



Higher National Unit specification

General information for centres

Unit title: Occupational Therapy Support: Psychology and Human Development

Unit code: F3NM 34

Unit purpose: This Unit enables candidates to understand the multi-faceted nature of human development across the entire lifespan. By introducing the principal theoretical perspectives within psychology the Unit looks at the role of these perspectives in understanding human development and behaviour. There is an emphasis on the application of developmental psychological theory to practice.

On completion of the Unit the candidate should be able to:

- 1 Demonstrate a knowledge of the multi-faceted nature of human development for an individual.
- 2 Evaluate the factors which influence human development for an individual.
- 3 Describe the principal theoretical perspectives within psychology for an individual.
- 4 Evaluate the extent to which psychological perspectives provide an understanding of personality and identity for an individual in receipt of occupational therapy.
- 5 Explain how a range of life experiences can affect development and behaviour for an individual in receipt of occupational therapy.

Credit points and level: 2 HN credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: While entry to this Unit is at the discretion of the centre, it is recommended that candidates have good communication skills, both written and oral. These could be evidenced by the achievement of a nationally recognised qualification, for example English at SCQF level 6, or by pre-course interview and assignment. In order to undertake this Unit, candidates should have experience of working in a care environment, and should typically be carrying out the role of a support worker within an occupational therapy setting, under supervision by an occupational therapist.

Core Skills: There are opportunities to develop the component Written Communication of the Core Skill of *Communication*, and the Core Skill of *Information Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is included in the framework of the HNC Occupational Therapy Support.

General Information for centres (cont)

Unit title: Occupational Therapy Support: Psychology and Human Development

Assessment: A range of assessment instruments could be used. Extended response questions which test the candidate's theoretical knowledge could be used for Outcomes 1–3. A case study or essay type could be used for Outcomes 4 and 5 (these could be integrated with *Occupational Therapy Support: Graded Unit 1*).

Higher National Unit specification: statement of standards

Unit title: Occupational Therapy Support: Psychology and Human Development

Unit code: F3NM 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Demonstrate a knowledge of the multi-faceted nature of human development for an individual

Knowledge and/or Skills

- ◆ Expected patterns of development at all stages of the life cycle (childhood, adolescence, adulthood, older adult)
- ◆ Physical development
- ◆ Cognitive development
- ◆ Emotional development
- ◆ Social and cultural development

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ describe in detail the range of developmental patterns which occur across the life cycle
- ◆ differentiate between the four different strands of development and demonstrate how these impact on each other and on development as a whole
- ◆ explain the type and nature of developmental changes which take place throughout the lifespan
- ◆ describe the interplay of all strands and the effect on overall development
- ◆ relate this knowledge to an individual

Assessment Guidelines

Evidence could be generated via a number of extended response questions covering each strand of development and each of the four stages given above. Questions could be related to a given scenario or case study.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 2

Evaluate the factors which influence human development for an individual

Knowledge and/or Skills

- ◆ Genetic/biological factors
- ◆ Social factors and processes
- ◆ Cultural influences

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ evaluate the argument regarding the influences of nature/nurture on human behaviour.
- ◆ explain how social factors might affect all strands of development of the individual in receipt of occupational therapy support. Factors covered must include family structure, poverty, social class, and environment.
- ◆ explain how cultural influences can shape the development of the individual in receipt of occupational therapy support. Influences covered must include norms, values, customs and rituals.

Assessment Guidelines

Evidence could be generated via a number of extended response questions, which could be related to a given scenario or case study. This Outcome could be assessed in combination with Outcomes 1 and 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 3

Describe the principal theoretical perspectives within psychology for an individual

Knowledge and/or Skills

- ◆ Differing approaches within psychology
- ◆ Behaviourist perspectives
- ◆ Psychoanalytic perspectives
- ◆ Humanist perspectives
- ◆ Cognitive perspectives
- ◆ Theories of loss and life transition

Evidence Requirements

Evidence for this Outcome will be generated via sampling.

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ demonstrate that at least two of the four theoretical perspectives above have been reviewed and understood. The evidence should show an ability to explain how individual behaviour can be understood in relation to the chosen perspectives.
- ◆ describe the principal theorists within each of the chosen perspectives.
- ◆ compare the strengths and weaknesses of each approach.
- ◆ relate this knowledge to an individual.

Candidates must also demonstrate an understanding of the effects of loss on the individual covering:

- ◆ how loss can be understood in terms of life transitions
- ◆ the value that loss and life transition contribute to our understanding of human development and behaviour

Assessment Guidelines

Evidence could be generated through a series of extended response questions. Alternatively an essay format could be used. Candidates could be questioned on at least **two** of the above mentioned perspectives demonstrating a breadth of knowledge.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 4

Evaluate the extent to which psychological perspectives provide an understanding of personality and identity for an individual in receipt of occupational therapy

Knowledge and/or Skills

- ◆ Humanistic perspectives
- ◆ Behaviourist perspectives
- ◆ Psycho-Dynamic perspectives
- ◆ Cognitive perspectives
- ◆ Concepts of identity

Evidence Requirements

Evidence for this Outcome will be generated via sampling.

