

## Unit 9: Psychological Perspectives

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### Delivery guidance

This unit gives learners an understanding of the practice and theoretical underpinning of psychology and the important role it plays within health and social care sectors. Learners will gather an understanding of how human cognitive and physical behaviour occurs and develops, and how this can be impacted through various social, economic and physical factors.

### Approaching the unit

Learners are expected to develop the academic skills and processes involved in research, while gaining an understanding of the influences and impacts of psychological perspectives and practices involved in the intervention and support of service user needs within health and social care sectors.

Psychological perspectives, particularly as an internally assessed unit, lends itself to active participation. Learners will be able to apply their knowledge of psychological perspectives and practice to case studies across the main learning aims.

### Delivering the learning aims

**Learning aims A and B** are primarily concerned with the underpinning of psychological theoretical perspectives and the different contributions involved in the practice of support of human development and behaviour. With appropriate tutor support, learners should undertake research on the influences, impacts and contributions of each practice in relation to different cognitive and behavioural exhibits. The broad approach to research will provide learners with the appropriate skills and knowledge for making decisions for application. Tutors should also support learners to understand, analyse and justify skills to enable them to make appropriate decisions in relation to service user needs. Worksheets relating to the appropriate key terms and command verbs could help with learners' written narratives task.

**Learning aim C** will give learners the chance to apply their understanding and knowledge of practice of psychological intervention tailored to the needs of their case studies and/or service users. Learners should be encouraged to draw on their key skills and knowledge developed and apply articulate, ethically appropriate arguments that are professionally supported with appropriate reference to research in support of the service users in health and social care settings. For a better understanding of the psychological application, learners could simulate a professional meeting in different psychological professional roles and consider how their perspective/background may affect their approach to and treatment of a range of conditions/case studies. Furthermore, to encourage and develop learners' understanding of the application of psychological perspectives, they could be given different novel case studies to discuss in relation to the knowledge they have gathered within groups, with tutor support. Tutors could collaborate with the pastoral team who will have details of relevant professionals who may be able to deliver (or signpost who can) classroom talks.

It is important to note that tutors inform and give learners an understanding of the ethical obligations required throughout the unit regarding confidentiality.

The unit may highlight some sensitive topics and therefore learners should be given an opportunity at the beginning of the unit (and subsequently) to raise any concerns. Additional support and signposting can be offered.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<p><b>A</b> Examine how psychological perspectives contribute to the understanding of human development and behaviour</p>	<p><b>A1</b> Principal psychological perspectives as applied to the understanding of development and behaviour</p> <p><b>A2</b> Application of psychological perspectives to health and social care practice</p> <p><b>A3</b> Contribution of psychological perspectives to the understanding of specific behaviours</p>	<p>A report on the role of psychological perspectives in the understanding of human development and the management and treatment of two selected service users with different behaviours</p>
<p><b>B</b> Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours</p>	<p><b>B1</b> Factors that affect human development and specific behaviours</p> <p><b>B2</b> Contribution of psychological perspectives to the management of behaviours</p> <p><b>B3</b> Contribution of psychological perspectives to the treatment of behaviours</p>	
<p><b>C</b> Examine how psychological perspectives are applied</p>	<p><b>C1</b> Behaviour of service users in health and social care settings</p>	

in health and social care settings	<b>C2</b> Practices in health and social care settings	two local health and social care settings in enabling professionals to enhance the social functioning of two different service users
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### Assessment guidance

This unit is internally assessed. There is a maximum number 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.

It is suggested that **learning aims A and B** are assessed using a written report. Within the report, learners must address the underpinning of the varied psychological perspectives in terms of their content, approach and application. They will need to explore and gather an understanding of human development and behaviours. They will need to further explore the various factors – physical, emotional, cultural, environment and psychological – that may affect and influence human development and specific behaviours, and the contribution of psychological practice in support of service users.

