

BTEC INTERNATIONAL HEALTH AND SOCIAL CARE
UNIT 12: PHYSIOLOGICAL DISORDERS AND THEIR CARE

Unit title	Unit 12: Physiological Disorders and their Care
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
<ul style="list-style-type: none"> • Unit 4: Principles of Effective Care • Unit 5: Principles of Safe Practice in Health and Social Care • Unit 6: Promoting Public Health • Unit 7: Infection Prevention and Control • Unit 11: Scientific Techniques for Health Science • Unit 17: Nutritional Health • Unit 19: Medical Physics Applications in the Health Sector • Unit 21: Biomedical Science • Unit 23: Complementary Therapies for Health and Social care 	

Key to learning opportunities			
IA	Internal Assessment	RS	Revision session
GS	Guest speaker	V	Visit
IS	Independent study	C	Classroom activities directed by teacher

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Investigate the causes and effects of physiological disorders				
1	Introduction to unit content	C/IS	<p>Tutor presentation: give out the unit specification and discuss how the unit is organised into separate learning aims, learning outcomes, assessment criteria and the mode of assessment. Discuss timescales and overlap of unit contents.</p> <p>Small-group activity: divide learners into small groups to discuss and investigate a task relating to unit content. Learners should consider the allocated task and the relevance to the unit.</p> <p>Tutor-led discussion: collate suggestions and possible answers raised during the activity.</p> <p>Unit content quiz.</p>	<p>Tutor presentation and notes</p> <p>Specification</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p> <p>Quiz</p>
2	A1 Types of physiological disorders and effects on body systems and functions	C/IS	<p>Tutor introduction to the topic and task:</p> <ul style="list-style-type: none"> • What is a body system? <p>Tutor led discussion on the different body systems including what each one does and how they interrelate with each other.</p>	<p>Tutor presentation and notes</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>

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			Students put in small groups and given a body system to research further and present back to the rest of the class.	
3	Effects on body systems and functions	C/IS	<p>Tutor-led discussion to the topic and task:</p> <ul style="list-style-type: none"> What is a physiological disorder? <p>Tutor to explain the different physiological disorders, the effect of each one on the given body systems and how they interrelate with each other.</p> <p>Students put in small groups and given a disorder to research further and present back to the rest of the class.</p>	<p>Tutor presentation and notes</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>
4/5/6	A2 Causes of physiological disorders	C/IS	<p>Tutor-led discussion: introduction of the topic and task. Tutor to lead a discussion on one of the given types of disorders, explaining the causes behind it and modelling the type of information required.</p> <p>Small-group activity: each group to be given one of the following disorders to research:</p> <ul style="list-style-type: none"> endocrine, nervous system, musculoskeletal, respiratory, circulatory, and different types of cancer. 	<p>Tutor presentation and notes</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>

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			<ul style="list-style-type: none"> causes to include the effect of inherited traits, lifestyle choices, diet and environment. present these back to the group. 	
7	A3 Signs and symptoms of physiological disorders	C/IS/V/GS	<p>Tutor-led discussion: tutor to explain that signs are observable and the types of symptoms experienced by the individual.</p> <p>Students to research a disorder and compile a list of signs and symptoms for the disorder</p> <p>Present the findings back to the rest of the group.</p> <p>This could also be done by a visit to a medical ward, or via a guest speaker.</p>	<p>Tutor presentation and notes</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>
8	A1, A2, A3	RS	<p>Tutor-led recap of learning aim to ensure all contents covered and understood.</p> <p>Small group tasks to explain task findings.</p> <p>Question and answer session.</p>	<p>Tutor notes</p> <p>All handouts, activities, presentations available</p> <p>Task sheets</p>
Learning aim B: Examine the investigation and diagnosis of physiological disorders				
9/10	B1 Investigative procedures for physiological disorders	C/IS	<p>Tutor-led discussion: overview of general investigative procedures and measurements that may be undertaken for different physiological disorders. How to take a medical history, why it is</p>	<p>Tutor notes</p> <p>Equipment to measure blood pressure</p>

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			<p>done and what it is used for.</p> <p>Practical activity: learners to measure their own body temperature, pulse, respiration rate and blood pressure. They should compare changes in response to mild and/or more vigorous exercise, for example climbing stairs and running on the spot.</p> <p>Learners to collate findings and analyse changes in relation to body system functioning.</p>	Paper, graph paper, stopwatches
11	B2 Diagnostic procedures for physiological disorders	C/IS	<p>Tutor-led discussion: procedures based on specific signs and symptoms, for example, lumbar puncture and biopsy.</p> <p>Individual research: learners to investigate diagnostic procedures for specific physiological disorders. This could include both online research and interviewing family members, friends or neighbours about their experiences.</p> <p>Small-group activity: The importance of recognising non-specific or confusing symptoms, for example, Alzheimer's disease, which shares symptoms with other dementia types, other neurological disorders such as Parkinson's disease</p>	<p>Tutor notes</p> <p>IT access</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>

