

# **BTEC Health & Social Care Unit 11 Psychological Perspectives**

## **Year 13**

**Curriculum Aim:** This unit of Psychological perspectives as a topic enables learners to learn about, and reflect on, the key explanations that have been given by different theorists as to how people develop and why they behave, think and feel as they do. What influences behaviour and emotion? Why are people so different from one another – even those brought up in the same environment? What is the importance of early childhood or the people we mix with as we develop from childhood through adolescence and into adulthood? You will gain a deeper understanding of what shapes/influences our behaviour, by analysing in detail the various studies and applying your knowledge of the psychological perspectives to the actions of the case studies and getting a deeper insight into what factors make us the way we are.

**Link to prior learning:** Where students have studied BTEC Health and Social care L1/2 award, this BTEC L3 builds on knowledge and skills acquired, all students will draw from the critical, analytical and evaluative skills developed during their GCSE's.

**Rationale of sequencing:** The course begins with an intro into all areas of the psychological perspectives in Health and Social care and links to their previous unit 5 (meeting individual needs), this will draw out their understanding of why individuals behave the way they do and look at different theories and come up with their own conclusions, this is the main framework from where students utilise their evaluative and analytical skills.

	Focus / Topic	Knowledge & Skills	Assessment
Autumn 1	<b>A1</b> Principal psychological perspectives as applied to the understanding of development and behaviour	Knowledge of the main psychological perspectives and evaluating the strengths and weaknesses of each approach	Do now activities linked to prior learning Plenaries linked to learn input Submission of learning aim criteria A
Autumn 2	<b>A2</b> Application of psychological perspectives to health and social care practice	Knowledge of how theses psychological perspectives can be applied to a modern day Health and social care setting. For example, the specification requires learners to learn about how the behaviourist and psychodynamic perspectives are used to understand	Do now activities linked to prior learning Plenaries linked to learn input Feedback and improvement of learning aim A Submission of learning aim criteria A Final Draft

		challenging behaviour; while the humanistic and cognitive perspectives are used to support and treat people and manage maladaptive behaviour. Looking at why people behave a certain way in a residential home.	
Spring 1	<b>B1</b> Factors that affect human development and specific behaviours	Knowledge of the differing factors that can affect our behaviours, for example of this would be Attention Deficit Hyperactivity Disorder (ADHD) which a behaviourist would explain as being caused by learning, while a biological psychologist would see the cause as being biological. Factors that include our environment, financially, socially how these can play a part in our behaviours.	Do now activities linked to prior learning  Plenaries linked to learn input  Submission of learning aim criteria B
Spring 2	<b>B2</b> Contribution of psychological perspectives to the management of behaviours	Knowledge of the various treatments and interventions used to treat different conditions of PTSD, Phobias, Eating disorders. Looking at what interventions are used for example different types of therapies/behaviour modification programmes and seeing how effective they are in treating specific behaviours.	Do now activities linked to prior learning  Plenaries linked to learn input  Feedback and improvement of learning aim B  Submission of learning aim criteria B Final Draft
Summer 1	<b>C1</b> Behaviour of service users in health and social care settings	Knowledge of the different experiments that psychologist did to see what influences our behaviour, what is conformity? Obedience? How is this represented in the studies that we will look at of Zimbardo, Milgram, Asch etc.	Do now activities linked to prior learning  Plenaries linked to learn input  Submission of learning aim criteria C
Summer 2	<b>C2</b> Practices in health and social care settings	The importance of practices in a Health and Social care setting, why is independence important? Why do we need to empower	Do now activities linked to prior learning  Plenaries linked to learn input

		individuals? What are the core principles of care, how can these be applied.	Feedback and improvement of learning aim B  Final coursework submission  Summative presentations
--	--	--	--

Skills required include:

- Ability to write up the findings of their own research
- Using case studies to explore complex or unfamiliar situations
- Carry out projects for which they have choice over the direction and outcomes
- Demonstrate practical and technical skills using appropriate workplace values and practices

Employability skills

- Cognitive and problem-solving skills: use critical thinking, approach non-routine

problems applying expert and creative solutions, use systems and technology

- Intrapersonal skills: communicating, working collaboratively, negotiating and

influencing, self-presentation

- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

Transferable knowledge and skills for higher education?

- The ability to learn independently

- The ability to research actively and methodically
- To be able to give presentations and be active group members.
- Effective writing
- Analytical skills