



## National Unit Specification

### General information

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

**Unit code:** J1CX 45

**Superclass:** PH

**Publication date:** August 2018

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit outline:

This unit is a mandatory unit of the level 5 Mental Health and Wellbeing Course and is also available as a free-standing unit.

This unit is designed to provide learners with the opportunity to explore and describe mental health and wellbeing and ways to support positive mental health. Learners will have the opportunity to consider what the terms 'resilience' and 'coping strategies' mean. They will use personal knowledge and reflection to apply knowledge and theory which informs mental wellbeing and good mental health. Learners will have the opportunity to research a variety of different coping strategies. They will also learn about the psychological and sociological theories which underpin our understanding of wellbeing, and explore formal and informal support networks which we can access in times of need or to maintain our mental health.

The unit will provide an introduction on how to promote mental health and wellbeing and will be of interest to learners who are considering a career in social care, health care or have a personal interest in the subject.

### Outcomes

On successful completion of the unit, learners will be able to:

- 1 Explore helpful and unhelpful coping strategies.
- 2 Explain how to promote good mental health and wellbeing in self and others.
- 3 Explain different types of support and ways to address barriers to support mental health and wellbeing.

## National Unit Specification: General information (cont)

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

### Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

This course or its components may provide progression to other SQA qualifications in care and related subjects, or further study, employment or training.

### Recommended entry to the unit

While entry is at the discretion of the centre, learners would normally be expected to have attained one of the following, or equivalent:

- ◆ The level 4 award in Mental Health and Wellbeing
- ◆ The level 4 unit *Coping Strategies and Building Resilience*
- ◆ The skills, knowledge and understanding required for successful completion of level 4 units

### 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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### 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](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit Specification: Statement of standards**

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

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.

### **Outcome 1**

Explore helpful and unhelpful coping strategies.

#### **Performance criteria**

- (a) Describe the purpose of a 'coping strategy'
- (b) Describe what is meant by the term 'resilience'
- (c) Describe coping strategies that can both help or hinder wellbeing
- (d) Describe the impact a coping strategy could have on mental health and wellbeing
- (e) Describe how cultural differences can influence coping strategies

### **Outcome 2**

Explain how to promote good mental health and wellbeing in self and others.

#### **Performance criteria**

- (a) Describe examples of self-care
- (b) Describe the benefits of self-care
- (c) Describe the terms 'growth mind-set' and 'fixed mind-set'
- (d) Explain how talking and the use of positive language can promote good mental health and wellbeing
- (e) Explain how a fixed mind-set and a growth mind-set can impact on mental health and wellbeing

### **Outcome 3**

Explain different types of support and ways to address barriers to support mental health and wellbeing.

#### **Performance criteria**

- (a) Explain the terms 'prejudice', 'stigma', 'labelling' and 'discrimination' in relation to mental health and wellbeing
- (b) Describe different types of support
- (c) Describe the difference between informal and formal supports
- (d) Describe barriers to accessing support
- (e) Explain how these barriers to support could be addressed

## National Unit Specification: Statement of standards (cont)

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

### Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

Learners must provide written and/or oral evidence.

The evidence should be produced under supervised conditions to a given brief.

Outcomes 1, 2 and 3 can be assessed together through holistic assessment.

### Outcome 1

Learners must describe the effect of a minimum of **six** coping strategies — **three** that help and **three** that hinder. Descriptions must reflect the fact that coping strategies can change from being helpful to unhelpful.

### Outcome 2

Learners must describe **six** examples of self-care and two benefits of each type identified.

### Outcome 3

Learners must explain **four** informal and **four** formal supports and describe these.

Learners must also identify **four** barriers to support.

Conditions of assessment will be open-book. Learners' may access any valid and relevant media, articles, books or research. Written pieces should not exceed 800 words and oral evidence should be no more than six minutes.



## National Unit Support Notes

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

These support notes are not mandatory. The unit specification should be read in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this unit is given in unit assessment support.

