**Subject: BTEC HEALTH & SOCIAL CARE**

|  |  |
| --- | --- |
| **Welcome** | Study in the sixth form is an exciting challenge. You will be studying far fewer subjects and in much greater depth. In Health & Social Care you will be exploring the depths of your very being – who are you, what makes you you, how did you turn out the way you did? You will discover the work of psychologists, understand the decisions Governments have to make (and the money it as to spend) on our health, how the NHS works and how we make sure everyone is treated equally and compassionately. The more you put in, the more rewarding this time will be |
| **Course Summary / Expectations** | **NATIONAL EXTENDED CERTIFICATE** (Equivalent to 1 ‘A’ Level)We study 4 units. There are 3 mandatory units of which 2 are assessed by exam. Human Lifespan Development. Mandatory & assessed by exam (1:30 hours). This unit will develop knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will learn about factors that can influence human growth, development and human health. Some of these are inherited and some are acquired through environmental, social or financial factors during our lifespan. You will learn about a number of theories and models to explain and interpret behaviour through the human lifespan. In this unit, you will explore the impact of both predictable and unpredictable life events, and recognise how they impact on individuals. You will study the interaction between the physical and psychological factors of the ageing process, and how this affects confidence and self-esteem, which in turn may determine how individuals will view their remaining years.Working in Health & Social Care Mandatory & assessed by exam (1:30 hours)This unit will help you to understand what it is like to work in the health and social care sector. When working for an organisation in this sector, you will have important responsibilities that you need to understand and carry out. These include maintaining the safety of and safeguarding individuals with health and social care needs, making sure that you properly handle their personal information and preventing discrimination towards them. You will need to understand how you will be accountable both to these individuals and the regulatory bodies that represent people who work in the health and social care sector. It is necessary for you to understand how your work will be monitored when you carry out a specific role such as nurse or social worker.Meeting individual care and support needs Mandatory and internally assessed through assignment workIn this unit, you will learn about the values and principles of meeting care and support needs and look at some of the ethical issues that arise when personalising care. You will examine factors that can impact the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services. You will explore the different methods used by professionals across all care services. You will reflect on these methods when you consider the importance of multi-agency working in providing a package of care and support that meets all the needs of individuals.Sociological Perspectives Optional unit and internally assessed through assignment workSociology will lead you to question many of the attitudes you hold and the assumptions you make about society and individuals who have care and support needs. To work effectively in health and social care you need to be familiar with sociologists' research findings, and be able to apply a sociological understanding to your practice. You will gain an understanding of the different sociological perspectives and concepts, and consider how these can be applied to health and social care. You will examine what is meant by health, and how the definitions and models used by health and social care professionals affect people. By examining inequalities in society, you will be better equipped to understand and support people who come from different social groups. As we have coursework to complete, this subject has deadlines that need to be met. This does not need to be stressful and with organisation and commitment will bring a great deal of satisfaction. Wide reading of the topics you are studying is one of the surest means of success; it will give you greater understanding and clarity and lead to higher grades; get started on this as soon as you can.  |
| Tasks to CompleteThese tasks have the information that you can use in working toward your answers. They also require you to do extra internet research; a simple search for the key terms will provide you with plenty of material | 1. The Nature/Nurture debate – What makes us what we are: personalities, likes/dislikes, lifestyle - what’s the difference?

