

National Unit Specification: general information

UNIT	Understanding and Supporting People in Health and Social Care Settings (Higher)
CODE	F1C5 12
COURSE	Health and Social Care (Higher)

SUMMARY

This Unit is a mandatory Unit in the Higher Health and Social Care Course, but can also be taken as a free-standing Unit. It is suitable for candidates who have not previously studied health and social care or had employment in this sector. It may also provide progression for those candidates who have successfully completed the Intermediate 2 Care Course or Unit(s) or the Intermediate 2 Early Education and Childcare Course or Unit(s).

The purpose of this Unit is to help candidates understand people, their experiences and their behaviour within health and social care settings. Having a greater understanding of people can help candidates become more flexible workers. The Unit provides an introduction to some psychological theories and will give candidates a basis for further study or training. The emphasis in the Unit is on understanding the practical application of psychological theories.

Candidates will study how people develop through life and what affects that development. They will also gain insight into how a self-concept is developed and how to help someone create a more positive self-esteem. Stress, its effects on people and preventing and managing stress are also studied.

OUTCOMES

- 1 Explain the strands of human development and their relevance for health and social care workers.
- 2 Explain how Carl Roger's theory of self-concept can be applied to help specific individuals in health and social care settings.
- 3 Investigate strategies for preventing and managing stress.

Administrative Information

Superclass:	PK
Publication date:	April 2007
Source:	Scottish Qualifications Authority
Version:	01

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National Unit Specification: general information (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Care (Intermediate 2) Unit(s)
- ◆ Early Education and Childcare (Intermediate 2) Unit(s)

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain the strands of human development and their relevance for health and social care workers.

Performance Criteria

- (a) Describe the strands of human development which relate to different life stages.
- (b) Explain the factors that influence human development and behaviour at different life stages.
- (c) Explain why it is important for care workers to understand the strands of human development.

OUTCOME 2

Explain how Carl Roger's theory of self-concept can be applied to help specific individuals in health and social care settings.

Performance Criteria

- (a) Describe the main points of Carl Roger's theory of self-concept.
- (b) Explain how the theory can be applied by a care worker to help a specific person to develop a positive self-esteem.
- (c) Explain how the theory can be applied by a care worker to help maintain a specific person's sense of identity in a residential setting.

OUTCOME 3

Investigate strategies for preventing and managing stress.

Performance Criteria

- (a) Identify and describe different models of stress.
- (b) Identify and explain the main causes of stress and the particular causes of stress for people receiving care.
- (c) Identify and explain the effects of stress.
- (d) Identify and explain healthy and unhealthy strategies for preventing and managing stress
- (e) Evaluate the benefits and disadvantages of these strategies.

National Unit Specification: statement of standards (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence which covers all Outcomes and Performance Criteria is required for this Unit.

Outcomes 1 and 2

Candidates will produce written and/or oral evidence which may be in response to a series of structured questions based on scenarios set in health and social care contexts. The evidence will be produced by candidates on their own at appropriate points throughout the Unit with candidates having access to relevant learning and teaching materials.

The structured questions will require candidates to generate evidence covering:

- ◆ **five** strands of human development (social, physical, intellectual, cultural and emotional)
- ◆ **three** socio-economic factors and **three** life experiences that influence human development and behaviour
- ◆ the importance for care workers of understanding the strands of human development through the life stages
- ◆ the main points of Carl Roger's theory of self-concept. This should include explanations of self-concept, organismic self, external and internal locus of evaluation, conditions of worth and positive regard
- ◆ **two** ways in which the theory can be applied by a care worker to help a specific person develop a positive self-esteem
- ◆ **four** ways the theory can be applied by a care worker to help maintain a specific person's sense of identity in a residential setting.

Outcome 3 — Folio

Candidates will investigate stress and stress management on their own, to a given brief, at appropriate points throughout the Unit. The information gathered will be contained in a folio and progress will be discussed with the assessor at an appropriate point during the investigation to ensure that the folio is the candidate's own work. A record of the discussion should be retained.

