

Unit 12: Physiological Disorders and their Care

Delivery guidance

Approaching the unit

A thorough understanding of physiological disorders is important for workers in the health and social care sector in order to plan effective treatment programmes and provide support for service users.

Many learners will already have some fundamental knowledge about different body systems and their functioning, and you should build on this foundation to develop learners' interest about physiological disorders. You can also deepen their understanding about the diagnosis, treatment, care and support provided for service users in health and social care. In the delivery of this unit, you should encourage learners to apply their knowledge to real health and social care situations, with direct links to their work placements where appropriate. You could approach this unit through a combination of tutor-led input, alongside individual research, group investigations, guest speakers and case studies.

Delivering the learning aims

Learning aim A requires learners to investigate the causes and effects of physiological disorders. This includes different types of disorders and the effects on body systems and functions, in addition to the causes, signs and symptoms. Learners need to understand the impact of physiological disorders on the physical, mental, social and emotional health and wellbeing of service users – for example, the impact of Alzheimer's disease on an individual's physical health, emotional wellbeing and social interactions with their family and friends. This covers a very wide field and you should maximise learners' experience by organising groups to investigate specific conditions and then share their knowledge with each other in order to make the best use of the time available.

This learning aim lends itself to a great deal of practical application. For example, learners could reflect on their own experiences of being ill, receiving treatment for different conditions or being admitted to hospital. They could also interview family members or friends about their experiences of ill health. Learners could use their work placement experience to help them consolidate their knowledge and understanding about the causes and effects of specific physiological disorders.

Learning aim B examines the investigation and diagnosis of physiological disorders. This includes both investigative procedures such as routine blood tests as well as more specialised diagnostic procedures such as a lumbar puncture. Learners need to understand the potential benefits of different investigations in the diagnostic process and you should support them to compare diagnostic procedures for different physiological disorders. Again, learners will benefit from using their work placement experience and you should encourage them to share their knowledge in class.

This learning aim lends itself to some practical application. Learners could experiment with basic assessments of each other's temperature, pulse and respiration rates, both at rest and after exercising, to evaluate the changes. You could arrange for learners to visit a radiology department or invite a guest speaker to talk to learners about specific investigative procedures.

Learning aim C examines the treatment and support for service users with physiological disorders. This includes different types of treatment, such as medication or surgery, in addition to professional and informal carers and different types of care settings, for example hospital care or rehabilitation centres. Case studies will help learners to apply their knowledge in different situations and to justify appropriate choices for treatment and care. You should encourage learners to use their work placement experience by talking to health and social care professionals and individual service users. Learners could also interview family members about different experiences of the investigation, treatment and care of physiological disorders. This information could be used to compare and contrast different treatment and care options (with due regard for confidentiality).

Learning aim D requires learners to develop a treatment plan for an individual service user with a physiological disorder. Learners should understand how to assess individual care needs and their treatment plan should clearly show how treatment and care have been planned to meet individual needs.

This learning aim has a lot of practical application and should ideally be linked to the learner's work experience placement. Alternatively, the task could be carried out with family members or friends, with permission. You will need to negotiate with the placement supervisor to ensure that appropriate consent is provided and confidentiality is respected at all times. Some learners may need guidance in creating a treatment plan. You could give out a basic template to support lower-ability learners.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate the causes and effects of physiological disorders	<p>A1 Types of physiological disorders and effects on body systems and functions</p> <p>A2 Causes of physiological disorders</p> <p>A3 Signs and symptoms of physiological disorders</p>	A report on the impact of two different physiological disorders on the health and wellbeing of service users and the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.
B Examine the investigation and diagnosis of physiological disorders	<p>B1 Investigative procedures for physiological disorders</p> <p>B2 Diagnostic procedures for physiological disorders</p>	
C Examine treatment and support for service users with physiological disorders	<p>C1 Provision of treatment and support</p> <p>C2 Types of carers and care settings</p>	

<p>D Develop a treatment plan for service users with physiological disorders to meet their needs</p>	<p>D1 Care methods and strategies</p> <p>D2 Treatment planning processes</p>	<p>Treatment plan to meet the needs of a selected service user with a physiological disorder.</p>
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Assessment guidance

This unit is internally assessed. There is a maximum of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

The first suggested assignment covers learning aims A, B and C. This could take the form of a report in which learners evaluate the impact of two physiological disorders on individual health and wellbeing. You need to make sure that the report covers not only an explanation of the causes, signs and symptoms but also the effect on body systems and functions. For their two selected physiological disorders, learners need to compare the different investigations, treatment options, care settings and types of carers who might be involved in giving support. Ideally, learners should use their experience from health and social care work placements in completing this report. They will benefit from guidance on how to write and present a report as well as detailed discussion on the nature of the evidence they need to produce.

The second suggested assignment covers learning aim D. This could take the form of a treatment plan to meet the needs of a selected service user with a physiological disorder. Ideally, learners should create this plan for a selected individual from their health and social care placement. Learners must justify how their plan would improve the health and wellbeing of the selected service user. This should be negotiated with the learners and their placement supervisors, although you may need to give support in choosing appropriate individuals. Alternatively, learners may (with permission) create this plan for a selected family member, neighbour or friend. You will need to provide an appropriate agreement, outlining the details of the assignment, which shows exactly what learners will be required to do. Confidentiality must be respected at all times and learners must obtain signed consent from each individual in order to report any information.