Nature: we are what we are through genetic and biological inheritanceNurture: External influences are more important – the environment you grew up in and social factors make you what you areWhere nature wins – height, eye colour, size, life expectancybiology-endocrine-system-12-638[1]Where nurture wins – behaviour, personality, mental abilities – here’s the debate: are they influenced by how we have grown up – friends, family, community?Two child psychologists tried to work out by observing how children grow up whether it is nature or nurture What did Bowlby say?He believed that we develop our skills and abilities through watching (modelling) others. For instance, a child may pretend they are using a mobile phone or copy a dance move because they watched someone else doing these things. They may also copy unwanted behaviour like bullying. He thought there were 4 stages of behavioural development – they notice the behaviour of others (someone they are close to or admire). They then ‘internalise’ the action by remembering it. Thirdly, they copy the behaviour. Finally, if they think it is a positive behaviour (they get something out of it), it becomes part of them/who (what) they are.What did Chomsky say?He tried to establish a set of ‘norms.’ Essentially we all pass through ‘milestones’ as we grow up. All of us have these at certain points and if we don’t we are not experiencing normal development. He looked at the skills and abilities that we acquire. This development is predetermined AND IT IS NOT about the environment we grow up in (i.e. it is not nurture). If a child does not develop these norms it is because of hereditary issues. **Questions:**1. What skills and abilities do you think we acquire/develop as we grow up? Think about this in the following way – Physical development, Intellectual, Emotional, and Social (we call these PIES).
2. Explain why you think Bowlby is right
3. Explain why you think Chomsky is right
4. What do you think?
5. Do you think the two theories can co-exist?

Questions 2 – 4 are focused on you acquiring the ability to be *analytical*This means you are looking at all aspects of an issue and coming to a conclusion based on the research and evidence you have. 1. Read the following –

This is from a book title: Blueprint: how DNA makes us who we are. Robert Plomin 2018Plomin is a psychologist interested in the nature nurture debate. Blueprint is his latest book based on his research.He firmly comes down in favour of the nature side. What we are, were, and will be is determined by our genes. If we are susceptible to depression, anxiety or to be the eternal optimist - it is all based on our genes - we are born that way.Nurture in the home, with friends and in school is irrelevant in influencing whether we become kind, happy or sad, even rich or poor. This might be a good thing to know - for instance, parents can stop wasting their time reading bedtime stories when their children really don’t want to listen and stop wasting money on an expensive private education. From how well you do at school, whether you’re introverted or extroverted, whether you suffer from depression or addiction and even if you’re more likely to get divorced - all of these aspects of our personality are shaped by our genes. What do you think? Can we so easily dismiss nurture - that we are not fundamentally influenced by our upbringing, that role models have no role or that inspirational teacher should simply stop talking?! Can the introvert become the extrovert in the right environment? We all definitely have certain character traits, but maybe the real position (how we come to be who we are) is a mixture of both nature and nurture1. Social factors that affect development

The vast majority of us belong to a family. Our family as a social factor will have a big impact on our growth and development. It is obvious to say then that a family that does not work well together will have a detrimental impact on our growth and development. * Give the definition of a dysfunctional family
* Give 2 reasons why a family may be dysfunctional

Our development is often out of our hands. Here are some causes & consequences we need to understand: * Parental divorce and separation can have a major impact on the development of children. Question: Identify 3 potential consequences
* Sibling rivalry – what can be the potential impact/consequences of this?