Candidates will be given a clear investigation brief informing them that the evidence for the folio must cover:

- ◆ **two** models of stress chosen from the Engineering, the Transactional, the Physiological and the Personality Traits models
- ◆ **six** main causes of stress covering **three** internal and **three** external causes
- ◆ **five** possible causes of stress for people receiving care
- ◆ **six** effects of stress covering **two** psychological, **two** physical and **two** social effects
- ◆ **six** strategies for preventing and managing stress, covering **three** regarded as healthy and **three** regarded as unhealthy
- ◆ evaluate the benefits and disadvantages of these strategies.

National Unit Specification: statement of standards (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It contains appropriate case studies accompanied by structured questions and a candidate brief for the investigation. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to help candidates understand people, their experiences and their behaviour. Having a greater understanding of people can help candidates become more flexible workers. The Unit provides an introduction to some psychological ideas and candidates will have a basis for further study or training.

The emphasis in the Unit is on understanding the practical application of certain psychological ideas. A good care worker, in order to apply these ideas, would need to have developed many of the skills and attitudes valued by the care sector. If this Unit is being taught in the context of the Higher Health and Social Care Course, it offers opportunities to develop awareness of these specific skills and attitudes.

Outcome 1

Candidates will learn how people develop through their life. They will cover social, physical, intellectual, cultural, and emotional development through infancy, childhood, adolescence, adulthood and mature adulthood. An explanation of the identifiable changes within each stage should be given. Candidates should be aware that this information is essential in understanding developmental delay and people's needs.

Candidates will also learn about what affects people's development and behaviour as they progress through the life cycle. Socio-economic factors such as poverty, discrimination, unemployment, poor living environment as well as life experiences such as illness, disability, going into care, family disruption, marriage, abuse and loss should be included. The age and stage of development is pertinent to understanding the impact of these factors.

Where this Unit is taught as part of the Higher Health and Social Care Course, it would be beneficial to make connections between Outcome 1 and the Unit *Care Principles and Practice (Higher)* where candidates will explore assessing needs and produce a care plan.

Outcome 2

In relation to Outcome 2, candidates will learn about Carl Roger's theory of self-concept. General background information on the Humanistic Approach is likely to set his theory in context. Candidates will learn about what affects a person's self-concept through life, especially conditions of worth and unconditional positive regard or lack of positive regard. Candidates will also explore how to help a service user raise his/her self-esteem. This will include aspects of Roger's theory such as encouraging self-acceptance through the worker applying the core conditions of unconditional positive regard, empathy and genuineness. Also included will be questioning the discrepancy between self-image and the ideal self. This could involve challenging limiting self-beliefs, encouragement, taking risks and trying new experiences.

National Unit Specification: support notes (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

While learning how Roger's theory about self-concept can be applied by a care worker to help maintain a person's sense of identity, candidates could consider, for example, how to address someone correctly and the importance of maintaining objects around them that connect with their past and the sense of who they are.

Outcome 3

In relation to Outcome 3, it is important that candidates learn about the following models of stress:

- 1 *The Engineering Model* derived from the law of elasticity and concentrates on how external stressors give rise to the stress reaction.
- 2 *The Physiological Model* Including Seyle's (1956) General Adaptation Syndrome which concentrates on what happens to the person as a result of stress.
- 3 *The Transactional Model* which combines both of the above, emphasising it is an imbalance between the person's perception of the demands being made on them and their perceived ability to meet them.
- 4 *The Personality Traits Models* which includes the Type A personality being more prone to stress reactions and the more positive approach, The 3 C's model of Commitment, Control and Challenge.

Candidates need only cover the key features of each model and an in-depth study of stress and stress management is not required. This will help candidates to understand that there are a variety of different perspectives on stress and also to understand more fully the causes and effects of stress. When investigating unhealthy strategies for preventing and managing stress candidates could cover, for example, smoking or drinking excessively, covering possible short-term benefits and the long-term disadvantages. For healthy strategies candidates may consider, for example, exercising or changing how they think about situations.

