**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **A2 Unit 12**  **Understanding Human Behaviour** | **Unit Code:** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * AS Unit 3 Positive Care Environments |  |  |  |
| * AS Unit4 Social Aspects and Lifestyle Choices |  |  |  |

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| **Skills** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Be able to look at case study material and apply knowledge of theories to specific service-users in health and social care situations |  |  |  |  |
| * Be able to analyse issues and problems presented in the case studies |  |  |  |  |
| * Be able to evaluate evidence, make judgements and draw conclusions from evidence presented in case studies |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| **12.1 Influences on behaviour and their effects** |  |  |  |  |
| Understand the influences on human behaviour, and the way that people may be affected by these influences.  Be able to define and describe the following influences using real-life examples drawn from a social and health care context:   * early socialisation * social roles * social class * gender * ethnicity/culture * disability * economic status * separation * bereavement or loss * unfair discrimination * violence and bullying.   Be able to explain how these influences may result in the  following effects using real-life examples drawn from a social and health care context:   * early low self-esteem * negative self-concept * stress and inability to cope * depression * negative thinking * relationship breakdown * marginalisation and social exclusion * labelling and stereotyping * addiction.   You will understand that the effects can become influences in themselves in the process of the development of behaviour |  |  |  |  |
| **Theories of human behaviour** |  |  |  |  |
| Understand different theoretical approaches and how they have been applied in health and social care contexts.  These approaches include:   * behavioural approaches * cognitive approaches * psychodynamic approaches * humanistic approaches.   **Behavioural approaches**  Understand the basic principles of the behavioural approach, including the importance of observable behaviour and the emphasis on socialisation.  Be able to describe the following key terms:   * positive and negative reinforcement and punishment * modelling and vicarious reinforcement * conditioned and unconditioned stimulus and response and neutral stimulus * behaviour modification * family therapy.   Be able to explain how behaviour can be deliberately  altered using techniques from the behavioural approach and describe the strengths and limitations of each.  Techniques include:   * token economy systems used in schools, prisons and psychiatric institutions * social-skills training used with autistic children and systematic desensitisation used to overcome phobias.   Be able to explain how these techniques could be applied to a specific example (eg how to encourage children to clean their  teeth).  **Cognitive approaches**  Understand the basic principles of the cognitive  approach, including the importance of information processing, biases in information processing and cognitive primacy.  Be able to describe the key terms:   * information processing * schemas and schematic processing * functional and dysfunctional beliefs.   Be able to explain how cognitive therapy (eg Beck) could be  used to treat depression and anxiety and describe the strengths and weaknesses of cognitive therapy.  Be able to explain how the cognitive approach could  be applied to a specific example (eg why two people in a similar stressful situation may show different responses).  **Humanistic approaches**  Understand the basic principles of the humanistic  approach including the emphasis on growth and development, the selfactualising tendency to motivate human behaviour and the development of the self-concept.  Be able to describe the following key terms:   * self-actualisation * organismic self * self-concept * conditions of worth * unconditional positive regard * congruence and incongruence. * locus of control (internal and external).   Be able to explain how person-centred counselling could  be used to treat low self-esteem and describe the strengths and weaknesses of person-centred counselling.  Be able to explain how the humanistic approach could be  applied to a specific example (eg how a social worker would make a vulnerable client feel at ease).  **Psychodynamic approaches**  Understand the basic principles of the psychodynamic  approach, including the importance of unconscious motivation and the influence of early relationships on adult relationships and behaviour.  Be able to describe the following key terms:   * conscious and unconscious * internal working model * anxious, avoidant and secure attachment.   Be able to explain how the transactional analysis  approach to counselling could be used to treat relationship problems and describe the strengths and weaknesses of transactional analysis counselling.  Be able to explain how the psychodynamic approach  could be applied to a specific example (eg why someone might find it difficult to develop trust in a close relationship). |  |  |  |  |

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| **Human behaviour and care values** | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| Understand how health and care practitioners carry out their work based on our current knowledge and understanding of human behaviour, and that they bring care values into this process.  Understand how the value base of care affects attitudes and practice in health and care, and how it affects the strategies used to support service-users.  Understand how the principles within the care value base, such as respect and empowerment, are themselves influences upon human behaviour when practised in a care situation. |  |  |  |  |

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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*