### Guidance on the content and context for this unit

The purpose of this unit is to provide an introduction to what we understand as resilience and how we cope with day to day living. This unit should reinforce that mental health is a universal concept and is something we all have.

Outcome 1 — learners should provide a critical understanding of cultural norms and how this influences our perception of mental health within society and how this may also influence our perception of coping strategies. The unit does not refer to coping strategies as negative or positive, this is an important point for discussion for the delivery of this unit as ‘coping’ is about the ability to face up to the difficulties and challenges of life. Learners should be able to identify provide an understanding of why having a range of coping strategies is useful and explore the range of coping strategies that might exist giving examples for each of these. For example:

- ◆ **Diversions** — watching funny films on YouTube, having a bath, reading a book, playing computer games, engaging in social media, listening to music, etc.
- ◆ **Social and interpersonal** — talk to a friend, play with a pet, helping a friend in need, etc.
- ◆ **Cognitive coping** — making a pros and cons list, inspirational quotes, brainstorming solutions, rituals, etc.
- ◆ **Tension releasers** — punching a punch bag, having a good cry, humour, exercise, self-harm, etc.
- ◆ **Physical** — healthy routines, healthy food, enough sleep, deep breathing, anorexia, over-eating, exercises.
- ◆ **Spiritual** — Pray, meditate, get involved in a worthy cause.
- ◆ **Limit setting** — prioritise important tasks, be assertive, build confidence around responsibility, ‘me time’.

Learners should explore the benefits and potential problems with certain coping strategies. For example we talk about eating healthily and having a good exercise routine however taking either of these to the extreme could have a detrimental impact on our wellbeing. This should be linked to students understanding of needs.

## National Unit Support Notes (cont)

### Unit title: Coping Strategies and Building Resilience (SCQF level 5)

Outcome 2 will explore a variety of approaches which promote self-care. Learners should understand what a normal emotional reaction is to the ups and downs of life. Defining self-awareness is a key aspect of this and understanding how this can affect self-regulation. Facilitators can refer to Johari's window, Luft and Ingham, Daniel Goleman's Emotional Intelligence, Bandura, ABC model.

Learners should explore the impact of life events good and bad. This could include loss, transition, exam pressure, relationships, caring for others, or the incremental pressure of personal daily struggles. Learners will develop an understanding of Carol Dweck's Growth Mindset Theory. Learners should consider how we build resilience and strength through life experience.

Outcome 3 will enable learners to consider the personal, cultural and structural barriers (Thomson) which may exist when attempting to access support. Learners should describe a range of formal support such as help lines, CAMHS, GP, counselling, teachers, youth workers and informal support such as friends, family, peer support groups. A research task would be useful to encourage learners to explore a range of organisations, how they are accessed and the range of support available. Learners should also consider what the challenges might be to accessing support. Learners will have the opportunity to explore concepts such as stereotyping, prejudice and discrimination and consider how this may affect a person's ability to cope and gain support. Learners should consider the impact of social policy and legislation. There should be opportunity to explore recent public campaigns and how they have contributed to addressing negative attitudes associated with mental health. How might organisations become aware of issues relating to mental health and wellbeing. Learners could also consider case studies and experiences of people who live with mental illness. A good source of information is the mental welfare commission website <https://www.mwscot.org.uk/publications/investigation-reports/>

### Guidance on approaches to delivery of this unit

Delivery of this unit must be provided with some knowledge of mental health, and subject discussion should be treated with sensitivity. As a facilitator it will important to understand how discussions should be facilitated and supported.

The unit should be delivered incrementally from Outcome1 to Outcome 3 as it will scaffold the learners understanding of how we understand, how to cope, and support. The overall method of delivery should be an inquiry based approach. The course delivery should be facilitated through some content delivery of key concepts and ideas and then developed through small group work and individual research tasks. Mental health and wellbeing is a very individual experience, it is also rooted in socially constructed ideas therefore it is important to promote open discussion of attitudes, values and beliefs. It may be useful to explore other societies and cultures in order to compare how different societies and individuals who live in these societies promote mental wellbeing.