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			and some presentations of mental ill-health such as depression and anxiety	
12	Diagnostic procedures for physiological disorders	GS	Guest speaker: invite a health professional to speak to learners about investigative and diagnostic procedures for different physiological conditions. Learners should prepare questions to ask relating to specific conditions linked to their assignment.	Guest speaker (e.g. nurse, radiologist, ultrasound technician) Learner prepared questions Paper and pens
Learning aim C: Examine treatment and support for service users with physiological disorders				
13/14	C1 Provision of treatment and support	C/IS	<p>Tutor-led discussion: tutor to explain the different types of treatment and support available.</p> <p>Small-group activity: learners to be given one of the following types of treatment or support to research and then feed findings back to the rest of the group:</p> <ul style="list-style-type: none"> • medication, e.g. anti-inflammatory drugs. • surgery, e.g. surgical procedures for cancer. Rehabilitation programmes, e.g. physiotherapy. • complementary therapies, e.g. aromatherapy, acupuncture. 	Tutor notes IT access Small dry-wipe boards for group activity and pens Large paper for presentation of ideas and markers Tutor pre-prepared task cards

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			<ul style="list-style-type: none"> advice on lifestyle changes, e.g. dietary guidelines. 	
15	C2 Types of carers and care settings	GS	<p>Guest speaker: invite a social care professional to speak to learners about types of carers and different care settings that meet the needs of individuals with physiological disorders. Learners should prepare questions to ask relating to specific conditions linked to their assignment.</p>	<p>Guest speaker e.g. residential care worker, or professionals involved in private care provision or rehabilitation</p> <p>Learner prepared questions</p> <p>Paper and pens</p>
16	Types of carers and care settings	IS	<p>Small-group activity: share and compile notes to ensure they have notes for the following types of carers and settings:</p> <p>Carers:</p> <ul style="list-style-type: none"> professional carers, e.g. general practice doctors, specialist doctors, nurses informal carers, e.g. friends, family private and voluntary carers, e.g. charitable organisations, private care agencies. <p>Care settings:</p> <ul style="list-style-type: none"> service user's own home 	<p>Tutor notes</p> <p>IT access</p> <p>Small dry-wipe boards for group activity and pens</p> <p>Large paper for presentation of ideas and markers</p> <p>Tutor pre-prepared task cards</p>

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			<ul style="list-style-type: none"> government, local authority or privately provided residential homes, e.g. for care of the elderly or those with long-term conditions doctor's office or health centre hospital care rehabilitation settings. 	
17	A1, A2, A3, B1, B2, C1 & C2 revision session	RS	<p>Tutor-led recap of unit to ensure all contents covered and understood.</p> <p>Small group tasks to explain task findings.</p> <p>Question and answer session.</p>	<p>Tutor notes</p> <p>All handouts, activities, presentations available</p> <p>Task sheets</p>
18/19	Assessment	IA	Learners complete internal assessment.	Access to IT resources
20/21	Assessment	IA	Learners complete internal assessment.	Access to IT resources
22/23	Assessment	IA	Learners complete internal assessment.	Access to IT resources
Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs				
24	D1 Care methods and strategies	C/IS	<p>Tutor-led discussion: give an overview of care methods and strategies, to include assessing and reviewing care needs; primary, secondary and tertiary care; the planning cycle and accommodating individual needs.</p>	<p>Tutor notes</p> <p>Case studies</p> <p>Small dry-wipe boards for group activity and pens</p>

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			Small group activity: Learners given case studies and they need to decide if the person has primary, secondary or tertiary care needs, and what changes are needed to the care they are being given.	Tutor pre-prepared task cards
25	Care methods and strategies	C/IS	Tutor-led discussion: Explain how to check the validity and reliability of sources of information Small group activity: Learners to be given websites to access that claim to treat certain conditions. They need to decide if the sources of information are valid and reliable or not.	Tutor notes Websites Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards
26	D2 Treatment planning processes	C/IS	Tutor led discussion: Tutor to explain the following: Cycle of planning; Individual needs, including culture, gender, age, religion, disability; Purpose and aim of care for individual; Outcomes to be achieved; Actions to be taken; Overcoming potential barriers; Professional responsibilities; Advantages and disadvantages of different types of treatment, e.g. benefit to service users, cost to health and social care services; Scheduling, including times and locations where treatment will	Tutor notes Case studies Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards

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			take place; Timescales for achievement. Small group activity: learners to investigate treatment plans for individuals with different physiological disorders. They will share findings in the group and collate different treatment plan processes.	
27	Treatment planning processes	IS	Small group activity: Case studies: learners to apply their knowledge about treatment plans to specific case studies about individuals with different needs, e.g. culture, gender, age and physiological condition. Links to work placement: learners to interview their selected service user and discuss individual needs and treatment planning.	Tutor notes Case studies Small dry-wipe boards for group activity and pens Tutor pre-prepared task cards
28	D1 & D2 revision session	C	Tutor-led recap of unit to ensure all contents covered and understood. Small group tasks to explain task findings. Question and answer session.	Tutor notes All handouts, activities, presentations available Task sheets
29	Assessment	IA	Learners complete internal assessment.	IT resources



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Lesson	Topic	Lesson type	Suggested activities	Resources
				All unit handouts, notes and quiz sheets
30	Assessment	IA	Learners complete internal assessment.	IT resources. All unit handouts, notes and quiz sheets

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.