Parenting styles – this theory was developed by a psychologist called Baumrind. He identified 3 kinds of parents:AuthoritativeAuthoritarianPermissive* Briefly describe the meaning of each and the possible impact on children brought up by each of these methods
 |
| **Summer Reading** | War Doctor. David Nott For more than twenty-five years, David Nott has taken unpaid leave from his job as a general and vascular surgeon with the NHS to volunteer in some of the world’s most dangerous war zones. Read his storyThe language of kindness – a nurses story. Christie Watson. After reading this book I first wanted to hug my children, then my parents, then a nurse.” Christie Watson’s story of her 20+ years working as a nurse within the NHS is beautifully written, easily accessible & engaging. This is an incredible book that everyone should read. Thank goodness for our NHS and thank goodness for nursesCall the Midwife. Jennifer Worth Jennifer Worth came from a sheltered background when she became a midwife in the Docklands in the 1950s. The conditions in which many women gave birth just half a century ago were horrifying, not only because of their grimly impoverished surroundings, but also because of what they were expected to endure.The Body – a guide for occupants. Bill Bryson We spend our whole lives in one body and yet most of us have practically no idea how it works and what goes on inside it. The idea of the book is simply to try to understand the extraordinary contraption that is us, how we functions and our remarkable ability to heal ourselves. Full of extraordinary facts and astonishing stories. It will have you marvelling at the form you occupy, and celebrating the genius of your existence. ‘What I learned is that we are infinitely more complex and wondrous, and often more mysterious, than I had ever suspected. There really is no story more amazing than the story of us.’ Bill BrysonThis is going to hurt – secret diaries of a junior doctor. Adam Key Welcome to the life of a junior doctor: 97-hour weeks, life and death decisions, a constant tsunami of bodily fluids, and the hospital parking meter earns more than you. Scribbled in secret after endless days, sleepless nights and missed weekends, Adam Kay's *This is Going to Hurt* provides a no-holds-barred account of his time on the NHS front line. Hilarious, horrifying and heart-breaking, this diary is everything you wanted to know and more than a few things you didn't about life on and off the hospital ward.The casual vacancy – a novel about social work. J K Rowling When Barry Fairbrother dies in his early forties, the town of Pagford is left in shock. Pagford is, seemingly, an English idyll, with a cobbled market square and an ancient abbey, but what lies behind the pretty facade is a town at war. Rich at war with poor, teenagers at war with their parents, wives at war with their husbands, teachers at war with their pupils... Pagford is not what it first seemsThe comfort of madness – story of a psychiatric nurse. Paul sayer "The Comforts of Madness" is narrated by a catatonic who never speaks.To the rest of the world he is an inert body and is subjected to a variety of experiments, but his own consciousness is vital and reflective. When an author is capable of touching the reader in the way this one does, it seems the very reason we write and read these kinds of talesGood enough. Jan Petro Roy Before she had an eating disorder, twelve-year-old Riley was many things: an aspiring artist, a runner, a sister, and a friend. But now, from inside the inpatient treatment centre where she's receiving treatment for anorexia, it's easy to forget all of that. Especially since under the influence of her eating disorder, Riley alienated her friends, abandoned her art, turned running into something harmful, and destroyed her family's trust.Exam board standard textbook Btec National. Health and Social Care. Student book 1. ISBN: 978 129212 601 2When you have finished a book linked to a course, get into the habit of writing what it was about – what its main points or ideas were (what are the big stand out points you remember). You may find that taking a few notes at the end of each chapter helps you to remember. You won’t realise how much you are learning until something is said in a lesson and it will come flooding back and it’ll give you great confidence and feel good factor. |
| **Useful Websites/ Resources** | * [www.nhs.uk](http://www.nhs.uk) Explore this enormous site, focusing on primary, secondary and tertiary care.
* Your local GP surgery website. Some of the coursework entails looking at the range of care provided. Find information on the different clinics it will be running (for instance, anti-smoking).
* Slough Council website. Find information of the local demographics – what is the size of the population in your locality – ages, life expectancy, health issues, religion etc? this will help explain why the local GP surgery runs the clinics it does
* www.nhs.uk>change4life Find out what the Government guidance is for staying healthy – exercise and diet, mental wellbeing.
 |
| **Key Terms/ Glossary**  | You will come across the words below during the course and in the work set in this document. A lot of the issues we will be looking at revolve around your understanding of these words.

|  |  |
| --- | --- |
| Command words for a MERIT | Meaning  |
| Analyse  | Identify separate factors, say how they relate to each other and how each one relates to the topic |
| Compare and contrast  | Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages  |
| Discuss | Provide a thoughtful and logical argument to support the case you are making  |
| Interpret  | Understand or explain an effect or result |
| Command words for a DISTINCTION | Meaning  |
| Analyse  | Identify the key factors, show how they are linked and explain the importance and relevance of each  |
| Assess  | Give careful consideration to all the factors or events that apply and identify which are the most important and relevant, with reasons  |
| Critically comment | Give your view after you have considered all the evidence, particularly the importance of both the relevant positive and negative aspects  |
| Evaluate  | Review the information and then bring it together to form a conclusions. Gie evidence to support each of your views or statements  |
| Evaluate critically  | Review the information to decide the degree to which something is true, important or valuable. Then assess possible alternatives, taking into account their strengths and weaknesses if they were applied instead. Then give a precise and detailed account to explain your opinion. |
| Summarise  | Identify/review the main, relevant factors and/or arguments so that these are explained in a clear and concise manner |

 |

 Link Teacher/s: john.goodyear@langleyacademy.org hinna.mehur@langleyacademy.org