 and 2007</li> <li>• Mental Capacity Act 2005 (including Deprivation of liberty safeguards)</li> <li>• Equality Act 2010 Human Rights Act 1998</li> <li>• Children and Families Act 2014</li> <li>• Care Act 2014</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	2.7 Guidance and service strategy (e.g. “Mental Health Priorities for Change”, “Mental Health Strategy for England”, “No Health Without Mental Health”)

## 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. Know the main concepts, types, causes and effects of mental health conditions	P1: * Describe concepts, types, causes and effects of mental health conditions	M1: Compare the use of treatments for different mental health conditions	
2. Be able to support individuals with mental health conditions to plan their care, treatment and support	P2: Suggest treatments that can best support individuals with mental health conditions		
	P3: Suggest services within the health and social care sector that can best support the needs of individuals with mental health conditions	M2: Compare how different support services benefit individuals with mental health conditions	D1: Analyse the potential impact of the care and support received from professionals in different services
	P4*: Summarise how legislation can be used to support individuals with mental health conditions		

## 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: Know the main concepts, types, causes and effects of mental health conditions**

Learners must be able to give accurate descriptions of the concepts around mental health conditions, types of mental health conditions, causes and the effects mental health conditions can have on an individual. For this LO learners will benefit from drawing on learning from mandatory Unit 2 Equality, diversity and rights, Unit 4 Anatomy and physiology LO5, Unit 14 The impact of long term physiological conditions LO1,2,3. Unit 22 Psychology for health and social care.

### **LO2: Be able to support individuals with mental health conditions to plan their care, treatment and support**

Learners must be able to identify and describe treatments for at least two people with mental health conditions. For P3 they must describe services within the health and social care sector that can best support the needs of individuals with mental health conditions. This can be done through the use of case studies. For P4, learners must also be able to summarise how legislation is used to support individuals with mental health conditions. In addition to this, M1 crosses both LO1 and LO2 and asks the learner to draw on their understanding to compare the use of treatments for different mental health conditions. In order to achieve M2, learners must compare how different support services can benefit individuals with mental health conditions. Additionally, for D1 learners must also analyse the potential impact of the care and support received from professionals in different services. For this LO learners will benefit from drawing on learning from Mandatory Unit 1 Building positive relationship in health and social care, Unit 6 Personalisation and a person centred approach to care, Unit 7 Safeguarding, Unit 11 Career planning for health and social care LO1,2,3,4. Unit 12 Promote positive behaviour, Unit 13 Sexual health, reproduction and early developmental stages LO4, Unit 15 promote health and well-being. Unit 16 supporting people with dementia, Unit 19 Creativity and activity for adults

**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](https://ocr.org.uk/healthandsocialcare)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



OCR is part of Cambridge Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2019 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.