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing how theoretical perspectives are used in an occupational therapy setting to provide understanding of an individual's personality and identity. Candidates must evaluate the use of at **least two** perspectives, detailing and contrasting the contribution each makes to understanding the individual's development of personality and identity.

Assessment Guidelines

Assessment could be by use of a case study, referring to genuine practice situation, with candidates' responses approximately 1,000 words in length, or equivalent. This Outcome could be assessed in combination with Outcome 5.

Higher National Unit specification: statement of standards (cont)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 5

Examine how a range of life experiences can affect development and behaviour for an individual in receipt of occupational therapy

Knowledge and/or Skills

- ◆ Life Events
- ◆ Lifespan Development
- ◆ Biological Predeterminism
- ◆ The extent to which life history shapes individual occupational therapy needs

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ analyse the potential consequences of unplanned/unforeseen events in an individual's life experience on lifespan development
- ◆ provide a holistic interpretation of how specific factors and biological predeterminism affect the life of a chosen individual
- ◆ examine the impact of life events in relation to an individual's development and occupational therapy needs

Assessment Guidelines

This Outcome should be assessed in combination with Outcome 4. A case study, clearly demonstrating links between factors highlighted and how these have affected the individual could be used. There should therefore be an indication of how knowledge of psychological perspectives shapes occupational therapy practice.

Administrative Information

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Superclass category:	PK
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History of changes:

Version	Description of change	Date
02	Clarification of Outcomes.	06/06/11

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Higher National Unit specification: support notes

Unit title: Occupational Therapy Support: Psychology and Human Development

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is principally concerned with the broad application of psychological theory to the practice of occupational therapy. The focus of the Unit is very much based on the developmental aspects of individuals and the wide range of factors which impact on these. The Unit is firmly grounded in occupational therapy practice in that it provides candidates with the opportunity to critically reflect on differing perspectives of human development and how these shape practice.

This Unit could ideally be taught at an early stage in the programme and strongly linked to practice throughout delivery. Emphasis could be placed on the application of theory and how it underpins practice. There are significant links with this Unit and *Occupational Therapy Support: Graded Unit 1* in terms of the links which the candidate makes between theory and practice. In addition, the final Outcome of this Unit asks candidates to link together a number of different areas under one holistic piece of work.

Guidance on the delivery and assessment of this Unit

Candidates are expected to provide evidence demonstrating a detailed understanding of theory and its application to the practice setting. The diversity and complexity of human development should be explored and illustrated throughout the Unit. Evidence of the range of factors, which influence the development of the individual and how this impacts on practice, should be the focus of this Unit.

Outcome 1

This Outcome is primarily concerned with conceptualising what is meant by human development. Whilst it is important and can be valuable in terms of candidates' learning, to focus on different aspects of development, such as physical, intellectual, emotional, cultural and social, the interplay amongst these should be emphasised from the outset. Candidates should also explore in some detail the range of changes that can and does take place within each strand of development.

Candidates should explore the multi-faceted nature of development as a continuous lifelong process of transition. It is important to emphasise that whilst following a general plan, development is individualistic to some extent, varying according to a range of circumstances and events. This must be taken into account when undertaking any analysis of a particular individual's development. There should be a focus on the developmental needs at each stage in the life-cycle and consideration should be given to the notion that developmental delay may be resolved at later stages.

Higher National Unit specification: support notes (cont.)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 2

The first Outcome focuses on the developmental processes which are seen generally across the human lifespan, with the various theoretical perspectives within psychology which enable a deeper understanding of these phenomena presented in Outcome 3.

Outcome 2 begins to contextualise within the Occupational Therapy setting. Here, candidates should explore not only the multitude of factors which might affect development, but also the extent to which external and internal factors contribute.

The focus will be on the range of events and life experiences that can affect development of the individual. Attention should be paid to the consequences for development resulting from life experiences. Candidates should be encouraged to consider a wide range of events both anticipated and unanticipated, eg birth, marriage, alterations to significant relationships, illness, bereavement, disability, alteration to body image, and any other issue relevant to the client group.

Outcome 3

This Outcome begins to look in detail at the principal theoretical perspectives within psychology. Candidates should firstly look at the definitions of psychology and look in general at the many areas of day-to-day life in which psychology operates. Emphasis should then shift to the main perspectives (or schools) within psychology: behaviourist, humanist, psycho-analytic and cognitive.

A number of different developmental theories in each of these perspectives should be explored here. Lecturers may choose to cover these in any order although taking a historical time-line approach may help enable an understanding of the perspectives themselves.

