

Unit 15: Psychology for Health and Social Care

Unit code: K/601/1619

QCF level: 4

Credit value: 15

- **Aim**

The aim of this unit is to develop understanding of the psychological factors which influence human behaviour throughout the lifespan and how these apply to health and social care settings.

- **Unit abstract**

This unit will enable learners to understand the psychological factors which influence human behaviour and the effects these factors may have on users of health and social care services. Learners will focus on the basic approaches to understanding human behaviour drawn from psychology. These will include behavioural, cognitive, humanistic and psychodynamic approaches. Learners will also draw on use of concepts from psychology and sociology such as lifespan development, interactionism, deviance theory, anthropology and socialisation.

The focus of the unit will be on the changing roles of individuals throughout the lifespan. The unit has been designed to develop learners understanding of those who use health and social care services through the application of psychological and sociological concepts. This understanding underpinning professional practice enables service providers to enhance and maintain the social functioning (valued roles) of individuals in health and social care settings. This unit also develops knowledge and understanding of the nature of social functioning and how valued roles are determined.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand theories of lifespan development
- 2 Understand social and biological determinants of human behaviour displayed in health and social care contexts
- 3 Understand how psychological theories are applied to health and social care practice.

Unit content

1 Understand theories of lifespan development

Life stages: infancy; early childhood; later childhood; adolescence; adulthood; late adulthood; final stages of life and death

Theories of lifespan development: stage versus open-ended theories; continuity versus discontinuity; static versus dynamic theories; idiographic versus nomothetic perspectives on personality

Theories: behavioural; cognitive; psychodynamic and humanistic

Theorists: Freud; Erikson; Maslow; Rogers; Beck; Piaget; other theorists as appropriate eg Buhler, Havighurst, Kohlberg, Gutmann, Lowenthal, Gould, Loevinger, Berne

2 Understand social and biological determinants of human behaviour displayed in health and social care contexts

Social factors: socialisation; family; education; culture; media; environment; effects of discrimination; social exclusion

Biological factors: genetics; traits; blueprints; neuro-degenerative disorders eg Parkinson's, Alzheimer's

Social roles: development of social roles; concept of conformity; social context of behaviour; social group membership; relationships (to include symbiotic interactionism); development of self concept eg Mead and Cooley

Context: sick-role behaviour; perception and interpretation of symptoms; use/misuse of health and social care services; compliance with treatments; emotional adjustment to illhealth; coping strategies eg user of service, survivor, organisational; institutionalisation

3 Understand how psychological theories are applied to health and social care practice

Psychological stress: causes of eg work-related, illness, chronic illness, bereavement, loss

Behaviour disturbance: attention deficit disorders; autistic spectrum disorders; behaviours associated with addiction

Mental health disorders: neurosis; psychosis eg depression, schizophrenia; eating disorders eg anorexia, bulimia

Behaviour change: health promotion (including various models and concepts linked to psychological theory); care strategies; coping strategies; avoidance therapy eg cognitive dissonance, denial, projection, perception; compensation for loss of identity; advocacy; policies based on normalisation theory; aggression and abuse policies

Relationships: user of service/families and friends; user of service/care worker; between care workers; between users of services

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand theories of lifespan development	1.1 compare different psychological theories of lifespan development 1.2 explain how psychological theories and concepts are related to specific life stages
LO2 Understand social and biological determinants of human behaviour displayed in health and social care contexts	2.1 explain social and biological factors that influence human behaviour 2.2 analyse the importance of social roles in the context of health and social care settings
LO3 Understand how psychological theories are applied to health and social care practice.	3.1 analyse the application of psychological theories to individuals experiencing elevated levels of stress 3.2 analyse how psychological theories relate to behaviour disturbance 3.3 analyse how psychological theory informs understanding of mental health disorders 3.4 evaluate the application of psychological principles to affecting behaviour change in health and social care settings 3.5 analyse how psychological theories can enhance understanding of relationships in health and social care.

Guidance

Links

This unit has links with, for example:

- *Unit 8: The Sociological Context of Health and Social Care*
- *Unit 10: Safeguarding in Health and Social Care*
- *Unit 11: The Role of Public Health in Health and Social Care*
- *Unit 16: Understanding Specific Needs in Health and Social Care*
- *Unit 22: Developing Counselling Skills for Health and Social Care.*

This unit also has links with the National Occupational Standards in Health and Social Care. See *Annexe B* for mapping.

This unit may also have links with the National Occupational Standards in Leadership and Management for Care Services. See *Annexe C* for mapping.

Essential requirements

Although Erikson, Maslow, Freud and Rogers must be addressed, other theorists should be included, depending on the focus of interest of the programme and learners. A detailed understanding of different theories relating to the application of psychological theory is not expected, but learners must have the opportunity to develop a broad understanding of how psychology informs health and social care strategies for individuals.

Learners must produce an analytical report based on primary and/or secondary data, together with supporting materials, eg consent documents, questionnaires, interview schedules, transcripts, presentation tools (for example, overhead transparencies or handouts), witness testimony etc. It is expected that the learner will focus their report on one or a number of health and social care settings.

Employer engagement and vocational contexts

Case studies and class discussions would be of use and learners should be encouraged to draw on their own practice/experience. Guest speakers who are specialists in the field are recommended as is a tutor who has understanding and working knowledge of the use of psychology within health and social care settings.