



Higher National Unit specification: general information

Unit title: Therapeutic Relationships: Understanding Behaviour

Unit code: FN26 34

Superclass: PK

Publication date: June 2011

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been designed to introduce the candidate to effective communication and person centred care and their importance to the 'therapeutic relationship'. In addition the candidate will reflect on their own communication skills in the context of support others. The candidate will understand the psychological theories of human development and behaviour and the understanding this gives to interpersonal relationships.

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

- 1 Explain the importance of communication in promoting the therapeutic relationship.
- 2 Discuss how knowledge of psychological theories can help a care worker understand behaviour in a care context.

Recommended prior knowledge and skills

Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to this candidates should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

General information (cont)

Credit points and level

1 Higher National Unit 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.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is included in the framework of the HNC/HND Care and Administrative Practice. It is further recommended that this Unit is taught at the beginning of the course prior to the students commencing placement.

Assessment

The assessment for this Unit will take the form of one reflective account and one essay. The reflective account provides the opportunity for the candidates to demonstrate their understanding of the links between theory and practice. A holistic approach should be adopted by the candidates by incorporating any relevant knowledge and understanding gained from other Units into the reflective account. Where the Unit is delivered as part of the HND in Care and Administrative Practice the candidate will also be assessed in the work placement through the Record of Achievement competences. On completion, the Record of Achievement and reflective accounts should be included in the portfolio created in the *Personal Development Planning* Unit. This will create a portfolio of evidence of self evaluation, reflection, action and learning.

Higher National Unit specification: statement of standards

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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

Explain the importance of communication in promoting the therapeutic relationship.

Knowledge and/or Skills

- ◆ The therapeutic relationship
- ◆ Person-centred care
- ◆ Effective communication
- ◆ Skills, qualities and personal values of the effective carer

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ understand the different service user groups involved in the therapeutic relationships
- ◆ explain the importance of compassion, empathy, caring, touch and spending time with the service user when developing a therapeutic relationship
- ◆ describe the importance of confidentiality and the development of trust in the therapeutic relationship
- ◆ explain the importance of the therapeutic relationship in promoting positive and effective care for the individual
- ◆ understand 'person-centred care' and how it benefits the service user
- ◆ describe 'effective communication' including and barriers to achieving effective communication
- ◆ explain the importance and relevance of skills, qualities and values of the carer in the therapeutic relationship
- ◆ reflect on own communication skills in the context of supporting others.

Assessment Guidelines

Where the candidate undertakes a work placement the Outcome should be assessed through observation via the competences in the Record of Achievement and through one reflective account.

Higher National Unit specification: statement of standards (cont)

Unit title: Therapeutic Relationships: Understanding Behaviour

Outcome 2

Discuss how knowledge of psychological theories can help a care worker understand behaviour in a care context.

Knowledge and/or Skills

- ◆ Psychoanalytic theory
- ◆ Behaviourist theory
- ◆ Humanistic theory
- ◆ Theories of Personality
- ◆ Models of Stress

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ discuss two theories of individual development and relate these to behaviour, demonstrating an understanding of how this knowledge can help a care worker to understand and support the individual in a care setting. The candidates should gain an understanding of the Social Learning Theory within the Behaviourist theory. Evidence will be presented to demonstrate that two theories have been reviewed and understood. The evidence should demonstrate an understanding of how the development and behaviour of an individual can be explained in relation to the chosen theories.

Assessment Guidelines

Outcome 2 could be assessed by an essay with a maximum of 1,250 words. An appropriate essay question could be 'review and summarise two theories and apply one to the health and behaviour of an individual in your care.'

As candidates will increase their knowledge, understanding and skills throughout their study assessment should take place towards the end of the Unit.

Higher National Unit specification: support notes

Unit title: Therapeutic Relationships: Understanding Behaviour

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

This Outcome requires that the candidate understands the ‘therapeutic relationship’ and its importance in a care context. The candidate should understand the different service users they will work with and the differing needs they will encounter within each group. The candidate must be able to demonstrate an understanding of the therapeutic relationship and how it is pivotal to the development of an effective, positive and supportive relationship with the service user. The candidate must understand that the therapeutic relationship comprises compassion, caring, empathy, listening, observation, touch and spending time with the service user. The carer/service user relationships will be at risk if there is an over reliance on electronic monitoring devices as these devices create a barrier to developing effective relationships with service users. Interaction with the service users should not only be task orientated. The candidates must therefore understand the importance of “human contact” as an integral part of the therapeutic relationship and in promoting a positive patient experience. In addition to this the candidate should have an understanding of person-centred care and the benefits to the service user of empowerment. As a fundamental part of the therapeutic relationship the candidate must be able to explain the importance of communication. This must include an understanding of the different types of communication eg; body language (SOLER), eye contact and paralanguage, observation and non-task orientated interaction and the barriers to establishing effective communication eg; distress, grief, mental health problems, age, sensory impairment and language difficulties. The candidate must be able to identify ways of overcoming barriers in order to promote equality and diversity, ensure the rights of individuals to communicate in their preferred method and challenge discrimination. The candidate should be able to encourage individuals to participate in communication and should be able to communicate with and help to support individuals who are distressed. In addition the candidate should understand the part silence plays in effective communication. The candidate should understand that their own value base could be a barrier to effective communication and they must be able to identify the skills, qualities and characteristics required of an effective carer. The candidate should reflect on their own communication skills in the context of supporting others.

As an integral part of this qualification the candidate must understand the importance of and demonstrate reflective practice.

