



National Unit specification: general information

Unit title: Wellness Therapies: Managing Stress

Unit code: FR0D 12

Superclass: HB

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Version: 02

Summary

This Unit has been designed as an mandatory Unit in the National Certificate in Wellness Therapies at SCQF level 6, but can also be taken as a free-standing Unit.

Candidates will be able to explain the definition of stress, factors which cause stress and how this affects the body .They will carry out consultations, visualisation techniques and coping strategies for clients.

Candidates will be able to develop various stress management techniques though practical activities and completion of case studies.

Outcomes

- 1 Investigate the definition of stress, personality types, factors which can cause stress and changes in the body during stress.
- 2 Carry out client consultation and visualisation/relaxation techniques.
- 3 Consult and plan coping strategies and behavioural modification for clients.
- 4 Evaluate the effectiveness of the plan produced.

Recommended entry

Access to this Unit is at the discretion of the centre. It would be beneficial if the candidates had an appropriate level of Communication, ICT and Numeracy skills.

National Unit specification: general information (cont)

Unit title: Wellness Therapies: Managing Stress

Credit points and level

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

**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.

National Unit specification: statement of standards

Unit title: Wellness Therapies: Managing Stress

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

Investigate the definition of stress, personality types, factors which can cause stress and changes in the body during stress.

Performance Criteria

- (a) Explain the definition of stress.
- (b) Describe Type A and Type B personality.
- (c) Identify factors which can cause stress.
- (d) Describe the changes including fight and flight responses which can occur in the body due to stress.

Outcome 2

Carry out client consultation and visualisation/relaxation techniques.

Performance Criteria

- (a) Consult with client to determine clients stress level, indicate if GP referral is required.
- (b) Select and carry out visualisation technique.
- (c) Record results of client consultation.
- (d) Comply with relevant current legislation requirement.

Outcome 3

Consult and plan coping strategies and behavioural modification for clients.

Performance Criteria

- (a) Consults with client to determine strategies and techniques.
- (b) Select appropriate coping strategies and behavioural modification.
- (c) Produce a plan to suits client's needs.

Outcome 4

Evaluate the effectiveness of the plan produced.

Performance Criteria

- (a) Discuss and record effectiveness of plan with client.
- (b) Candidate will identify strengths and areas of improvement of the plan and gather feedback from the client and assessor.
- (c) Recognise areas for improvement following reflection.

National Unit specification: statement of standards (cont)

Unit title: Wellness Therapies: Managing Stress

Evidence Requirements for this Unit

Outcome 1

Six structured questions will be presented in open-book format and the assessment carried out under controlled conditions

Candidate must demonstrate their knowledge of:

- ◆ definition of stress (with reference named from reliable source)
- ◆ Type A and Type B personality
 - Type A — impatient, irritable, aggressive, competitive and ambitious, need to finish things, always in a hurry
 - Type B — no sense of urgency, realistic, relaxed, easygoing, good self-esteem, never in a hurry
- ◆ factors which can cause stress — environmental, social, personal
- ◆ changes which can occur in the body:
 - physiological
 - weight problems
 - blood pressure
 - headaches
 - migraine
 - nausea
 - throat problems
 - bowel problems
 - habit formation
 - psychological
 - anxiety, concentration
 - mood swings
 - breathing
 - eating disorders
 - motivation
 - low self esteem
- ◆ describe fight and flight response

Outcome 2

Candidates will be required to produce evidence of two case studies on different clients each case study covering three occasions. One of the case studies must be observed by the assessor, using an assessor observation checklist.

Case study must contain recorded evidence of visualisations selected for each client.

Candidate must indicate in case study if GP referral is required.

Performance evidence for Outcome 2 and 3 must be evidenced on the same assessment/ case study occasions.

National Unit specification: statement of standards (cont)

Unit title: Wellness Therapies: Managing Stress

Outcome 3

Case study recorded evidence.

Candidates will be required to demonstrate by practical activity that they will be able to:

- ◆ communicate effectively with clients
- ◆ establish client's needs:
 - coping strategies
 - breathing techniques
 - exercise
 - time management
 - diet
 - relaxation
 - behavioural modification
 - smoking
 - alcohol
 - hobbies
 - goal setting
 - positive thinking

This will be evidenced by an assessor observation checklist.

Performance evidence for Outcome 2 and 3 must be evidenced on the same assessment/ case study occasions. Candidate must indicate in case study if GP referral is required.

Outcome 4

Evidence requirement for Outcome 4 should take the form of two completed evaluations (one for each client).

Candidates must identify the strengths and areas of improvement of the coping strategies plan and get feedback from the clients and from their assessor in statement format. They will then identify areas which could be improved following reflection.