Principal theorists in each of these could include:

Psycho-analytic	Sigmund Freud, Erik Erikson, Alfred Adler
Behaviourist	BF Skinner, Ivan Pavlov, E H Thorndike
Humanist	Abraham Maslow, Carl Rogers
Cognitive	Bandura — Social Learning Theory, Allport, (trait theory)
Loss and transition	Worden, Bowlby (attachment and adult grieving), Adams Hayes & Hopson.

The focus should be on the extent to which each perspective and/or theory, aids the understanding of human behaviour in general.

Candidates should consider how theories of loss and transition assist understanding of the individual in need of occupational therapy. Loss is considered in its widest sense as while it may be appropriate in some circumstances to consider grieving, loss can take many forms and must be seen as largely individual. Notions of attachment theory may therefore be relevant here in that individuals receiving occupational therapy may have experienced some form of loss, or have undergone periods of transition resulting in their existing situation.

Higher National Unit specification: support notes (cont.)

Unit title: Occupational Therapy Support: Psychology and Human Development

Outcome 4

In this Outcome candidates are expected to explore the relevance and value of different psychological perspectives in terms of how they provide understanding of the individual and therefore inform occupational therapy support practice. Candidates should be able to differentiate between perspectives and how they are utilised and applied to situations where individuals are receiving occupational therapy support. It is suggested that the four principal psychological perspectives are utilised here: humanistic behaviourist, psychodynamic and cognitive. The strengths and weaknesses of each should be explored, together with explanations of how differing perspectives may complement each other to provide a broad approach, emphasising a holistic approach.

Candidates should examine influences on the development of identity and personality and how these influences interrelate. Both biological and social factors must be taught here with an emphasis on the interplay between these, rather than an either/or approach.

Outcome 5

This Outcome requires candidates to examine a number of life experiences which occur as part of everyday development. The focus should be on the potential consequences of these events on the individual's life course. Candidates are therefore required to show an understanding of both the life events and the individual's reaction to such events, explaining the effect on development. This Outcome builds on the previous four in terms of using theoretical approaches to understand the developmental needs of individuals in receipt of occupational therapy support.

This Outcome enables candidates to demonstrate the breadth of their learning and an understanding of the complexity of human development. They should be encouraged to relate their work on this part of the Unit to the occupational therapy setting.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards development of the component Written Communication at SCQF level 5.

The general skills of the component are 'read, understand and evaluate written communication' for its reading element and 'produce well-structured written communication' for its written element. Specific reading skills required by candidates at SCQF level 5 include identifying and summarising significant information, ideas and supporting details in a written communication, and evaluation of the effectiveness of the communication in meeting its purpose; and specific writing skills include 'presenting all essential ideas, information and supporting detail in a logical and effective order, and use of a structure which takes account of purpose and audience, emphasising the main points.

Candidates may utilise these skills throughout the Unit, such as when dealing with concepts such as the nature of developmental changes over a lifespan in Outcome 1 and the nature/nurture argument in Outcome 2. Use of extended response questions testing candidates' theoretical knowledge and/or an essay as suggested in Assessment Guidelines are likely to afford opportunities for development of the Written Communication component.

Higher National Unit specification: support notes (cont.)

Unit title: Occupational Therapy Support: Psychology and Human Development

Reliant on particular activities undertaken, the delivery and assessment of this Unit may provide opportunities to develop the Core Skill of *Information Technology* at SCQF level 5, the general skill of which is to use ‘an IT system effectively and responsibly to process a range of information.’

Specific skills required at SCQF level 5 include carrying out processing and searches, using applications in depth and integration of different types of data in a piece of work. Candidates may use IT systems and specific applications in drafting and editing their work, such as if working on an essay/case study for Outcomes 4 and 5 on psychological perspectives/life experiences and/or in any related research or study.

Open learning

This Unit could be delivered via open learning. As the opportunity to discuss various perspectives and concepts within the area of human development should be encouraged, web-based discussion forums may be valuable in providing discussion opportunities for candidates undertaking remote study.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Occupational Therapy Support: Psychology and Human Development

This Unit enables you to demonstrate knowledge of how the different aspects of human development interrelate and contribute to an overall holistic development of the individual. In addition you should be able to demonstrate how an understanding of different psychological perspectives and viewpoints helps us to understand individual development and the impact on an individual's needs. Your work on this Unit will entail consideration of a number of different factors which affect people's lives. An understanding of the theoretical perspectives will deepen your understanding of the reasons for behaviour and how such behaviour can be shaped by life experience

This Unit is likely to be assessed in two parts, with the first taking the form of a number of extended response questions assessing the first three Outcomes. Outcomes 4 and 5 are likely to be assessed together in the form of a case study (where possible, this should be based on a real scenario from your workplace experience).

On completion of the Unit you should be able to explain and provide detailed descriptions of a number of different aspects of human development and the factors which influence it. You will be able to compare and contrast a number of different perspectives from various areas of psychology, and demonstrate how these help to understand the needs of individuals who are receiving occupational therapy.

Over the course of this Unit there may be opportunities to develop important Core Skills, in the areas of *Communication, and Information Technology*.