## **National Unit Support Notes (cont)**

**Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

### **General guidance on learning and teaching**

Active learning should be facilitated by encouraging learners to use the internet, professional journals and other sources for individual, paired or group investigations.

Learners may be set tasks such as researching a particular topic, reviewing and evaluating a number of sources and selecting the most relevant/useful material. There are many valid and relevant websites, and learners should be guided to look for credible sources such as those from the government, public organisations or service providers. Such activities may have many benefits including increased motivation and development of web research skills, evaluative skills, independent learning and specific areas of knowledge. Whether integrated into class time, or set as homework tasks, IT-based activities work best when structured and with clear learning objectives. Use of video and audio material, visits and guest speakers may also be useful to bring the issues to life and prompt group discussion and debate, or examples could be drawn from the learner's own experiences, where appropriate. Learners should be gradually encouraged, as far as possible, to research topics themselves in the library, online, in newspapers, magazines and journals and to demonstrate initiative and creativity, wherever appropriate. The benefits of collaborative learning, peer support and peer feedback can be substantial, therefore group work, both in class and for homework tasks, is to be encouraged. Learners could reflect on their experiences during the unit by keeping a learning log, as this may promote insight into their own learning.

Learners learn best when they understand clearly what they are trying to learn and what is expected of them, are given feedback about the quality of their work and what they can do to make it better, are given advice about how to make improvements, and are fully involved in deciding what needs to be done next and who can give them help if they need it. To this end, teachers and lecturers should: share learning/assessment criteria deliver effective feedback encourage peer- and self-assessment question effectively, using higher order questioning when appropriate.

### **Guidance on approaches to assessment of this unit**

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used. There are learning support materials available on the SQA website. For guidance on authentication of learners work, please refer to SQA's Guide to Assessment.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and formative assessments carried out throughout the course.

## National Unit Support Notes (cont)

### Unit title: Coping Strategies and Building Resilience (SCQF level 5)

Evidence could be presented as a whole by combining assessment holistically in one single portfolio. It must be clear how the evidence covers each outcome. Assessment should be carried out under supervision. This means that the teacher/lecturer tracks progress of students' research and preparation in order to ensure that the submitted work is the learner's own. Learners could work as an individual or in a group to gather evidence throughout the unit, but each learner has to provide individual evidence of attainment of the outcome and assessment standards. Centres may wish to use a wiki, blog, a podcast and or Vlog.

The learner may receive guidance and support from the teacher/lecturer, as appropriate. This may take the form of the teacher/lecturer showing a video, providing an example or suggesting other sources of information. By offering an opportunity to provide a personal reflection or create develop an educational tool, this would provide the opportunity for personalisation and choice and encourage independent learning. If the learner gathers information in a portfolio format, the teacher/lecturer could supply a checklist of items/topics that might be included in the portfolio. There might be some flexibility regarding the items to be included in the portfolio, with a minimum number of items, or some items being mandatory and other items being optional. It is recommended that the evidence for the unit is collected as a natural part of the teaching and learning. Specific tasks which could generate evidence may include completing tasks on activities suggested in the guidance.

Evidence can be generated using different types of assessment.

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.

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. Teaching methods such as class discussion will develop communication skills. Learners may also have the opportunity to develop ICT and presentation skills through research and presentation. It may be possible to undertake group work as part of the research for this unit in which case learners could develop skills relating to *Working with Others*.

Consideration of their own 'digital footprint' may provide opportunity for development of employability and citizenship skills.



## History of changes to unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:** Coping Strategies and Building Resilience (SCQF level 5)

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 will give you an understanding of the topics of 'coping strategies', 'resilience', 'support' and 'barriers to support'. You will learn about helpful and unhelpful coping strategies, the promotion of good mental health and wellbeing in yourself and others, and the types of support that are available for times of need.

Assessment for this unit may involve visual, electronic, verbal and written materials. The submission of these assessment items will help develop your inter-personal and communication skills.