National Unit specification: support notes

Unit title: Wellness Therapies: Managing Stress

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

Candidates will learn about different types of stress and its effect on the body. To obtain information from clients they will use questionnaires which can help to inform the therapist of:

- ◆ type of stress
- ◆ the symptoms experienced by clients
- ◆ factors which can cause stress
- ◆ how to help clients to control the effects of stress
- ◆ relaxation/visualisation techniques which can be practiced by the client at home, and offered by the therapist

Therapist should ensure visualisation is suitable for client, eg do not use one which involves the client visualising water when the client has a fear of water or is not comfortable around water/waves.

Practical evidence in the form of case study must be carried out on a client.

Questionnaires, consultations, visualisations, and coping strategy must be contained within the case study.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of this Unit.

Client confidentiality must also be adhered to and clients name, address, etc should not appear anywhere on the case study. Clients may be referenced by number and date. When client has indicated high levels of stress, **candidate should be aware of importance of GP referral.**

Key areas of knowledge are:

- ◆ on the body, physiological — breathlessness, nausea, headaches, muscle tension, constipation/diarrhoea, dry mouth, stomach cramps, excessive sweating, altered
- ◆ definition of stress – author and definition
- ◆ Type A and Type B personality
 - Type A — impatient, irritable, aggressive, competitive and ambitious, need to finish things, always in a hurry
 - Type B — no sense of urgency, realistic, relaxed, easygoing, good self-esteem, never in a hurry

National Unit specification: support notes (cont)

Unit title: Wellness Therapies: Managing Stress

- ◆ types of stress:
 - environmental
 - noise
 - lighting
 - vibration
 - hygiene
 - temperature/ventilation
 - climate/sad (seasonal affected disorder)
 - workload
 - social- stress
 - caused by a partner/children/family
 - domestic arrangements
 - noisy neighbours
 - personal- relationships
 - birth, marriage
 - positive thinking
 - negative thinking
 - effect of stress on menstrual pattern
 - psychological — anxiety
 - mood swings
 - motivation
 - poor concentration
 - worry
 - low self- esteem
 - lack of confidence
 - apprehension
 - fight and flight
 - automatic stress response
 - early human used physical response which present day human often struggles with
 - stand and physically fight or turn and run both involve physical activity
- ◆ effective communication with clients
- ◆ how to carry out relaxation/visualisation techniques
- ◆ how to plan a coping strategy to meet clients needs ,relating to physical problems, medical conditions, lifestyle, diet, hobbies, exercise, sleeping pattern, me time
- ◆ evaluation — strengths and weakness of the plan, changes to make after reflection
- ◆ knowledge of and importance of adhering to the requirements of appropriate current legislation and where to find further information on:
 - Health and Safety at Work Act
 - Personal Protective Equipment (PPE) at Work Regulations
 - Data Protection Act

National Unit specification: support notes (cont)

Unit title: Wellness Therapies: Managing Stress

Guidance on learning and teaching approaches for this Unit

There should be an introduction to the Unit which allows the candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn to work with others.

Due to the practical nature of this Unit, each part of learning and teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should flow naturally throughout the practical activities.

Candidates should be shown and allowed to practice consultation techniques with possible problem scenarios explored with questioning and observation.

Candidates should be shown how to prepare the client appropriately for treatment /relaxation ensuring client comfort and emphasising choice of suitable visualisation.

Practical demonstration followed by supported role play (initially with peers) will enable candidates to practice and gain confidence before progressing to work on clients, with the emphasis placed on working safely in the working environment. Formative work throughout will enhance performance.

Candidates should be able to give homecare advice on stress reduction, coping strategies and lifestyle changes.

Achievement of this Unit will be dependent on the candidate being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with others and allow for development of good working practices.

Guidance on approaches to assessment for this Unit

The evidence requirements are fully expressed in the mandatory section of this Unit specification.

Evidence should be gathered at appropriate points throughout the Unit. The evidence for Outcome 1 should be gathered when the underpinning knowledge has been covered.

Performance evidence for Outcome 2 and 3 must be evidenced on the same assessment/ case study occasions. Assessor observation checklists will record evidence of practical performance.

National Unit specification: support notes (cont)

Unit title: Wellness Therapies: Managing Stress

Outcome 4 is in the form of evaluation, evidenced from statements from client candidate and assessor.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from assessor.

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

In this Unit candidates will develop skills stress management techniques.

Candidates will:

- ◆ investigate and describe the definition of stress, factors which can cause stress and changes in the body during stress
- ◆ consult with client to determine clients stress level
- ◆ record results of client consultation
- ◆ select appropriate coping strategies and behavioural modification
- ◆ produce a plan to suits client's needs
- ◆ discuss and record effectiveness of plan with client.

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF level 6. In addition, as candidates are doing this Unit they will be developing aspects of the Core Skills in Communication and Working with Others.

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
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	08/08/2011

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