Higher National Unit specification: support notes (cont)

Unit title: Therapeutic Relationships: Understanding Behaviour

Outcome 2

Psychology should be defined as a field of scientific study of human behaviour and this can be compared with common sense explanations of behaviour or 'pop psychology' which attempts to explain behaviour in very simple terms.

This Outcome should develop an understanding of how psychology has developed and grown as a body of knowledge to help explain individual behaviour. Health should be discussed as a subjective concept ie 'you are as healthy as you feel'. Consideration can be given to how differences of personality, risk taking behaviour or coping strategies can influence health. It is suggested that candidates be introduced to theory in relation to the perspectives listed.

- ◆ Psychoanalytic theory
- ◆ Behaviourist theory
- ◆ Humanistic theory
- ◆ Theories of personality (trait/type theory)
- ◆ Models of stress

It is not intended that all the theories listed should be examined in detail but candidates should be aware of the range of perspectives and the basic concepts from these perspectives.

Candidates should understand that different theoretical approaches offer different insights into human behaviour. For example:

- ◆ Psychoanalytical theory: a condition such as anxiety or pain could be examined using this approach and the use of defence mechanisms in relation to coping with loss could be discussed. Models of Loss should also be examined to improve understanding of behaviour.
- ◆ Behaviourist theory: shaping desired behaviour, goal setting and the use of reinforcement could be discussed. Development of Social Learning Theory from this approach could be discussed. Smoking behaviour could be discussed using concepts from these theories.
- ◆ Humanistic theory: concept of self-image and self-esteem could be related to eating disorders.
- ◆ Personality theory (trait/type theory) could be discussed in relation to coronary heart disease
- ◆ Stress Theories could be related to the development of chronic conditions eg chronic pain, heart disease, addictions. This could include the choice of coping mechanism, eg alternative therapies or substance use.

Discussion of the different perspectives will help give some insight into how behaviour can be understood and explained. A link should then be made to demonstrate how current therapeutic approaches use these perspectives as a basis for the different actions that can be taken to improve health and behaviour. The health and behaviour issues of the individual should be examined from different theoretical perspective to gain insight into the situation. This input will enable the candidate to select theoretical perspectives and issues that are of particular interest and facilitate further investigation in preparation for assessment.

Higher National Unit specification: support notes (cont)

Unit title: Therapeutic Relationships: Understanding Behaviour

Guidance on the delivery and assessment of this Unit

Therapeutic Relationships is a mandatory Core Unit within the HND Care and Administrative Practice.

Through the Record of Achievement this Unit offers candidates the opportunity to apply theory to real life practice and to develop a core understanding of the importance of the therapeutic relationship in promoting a positive service user experience.

Candidates are required to complete a Record of Achievement of evidence containing checklist of direct observation of their competence.

Checklists are signed off when the candidates demonstrate competence under direct supervision. The candidate's reflective accounts are a significant component of the portfolio compiled through the Unit *Personal Development Planning*. Guidance is given on the minimum number and length of reflective accounts in the Assessment Guidelines.

This Unit could be assessed through the Record of Achievement, reflective accounts and an essay. These must cover all of the necessary skills and knowledge and provide appropriate evidence to support this.

Open learning

This Unit could be delivered by distance learning. However it would require collaboration with an appropriate local care centre to ensure the competences in the Record of Achievement were achieved and planning by the education provider to ensure the sufficiency and authenticity of the candidate's evidence for Outcomes 2.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

The achievement of this Unit gives automatic certification of Complete Core Skill —

Communication at SCQF level 6 — this could be evidenced through written and oral reporting and use of effective communications with individual patient/clients and colleagues.

Higher National Unit specification: support notes (cont)

Unit title: Therapeutic Relationships: Understanding Behaviour

There are opportunities to develop Core Skills of *Problem Solving* SCQF level 5, *Working with Others* SCQF level 5 and *Information and Communication Technology (ICT)* SCQF level 5, and *Communication* at SCQF level 6.

Communication: will be evidenced through assessments and use of effective communications with learners, colleagues and other professionals.

Problem Solving: could be evidenced by the competences and interactions required by the Skills Passport, also by the content of the care study where the candidate is required to analyse how psychological factors impinge on health.

Working with Others: this will be evidenced by the achievement of the competences required by the Record of Achievement as well as by the case study undertaken for Outcomes 2 and 3.

Information and Communication Technology (ICT): this will be evidenced by the requirement to record data electronically within the competences of the Skills Passport.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Therapeutic Relationships: Understanding Behaviour

This Unit has been designed to give you an understanding of the fundamental importance of the therapeutic relationship in a care setting. You must understand that to create a positive care experience for the service user you have to demonstrate compassion, empathy, caring and interest in the service user. You should also understand that electronic devices can often create barriers to the development of the therapeutic relationship and that observation and human contact do much to promote the caring relationship and can alert staff to deterioration of the service user. The value of genuine human interaction cannot be underestimated.

The Unit will explore different types of communication and how effective communication contributes to the therapeutic relationship. The Unit will then explore barriers to communication and how to overcome these. In addition you will examine and reflect upon your own communication skills.

To understand human behaviour better the course will then examine various psychological approaches and theories. This should help you to gain insight into the service user's behaviour and to be able to suggest strategies to help support the service user. You will also gain insight into your own beliefs and behaviour.

There are two assessments for this Unit: Outcome 1 is assessed through the Record of Achievement and one reflective account and Outcome 2 could be assessed via an essay.