**Learning aim C** will require learners to demonstrate their understanding by choosing appropriate psychological perspectives and treatment of practice for two case studies from local health and social care settings. They should highlight their understanding of how these treatments and the intervention are to be applied and what, if any, support they can provide. There should be evidence of the different practices in health and social care settings to promote independence and empowerment, and value-based level of care with the support of psychological interventions.

## 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

Introduce this unit by asking learners to map out their understanding and preconceived ideas in relation to psychological perspectives and the types of intervention available to service users in their local health and social care sector. This could be undertaken as a reflective exercise, making good use of the specification unit and the varied psychological perspectives. The tutor could encourage learners to share their knowledge and understanding of the psychological perspectives and interventions with their peers. This will be helpful for learners to gather the knowledge of others for its application.

### Learning aim A: Examine how psychological perspectives contribute to the understanding of human development and behaviour

- For A1, learners must gather an understanding of the varied psychological perspectives: behaviourist, social learning, psychodynamic, humanistic, biological and cognitive.
- For A2, learners should be able to demonstrate an understanding of each psychological intervention in support of human development and behaviour:
  - shaping and learning behaviour
  - exploring the mind through conscious and unconscious examinations
  - client-centred therapy
  - intellectual development and cognitive therapies
  - biological understanding of chemical intervention.
- For A3, learners should be able to understand the different contributions in terms of the specific behaviour being exhibited via the service user's:
  - stress, anxiety, depression, addictions, coping mechanism.

### Learning aim B: Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours

- For B1, learners should be able to highlight how various factors can impact human development and contribute to exhibiting specific behaviours:
  - physical
  - social, cultural and emotional

- economic
- physical environment
- psychological.
- For B2, learners should be able express the different contributions of psychological perspectives to manage specific behaviours:
  - therapeutic intervention
  - psychodynamic intervention
  - cognitive behavioural therapy
  - biofeedback and chemical intervention.
- For B3, learners should be able to discuss the expected outcomes and the implications of the different treatments for behaviour:
  - outcome of therapeutic intervention
  - intervention in relation to behaviour
  - group therapy, family therapy, addiction therapy and behaviour modification programme
  - ethical implications.

### **Learning aim C: Examine how psychological perspectives are applied in health and social care settings**

- For C1, learners should be able to highlight how the psychological perspectives are evident and applied in health and social care settings:
  - roles of professional staff and service users
  - conformity of the service user and their environment
  - influences surrounding service user behaviour
  - environmental impact on service users
  - factors that may influence hostility and aggression.
- For C2, learners should be able to demonstrate an understanding of health and social care settings:
  - empowerment and promotion of independence for service users
  - services users' rights
  - express the value and level of care for service users.

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

This unit links to:

- Unit 4: Principles of Effective Care
- Unit 5: Principles of Safe Practice in Health and Social Care
- Unit 6: Promoting Public Health
- Unit 8: Sociological Perspectives
- Unit 10: Supporting Individuals with Additional Needs
- Unit 24: Health Psychology

## Resources

### Textbooks

Harty, S, Hughes, P, Barkham, E, Geldhill, A and Shaw, G – *Pearson BTEC National Applied Psychology – Student Book* (Pearson Education Limited, 2019)  
ISBN 129227556

Flanagan, C, Jarvis, M, Liddle, R, Russell, J and Wood, M – *Edexcel Psychology for A Level Year 1 and AS: Student Book* (Illuminate Publishing, 2018)  
ISBN 9781911208594

### Websites

<https://www.apa.org>

Provides psychological journal articles and updated information on psychological perspectives and interventions.

<https://www.bps.org.uk>

Provides current information regarding the practices of psychology within the UK.

<https://www.simplypsychology.org>

Provides a useful, basic overview of a variety of psychological perspectives and theory.



**BTEC INTERNATIONAL HEALTH AND SOCIAL CARE**  
**UNIT 9: PSYCHOLOGICAL PERSPECTIVES**

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