Higher National Unit Specification

General information for centres

Unit title: Psychology for Social Care Practice

Unit code: DH3M 34

Unit purpose: To enable candidates to examine a variety of psychological theories that provide an understanding of development and behaviour. These theories should be relevant to the social care sector and candidates should be able to apply them in their practice, allowing them to work effectively with individuals receiving care.

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

♦ Demonstrate an understanding of developmental needs at each stage throughout the lifecycle.
♦ Analyse influences on the development of identity and personality from different psychological perspectives.
♦ Explain how a range of life experiences can affect development and behaviour.

Credit value: 1 HN Credit at SCQF level 7: (8 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: Candidates should have good communication skills, both written and oral These may be evidenced by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 5 or by the completion of a pre-course interview part of which could take the form of a written assignment.

While it is not essential for candidates to have work experience in a social care setting, some candidates will have undertaken some real work experience, paid or voluntary, in a care setting.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

General information for centres (cont)

Candidates will have the opportunity to develop the following core skills:

♦ **Communication** (All Outcomes).
Convey complex ideas in a structured form.
Demonstrate an ability to describe and analyse complex ideas.

♦ **Information Technology** (All Outcomes)
Use standard applications to obtain and process information and data as required.

♦ **Working with Others** (All Outcomes)
Consideration should be given to the responsibility of self and others to understand and apply theory to assessment, planning and evaluation with individuals receiving care. This work should include individuals receiving care, team-members and collaborative practice.

♦ **Problem Solving** (All Outcomes)
Critical thinking that encourages candidates to apply an understanding of the theory to assessment, planning and evaluation with individuals receiving care.

Context for delivery:

It is recommended that the Unit should be taught and assessed within the context of the particular group award to which it contributes – HNC Social Care.

Assessment: Outcome 1 has a suggested written assignment, while Outcomes 2 and 3 should be assessed together using a case study. The evidence requirements for Outcomes 2 and 3 should be met by using a case study of a real individual with whom the candidate works, and where the candidate can apply the knowledge for these Outcomes to individuals in the workplace. In exceptional circumstances, where it is not possible to use a real example from practice, candidates may use a given case study on which they can answer questions to meet the evidence requirements.

Higher National Unit specification: statement of standards

Unit title: Psychology for Social Care Practice

Unit code: DH3M 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 an understanding of developmental needs at each stage throughout the life-cycle.

Knowledge and/or skills

♦   Anticipated development in the stages of the life-cycle: infancy, childhood, adolescence, adulthood and older adult.
♦   Social, cultural, physical, emotional, cognitive needs at each stage of development.
♦   Relevant psychological theories on development and needs, from a range of psychological perspectives.
♦   Consideration of how behaviour that challenges might be expressed at different stages and possible reasons for this behaviour.

Evidence requirements
Candidates should undertake a written assignment which includes:

♦   A brief description of each of the developmental stages of the life cycle – with a more detailed explanation of one of the stages, preferably the one which represents the candidate's own work setting
♦   A description of the physical, cognitive, cultural processes, social and emotional development at each stage
♦   An application of two theoretical approaches from contrasting perspectives and evaluation of how each theory could inform an understanding of the behaviour of an individual from the candidate's workplace.

Assessment guidelines

Evidence should be generated through a written assignment with a maximum of 1000 words.

Higher National Unit specification: statement of standards (cont)

Unit title: Psychology for Social Care Practice

Outcome 2
Analyse influences on the development of identify and personality from different psychological perspectives.

Knowledge and/or skills

♦ Theories of identity and personality development and how they inter-relate.
♦ Genetic influences on the development of identity and personality.
♦ The influence of the environment on the development of identity and personality.
♦ Evaluation of the relative influence of genetic and environmental influences on the development of identity and personality.

Evidence requirements
Evidence for this Outcome should be combined with Outcome 3, and should take the form of a case study of a real individual with whom the candidate works. In this case study candidates should demonstrate an understanding of two theoretical approaches which could explain the development of the personality of the individual chosen for the case study. Candidates should also be able to identify which genetic and environmental influences and life experiences might have influenced the individual and their behaviour. Consideration should be given to the individual's age and stage of development.

Assessment guidelines

Evidence should be generated through a case study of an individual from the candidate's workplace. In exceptional cases, where it is not possible to use a real example from practice, the candidate may use a given case study and answer questions on this which will then meet the evidence requirements for both Outcomes 2 and 3.

Outcome 3
Explain how a range of life experiences can affect development and behaviour.

Knowledge and/or skills

♦ Individual life-experiences that can affect behaviour and development throughout the life-cycle
♦ Relevant psychological theory.
♦ Analysis of the potential consequences of individual experiences on behaviour and development.

