-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-	7140056	-Session-1996-97

-Superclass-	PM

-Title-	**THE HELPING RELATIONSHIP: AN INTRODUCTION**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: This unit will enable the candidate to gain an understanding of the nature of the 'helping relationship' and what is required to make an effective helper.

OUTCOMES

1.	explain the concept of the helping relationship;

2.	describe the characteristics and skills required to enable effective helping;

3.	describe strategies for helping.

CREDIT VALUE:	1 NC Credit

ACCESS STATEMENT: There is no access statement for this unit.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 7140056

UNIT TITLE: THE HELPING RELATIONSHIP: AN INTRODUCTION

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

    1.   EXPLAIN THE CONCEPT OF THE HELPING RELATIONSHIP

PERFORMANCE CRITERIA

    (a)   The definition of the term 'helping' is consistent with current practice.

    (b)   The identification of the relevance of self-awareness is valid in terms of its effect on building a relationship.

    (c)   The range of people who offer help is comprehensive in relation to the various forms of helping provision.

    (d)   The explanation of barriers to helping is comprehensive in terms of all client groups.

RANGE STATEMENT

The range for this outcomes is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence to meet performance criteria and meet the outcome.

OUTCOME

    2.   DESCRIBE THE CHARACTERISTICS AND SKILLS REQUIRED TO ENABLE EFFECTIVE HELPING

PERFORMANCE CRITERIA

    (a)   The description of the characteristics required by the helper is comprehensive in relation to all client groups and situations.

    (b)   The description of the skills required by the helper is clear in terms of being an effective helper.

RANGE STATEMENT

Skills: communication skills; listening skills; questioning; non-verbal; use of silence.

EVIDENCE REQUIREMENTS

Written evidence to meet performance criteria and range.

OUTCOME

3. DESCRIBE STRATEGIES FOR HELPING

PERFORMANCE CRITERIA

(a) The identification of the different strategies for helping is consistent with current practice.

(b) The description of the different strategies for helping is appropriate in terms of the requirements of the helping relationships.

RANGE STATEMENT

Strategies: self-help; prescriptive; informative; confronting; cathartic; catalytic; supportive.

EVIDENCE REQUIREMENTS

Written and/or oral evidence to meet the performance criteria. Candidates are expected to provide evidence for 3 strategies from the range.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7140056

UNIT TITLE: THE HELPING RELATIONSHIP: AN INTRODUCTION

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit aims to introduce candidates to the concept of the helping relationship. It is of particular relevance to those seeking to develop an awareness of the skills required for people involved in the care field.

CONTENT/CONTEXT   Corresponding to outcomes:

1.   Using exercises, group discussion and role play:

Description of helping: dynamic process; facilitates or promotes growth; development and maturity in others; improves ability to cope independently; facilitates self-help; a relationship; involves life skills.

Candidates should consider the importance of **self-awareness** in the helping relationship. They should be encouraged to examine the effects of personal beliefs, attitudes, value and skills on the effectiveness of the helping relationship. Examination of internal and external frames of reference. Candidates should be encouraged to compile a self-assessment.

Lifeskills and their importance in helping should be defined and examined. (Lifeskills being defined as **personally responsible choices which are self-helping skills allowing people to help themselves**; lifeskills helping being defined as helpers making choices that assist clients to develop lifeskills).

Exploration of the nature of helping relationships: defined as a **dynamic process** which facilitates or promotes growth, development and maturity of the individual which in turn improves their ability to cope independently. Look at helping as a **relationship.**

Examination of the difference between counselling and helping, in terms of current theory.

The effect of **motivation** in helping; (what makes us want to help?) should be explored including pro-social behaviour and altruism. Motivation should also be discussed in relation to meeting needs: Maslow's Hierarchy of Need and how people meet their needs. The role of the helper in aiding people to meet needs at all levels.   Class discussion of different types of needs in relation to helping and being helped.

Brief examination of the psychological approaches to helping (belief systems) and their importance in the development of frames of reference: eg. psychodynamic, behavioural, humanist, cognitive, gestalt and eclectic. Learning theory and behaviour should be examined in terms of their influence on the helping process.

Class should compile information on the **categories of helpers** and the different way help is delivered.   This should include: helping professionals (eg. psychiatrists, social workers etc); voluntary helpers (eg. those working in the voluntary sector); those using helping skills as part of their job (eg. teachers, nurses, ministers etc); informal helper (eg. friends, parents; work mates and spouses). This list is not prescriptive.

Helping should be seen to occur in a variety of settings and circumstances. It can be concerned with an individual, a group, or with a kind of problem; and can involve the helper working at the level of an individual, a family, an organisation or a community.

Barriers to helping, eg. what may hamper the helping process? Examination should include:

Physical eg. access to helper, transport, time constraints and environment.
Social/Emotional eg. perception of problem, attitudes, opinions, goals and expectations.
Economic eg. financial, availability of personnel/help, resources.
Learned helplessness eg. client's perception of 'no control' in a situation leading to no actions taken and no choices made.

2.   The various characteristics of helping should be explored. Focus should be on the definition of the following characteristics: trust; confidentiality, sensitivity; empathy; respect; sincerity; immediacy; conformation; dependability; warmth; unconditional positive regard/acceptance.

This should be examined in conjunction with the various skills involved in helping. These should include: listening/reflective listening; observing; use of questioning; self disclosing and summarising; use of non-verbal communication (eg. body language, gestures, posture, tone of voice, expression, eye contact etc) and the ability to perceive these in the client; use of silence and the appropriate use of self disclosure. Maintenance of the client's dignity, self respect, self-esteem and values.

This list is not prescriptive in terms of areas which may be discussed.

Practice sessions using role play, to consolidate the use of the qualities and skills to facilitate class discussion, should be encouraged. Candidates should also be encouraged to share experiences.

3. The various strategies in helping should be explored through group work, role, play and class exercises. These should include the following:

    Lifeskills in helping: the methods the helper utilises to encourage self help in the client. The importance of facilitating client's choice making should be emphasised.

    Prescriptive: giving advice, directing the behaviour of the person in need.

    Informative: interpreting or giving instruction.

    Confronting: challenging, giving direct feedback.

    Cathartic: encouraging emotional discharge.

    Catalytic: enabling self-direction, being reflective.

    Supportive: suggesting organisational structures, being approving, consolidating.

    Teaching/coaching, direct action, changing the system and advocacy may also be discussed as other forms of helping.

APPROACHES TO GENERATING EVIDENCE

ASSESSMENT PROCEDURES   A variety of assessment instruments could be used. Case studies could be particularly useful for Outcome 3 or as part of a folio of evidence.

PROGRESSION   This unit forms part of the GSVQ in Care at level II.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).