



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 7 PSYCHOLOGICAL PERSPECTIVES FOR HEALTH AND SOCIAL CARE **DELIVERY GUIDE**

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 7- PSYCHOLOGICAL PERSPECTIVES FOR HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

This unit emphasises 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 predisposition 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 well-being 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.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand psychological perspectives	1P Explain the principal psychological perspectives		1D Analyse psychological perspectives in relation to nature/nurture
2 Understand psychological approaches to health and social care	2P Explain different psychological approaches to health practice	1M Explain how practitioners could apply psychological approaches to health and social care practice	2D Evaluate the usefulness of psychological approaches to health and social care practice
	3P Explain different psychological approaches to social care practice		

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - UNDERSTAND PSYCHOLOGICAL PERSPECTIVES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand psychological perspectives	1P Explain the principal psychological perspectives		1D Analyse psychological perspectives in relation to nature/nurture

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Psychology 	Learners could investigate what is psychology? Learners could research the definition of psychology and outline how psychologists develop an understanding of human behaviour. The learners could also identify and outline the work of one psychologist. The learners could then present their research to their colleagues.	1 hour	
2 Psychological perspectives 	Learners could be placed into small groups to research a psychological perspective (Biological, Behaviourist, Social Learning, Cognitive, Psychodynamic, Humanistic, nature/nurture debate). They could briefly outline the work of theorists within each of the perspectives. Each group could then produce a presentation and a leaflet in which they outline this information to their colleagues. Resource: Number Wall	2 hours	
3 Consolidation 	Learners could refer to their research to develop an understanding of the principle psychological perspectives and develop a report in which they explain each approach. Learners could describe the work of the theorists within the perspective and the nature and importance of the perspective in decoding human behaviour.	2 hours	1P Explain the principal psychological perspectives
4 Nature/ Nurture	The teacher could outline the nature/nurture debate to learners. The learners could be divided into 2 groups. One group could develop discussion points that support the view that it is nature that determines human behaviour; the other group could develop discussion points that claim that it is nurture that is more important. The learners could then debate each perspective referring to evidence that may support their ideas. The teacher could informally nominate a winning group based on the discussion points put forward.	1.5 hours	
5 Psychological perspectives in relation to nature/nurture 	The learners could work in groups to identify the psychological perspectives that support the nature perspective or the nurture perspective. The learners could discuss how the perspectives support the nature/nurture debate. This information could be consolidated by the teacher and will form the basis of the learner consolidation task below.	1.5 hours	
6 Consolidation	Learners could develop a report in which they analyse the various perspectives and whether they (the perspectives) support the nature/nurture debate. The learners could apply the main components of the psychological perspectives to the main components of the nature/nurture perspectives. The learners will be required to draw conclusions.	2 hours	1D Analyse psychological perspectives in relation to nature/nurture

LEARNING OUTCOME 2 - UNDERSTAND PSYCHOLOGICAL APPROACHES TO HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand psychological approaches to health and social care	2P Explain different psychological approaches to health practice	1M Explain how practitioners could apply psychological approaches to health and social care practice	2D Evaluate the usefulness of psychological approaches to health and social care practice
	3P Explain different psychological approaches to social care practice		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Psychological approaches in health practice	The learners could work in groups to investigate psychological approaches in health. Each group could research a psychological approach and present this information back to their colleagues. The teacher could then invite an external speaker, eg occupational therapist, into the classroom to answer questions related to the differences in psychological approaches used in health practice.	3 hours	
2 Consolidate 	Learners could consolidate their research by producing a report in which they explain the various psychological approaches to health practice, referring to explanations and knowledge gained from the external speaker.	2 hours	2P Explain different psychological approaches to health practice
3 How practitioners apply psychological approaches in health care 	Learners could undertake some primary research and interview two health practitioners. The learners could ask them how they could apply psychological approaches during their daily routines.	2 hours	
4 Consolidation 	Learners could consolidate their primary research and develop a report in which they explain, (referring to examples from the two health practitioners they interviewed) how they apply the psychological approaches. Learners could question how and why perspectives are used, making reference to any behaviours displayed as a result of the use of the psychological approach.	2 hours	1M Explain how practitioners could apply psychological approaches to health and social care practice
5 Psychological approaches in social care practice	The teacher could re-cap with the learners the nature of the psychological approaches. The teacher could develop a quiz to test the learners' knowledge and understanding. The learners could develop questions that could be asked of an external speaker about the differences in psychological approaches used in social care practice. The teacher could then invite an external speaker, eg social worker into the classroom to answer questions related to the differences in psychological approaches used in social care practice.	1 hour	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
6 Consolidate 	Learners could consolidate their research by producing a report in which they explain the various psychological approaches to social care practice, referring to explanations and knowledge gained from the external speaker.	2 hours	2P Explain different psychological approaches to health practice
7 How practitioners apply psychological approaches in social care practice 	Learners could undertake some primary research and interview two health and social care practitioners. The learners could ask them how they may apply psychological approaches during their daily routines.	2 hours	
8 Consolidation 	Learners could consolidate their primary research and develop a report in which they explain, (referring to examples from the two health and social care practitioners they interviewed) how they apply the psychological approaches. Learners could question how and why perspectives are used, making reference to any behaviours displayed as a result of the use of the psychological approach.	2 hours	1M Explain how practitioners could apply psychological approaches to health and social care practice
9 Evaluation of psychological approaches to health and social care 	The learners could work together to identify ways in which the use of psychological approaches may or may not be useful in health and social care practices. The learners may evaluate health and social care separately identifying the pros and cons of using psychological approaches.	1 hour	
10 Consolidation 	Having identified the pros and cons of using psychological approaches, the learners could produce an evaluation in which they develop arguments for and against the belief that using psychological approaches in health and social care practice are useful. The learners could formulate discussion points and refer to evidence that they have collected during their primary research and develop a detailed report.	2 hours	1D Evaluate the usefulness of psychological approaches to health and social care



CONTACT US

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

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

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