Employability Skills

In this Unit, candidates will be assessed on the following employability skills:

- ◆ organising skills
- ◆ planning skills
- ◆ awareness of care values

National Unit Specification: support notes (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

Although these are not directly assessed in the Unit, candidates should have an awareness of the following employability skills which are of particular relevance in a health and social care context:

- ◆ positive attitude to learning
- ◆ verbal and non verbal communication skills
- ◆ listening skills
- ◆ respect for others
- ◆ good time-keeping
- ◆ ability to reflect on own abilities
- ◆ demonstrate reliability by completing tasks
- ◆ ability to work on feedback from others
- ◆ willingness to carry out instructions
- ◆ ability to work with others
- ◆ health and safety awareness
- ◆ understanding roles and responsibilities
- ◆ awareness of care values

As well as the employability skills and attitudes which are assessed in this Unit, candidates should be made aware there are other specific personal qualities and attitudes of care workers that are valued by the health and social care sector. Although these qualities and attitudes are not assessed in this Unit, they contribute towards a good working relationship between health and social care workers and service users. For example candidates should be aware of the importance of compassion, friendliness and empathy to enable service users to feel comfortable enough to discuss personal issues of concern to them. Candidates should also be made aware of the central place given to self-awareness in health and social care training. Encouraging candidates to become more aware of the impact they have on people, the way they feel about things and the impact of experiences on themselves will help prepare them for future training or employment in the health or social care sector.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcome 1

This covers the strands of human development. Candidates will benefit from teacher/lecturer input on the content of the Outcome supplemented by class discussions and information from visiting speakers. Visiting speakers could provide valuable input especially in relation to working with people whose development has been delayed due to life experiences or socio-economic factors.

Outcome 2

In relation to Outcome 2, candidates will need teacher/lecturer input on Roger's theory of self-concept, but would also benefit from gathering information from visiting speakers or from placement experience on how to raise self-esteem and help maintain identity. There is also the opportunity here for candidates to develop the skill of self-awareness and build on their own self-esteem and confidence. Through exploring what affects self-concept and self esteem, they may set goals for themselves as well as understand how to support service users.

National Unit Specification: support notes (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

It will also be helpful for candidates to practise applying Carl Roger's theory to a variety of scenarios set in health and social care contexts. Group work, discussions and debates will help them explore issues of self-esteem and personal identity.

Outcome 3

Candidates will carry out an investigation. They can access information on the Internet, through visiting care establishments, interviewing service users or health and social care workers. Candidates can also gather information from those specialising in stress management or alternative therapies. There is, therefore, the chance for practising and developing specific employability skills, for example, listening and planning skills, verbal and non-verbal communication and respect for others. Candidates should be made aware that these skills are important in gaining employment or pursuing further health and social care training.

If this Unit is being delivered as part of the Higher Health and Social Care Course, it is advised that this Unit be taught after candidates have covered Outcomes 1 and 4 of *Working in Health and Social Care Settings (Higher)*, where they will investigate care provision and a worker's role and also develop employability skills and attitudes. It also might be helpful to deliver this Unit after covering Outcome 1 of the Unit *Care Principles and Practice (Higher)* where candidates will participate in a group investigation into the National Care Standards. This will give candidates a basic knowledge of care work, social care values, attitudes and skills before learning how psychological theories can be applied.

Delivery of this Unit could incorporate a variety of teaching and learning approaches including:

- ◆ tutor presentations
- ◆ group work and discussions
- ◆ simulated activities
- ◆ visits to care establishments
- ◆ video presentations
- ◆ visiting speakers
- ◆ handouts
- ◆ individual and group research
- ◆ reflection

Core Skills

In this Unit candidates will be involved in identifying, gathering, analysing and evaluating a variety of information. These tasks are good opportunities for developing aspects of:

- ◆ Problem Solving

National Unit Specification: support notes (cont)

UNIT Understanding and Supporting People in Health and Social Care Settings (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed as part of the Statement of Standards of this Unit Specification.

Outcomes 1 and 2

As an appropriate instrument of assessment, candidates could be given case studies — one related to the strands of human development and one related to Carl Roger's theory of self-concept. Case studies should be accompanied by a series of questions that allow candidates to generate the evidence required to achieve both Outcomes and Performance Criteria. As stated in the Evidence Requirements, candidates should complete the case studies on their own at appropriate points throughout the study of the Unit.

Outcome 3

Evidence for the investigation should be gathered at appropriate points throughout the Unit when candidates are learning about models of stress and stress management strategies. The information required to complete the investigation could be gathered from a variety of sources for example visiting speakers, the Internet, books, videos and/or placement experiences. Candidates will be carrying out the investigation on their own throughout the Unit, but progress will be discussed with the assessor at an appropriate point during the investigation to ensure that the folio is the candidate's own work and a record of the discussion will be retained.

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).