The plan must have a clear format – you may want to give out a basic template for learners to use.



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Evidence for these assignments may be written or presented orally and digitally recorded. Grading criteria are identified for you in the assessment plan below and in the unit specification.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

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You should deliver this unit with an emphasis on understanding physiological disorders and the importance of planning treatment to meet the individual needs of service users. Engage learners actively with hands-on activities, interactive presentations, interesting research and relevant links to their work experience placements in order to develop their foundation skills, knowledge and expertise.

Learning aim A: Investigate the causes and effects of physiological disorders

Learning aim B: Examine the investigation and diagnosis of physiological disorders

Learning aim C: Examine treatment and support for service users with physiological disorders

- A1 Group activity: learners discuss their own and/or a family member's experiences of being ill, needing treatment or being admitted to hospital. Collate responses and create a list of signs, symptoms, treatment received and subsequent effects on physical and emotional health.
- A1, A2, A3 Group research: small groups of learners to investigate different physiological disorders, to include endocrine, nervous system, musculoskeletal, respiratory, circulatory and different types of cancer. Groups to present their findings, using visual media, and summarise causes, signs, symptoms and effects on the body systems and function.
- B1, Tutor input: overview of general investigative procedures and measurements that may be undertaken for different physiological disorders.
- B1, 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, e.g. climbing stairs, running on the spot. They will collate findings and analyse changes in relation to body system functioning.
- B2, Individual research: learners to investigate diagnostic procedures and treatment options for specific physiological disorders. This could include

both online research and interviewing family members, friends or neighbours about their experiences. They will share findings in the group and keep a record of responses towards assessment evidence.

- B1, B2, Guest speaker: invite a health professional (e.g. nurse, radiologist, ultrasound technician) 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.
- A2, A3, Case studies: learners to use specific case studies to apply their knowledge about the causes and effects of physiological disorders, possible diagnostic investigations and treatment options for different individuals.
- A1, A2, B1, B2, C1 Group research: learners to investigate websites for health and social care service users with different physiological disorders. They should summarise the information provided for service users about diagnosis and treatment and explore some of the frequently asked questions. They will share findings in the group and keep a record of evidence towards assessment.
- A1, B2, C1 Links to work placement: learners to discuss practical experiences of different physiological disorders, diagnostic procedures, treatment options and the impact on individual health and wellbeing (with due regard for confidentiality). They will share in the group and keep a record of ideas towards assessment evidence.
- C1, C2 Guest speaker: invite a social care professional (residential care worker, or professionals involved in private care provision or rehabilitation) 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.
- A1, A2, A3, B1, B2, C1, C2 Group activity: learners to design and create information webpages or a seminar for service users with different physiological disorders. Information should include details about the disorder, treatment options, care and support. Learners could then present their group projects and carry out self-assessment with each other's work.
- Tutor input: give a summary of evidence requirements for the first assignment and provide individual learner support where required.

Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs

- D1 Tutor input: 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.
- D1 Links to work placement: learners to discuss experiences of treatment plans for individual service users with different physiological disorders. They will share findings in the group and keep a record towards assessment evidence. Learners to select an individual service user for their assignment and begin an assessment of care needs.
- D2 Group research: learners to investigate treatment plans for individuals with different physiological disorders. They will share findings in the group and collate different treatment plan processes.
- D2 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.
- D2, Individual research: learners to work on their own treatment plans, investigating outcomes to be achieved, actions to be taken and professional responsibilities.
- D2 Links to work placement: learners to interview their selected service user and discuss individual needs and treatment planning.
- D1, D2 Tutor input: give a summary of evidence requirements for the second assignment, including individual support for learners, focusing on planning formats, assessment of care needs, prioritising treatment and care options, and timescales for review.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

Unit 2: Anatomy and Physiology for Health and Social Care

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

Resources

Textbooks

Lloyd, M A – *Practical Guide to Care Planning in Health and Social Care* (Open University Press, 2010) ISBN 9780335237326

Pocock, G, Richards, C D and Richards, D – *Human Physiology*, (Open University Press, 2013) ISBN 9780199574933

Waugh, A and Grant A – *Ross and Wilson Anatomy and Physiology in Health and Illness* (Churchill Livingstone, 2014) ISBN 9780702032271

One of the world's most popular textbooks of anatomy and physiology, this book introduces the structure and functions of the human body and the effects of disease or illness on normal body function.

Websites

Below is a range of general and health and social care websites that are current at the time of writing. More relevant websites for the country of study may be available.

www.ageuk.org.uk/health-wellbeing/conditions-illnesses

Age UK has a range of information about specific conditions affecting older people, including dementia and osteoarthritis.

www.bhf.org.uk/heart-health/tests

The British Heart Foundation has some online resources about tests for cardiovascular function.

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www.cancerresearchuk.org

Cancer Research UK gives a wealth of information about the treatment and care of individuals with cancer.

www.gov.uk/government/organisations/department-of-health

The Department of Health & Social Care gives information about legislation and government policies relating to health and social care.

www.nhs.uk/Conditions/Pages/BodyMap.aspx?Index=A

NHS Choices has a range of background information about different conditions and treatments.

www.patient.info/health/living-with-a-long-term-condition

Patient has some information about supporting individuals with long-term illnesses.

www.rcpsych.ac.uk/healthadvice/problemsdisorders/copingwithphysicalillness.aspx

The Royal College of Psychiatrists has some online information about the mental and emotional impacts of physical illness.

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.