



Higher National Unit specification

General information

Unit title: Therapeutic Relationships; Understanding Behaviour
(SCQF level 7)

Unit code: HF29 34

Superclass: PK

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Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit has been designed to introduce the candidate to the therapeutic relationship and its importance in supporting individuals in receipt of care services. The candidate will gain an understanding of effective communication and person-centred care and their importance to the therapeutic relationship. In addition, the candidate will reflect on their own values, beliefs and communication skills in the context of supporting others. The candidate will also gain an understanding of the psychological theories of human development and behaviour and the impact this has on interpersonal relationships in the care context.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Examine the importance of communication in promoting the therapeutic relationship.
- 2 Discuss how knowledge of psychological theories can help a care worker support the individual in a care context.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Learners 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, learners should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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

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. Learners 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

Examine 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 care

Outcome 2

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

Knowledge and/or Skills

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

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcome 1

- ◆ 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.

Outcome 2

- ◆ 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. 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 and how this knowledge impacts on care worker practice in supporting the individual.



Higher National Unit Support Notes

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Unit Support Notes are offered as guidance and 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

Outcome 1

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 e.g. body language (SOLER), eye contact and paralanguage, observation and non-task orientated interaction and the barriers to establishing effective communication e.g. 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 learner must understand the importance of and demonstrate reflective practice.

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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 learners be introduced to theory in relation to the perspectives listed.

- ◆ Developmental theory
- ◆ 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. 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 Support Notes (cont)

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Guidance on approaches to delivery of this Unit

Therapeutic Relationships is a Mandatory Core Unit within the HNC Care and Administrative Practice.

This unit provides the underpinning knowledge and understanding to the understanding of behaviour through the application of psychological approaches and it is suggested that this is delivered early in the programme to enhance the learner's application of person centred care whilst on practice placement.

This Unit could be assessed through reflective accounts and an essay. These must cover all of the necessary skills and knowledge and provide appropriate evidence to support this. The learner's reflective accounts are a significant component of the portfolio compiled through the Unit *Understanding Personal and Professional Development*. Guidance is given on the minimum number and length of reflective accounts in the Assessment Guidelines.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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. It would be appropriate to integrate the reflective account for the Understanding Personal and Professional Development unit with the reflective account for Learning Outcome 2 of this unit.

The assessment for Learning outcome 1 could be a descriptive essay between 2 psychological theories and their application to care practice.

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Assessment Guidelines

Outcome 1

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

Outcome 2

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

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential 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.

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 Record of Achievement, also by the content of the care study where the learner is required to analyse how psychological factors impinge on health.

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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 Record of Achievement.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

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 one reflective account based on experience on practice placement and Outcome 2 could be assessed via an essay.