Evidence requirements

See Outcome 2 for details

Assessment guidelines
See Outcome 2 for details

Administrative Information

Unit code: DH3M 34

Unit title: Psychology for Social Care Practice

Superclass category: PK

Date of publication: August 2004

Version: 01

Source: SQA

Higher National Unit specification: support notes

Unit title: Psychology for Social Care Practice

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 unit is primarily intended to provide candidates with an understanding of a range of psychological perspectives that will allow them to more fully understand the behaviour and development of individuals with whom they work. The knowledge acquired from the unit will allow candidates to be able to understand psychological theory and evidence how this knowledge underpins their current practice with individuals receiving care. This unit is designed to help candidates implement the assessment, care planning and evaluation process more effectively. It is also applicable to those candidates who have not yet gone out to placement, or who have limited practice experience, as they may apply their understanding of theory to relevant case studies.

Outcome 1 looks at the developmental needs at each stage of the life cycle. Essentially it begins with an examination of the anticipated development of the individual at the stages of development: infancy, childhood, adolescence, adulthood and older adult. Here, an explanation of the identifiable changes within each stage can be given. Candidates should become familiar with the physical, cognitive, social, cultural processes and emotional changes that may occur.

A clear description of the range of required needs should be given and should cover, physical, cognitive, social, cultural and emotional needs. These should be discussed in relation to each of the stages of development. Consideration should be given to how aspects of developmental delay may be resolved at a latter stage. Candidates should be encouraged to understand the link between development and needs, as the impact of needs not being met will be further examined in Outcome 3.

As part of the teaching of this outcome, candidates should become familiar with the part played by psychological perspectives and psychological theories in helping them to understand the concepts of development and needs. They should be able to differentiate between perspectives and theories, what is meant by these terms and how they should utilise them in their application to individuals receiving care. It is advised that the following perspectives should be examined – Psychodynamic, Humanist, Behaviourist, Life-Span should be considered within each of these perspectives. A range of theories, from competing perspectives should be explained to candidates in relation to the teaching of development and need and may include reference to some of the following: Erikson, Freud, Piaget, Bowlby, Mia Kellmer-Pringle, Rogers, and Maslow. It is not anticipated that *all* of the above theories should be taught.

Higher National Unit specification: support notes (cont)

Unit title: Psychology for Social Care Practice

Candidates should understand that behaviour that challenges is caused by a range of reasons including inadequacy of service provision.

Outcome 2 examines the influences on the development of identity and personality and how they inter-relate. Candidates should be encouraged to understand that *both* genetic and environmental factors play their part in influencing how a person develops their identity and personality and that these factors cannot be clearly distinguished. Candidates should be familiar with theories that explain the development of identity and personality and they should understand that some theories lay greater emphasis on the part played by genetics or environment while others acknowledge the part played by both. Examination of a range of theories, such as Erikson, Eysenck, Cattell, Bandura and Rogers can be considered but it is not anticipated that all of them should be taught. Biological and socially constructed basis of identity and personality should be considered. Biological factors may include: race, gender, disability, sexual orientation and health. Socially constructed factors may include: socio-economic influences, gender, race, disability, sexual orientation, health and cultural expectations.

Outcome 3 examines the range of life events and experiences that can affect development and behaviour. The focus here will be on the potential consequences of life events and experiences on the individual, with consideration given to their current age and stage of development. Candidates should be encouraged to consider a range of life events and experiences in relation to the terms 'anticipated' and 'unanticipated' – e.g. marriage, divorce, illness, disability, financial difficulties and other issues related to loss, being taken into care. The work of Holmes and Rahe provides a clear description.

Candidates should consider theoretical approaches to attachment, transitions, loss and resilience, e.g. the work of Bowlby, Erikson, Holmes and Rahe, Kubler-Ross, Worden and Gilligan. Different examples of loss could be considered. In particular, loss in relation to death maybe examined, drawing on the work of Worden, while the work of Kubler-Ross examines the process of death from the perspective of the patient who is terminally ill.

The teaching for this outcome should be generic, however, candidates may wish to focus on those theories that more aptly apply to the particular client group with whom they are working.

Guidance on the delivery and assessment of this Unit
It is also acceptable for some aspects of these assessments to be done through presentation in class or extended questions. Where these methods are used, evidence from each candidate must be available.

Higher National Unit specification: support notes (cont)

Unit title: Psychology for Social Care Practice

Open learning

This unit could be delivered by open learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Psychology for Social Care Practice

This unit is designed to enable you to gain an insight into the development, behaviour and experiences of the individuals with whom you work. You are encouraged to apply your understanding of psychological theories and perspectives in your work or placement setting and to reflect on the insight this gives you. Through doing this you will be able to work more effectively with individuals receiving care. The knowledge and understanding you gain should also inform your work in other units of the group award. For example it should enable you to assess the needs of the individuals more effectively in a way that positively contributes to the care planning process.

The unit is made up of three outcomes which develop a theoretical perspective that will enable you to understand the development of the individual. You will examine the stages through which people develop, the needs they have at each of these stages and theories which help you to understand these more fully.

You will examine theories which explain the interrelation between an individual's identity and personality and the factors, both genetic and environmental which help to shape them.

Finally, you will examine a range of experiences that can affect behaviour throughout a person's life and by applying psychology to this process, allow you to understand the potential consequences on the individual.

This unit will be assessed using a variety of assessment methods: written assignment and case study.