



Higher National Unit specification

General information for centres

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

Unit code: F1EF 35

Unit purpose: This Unit is designed to provide candidates with an opportunity to consider the therapeutic relationship and process in relation to behavioural and cognitive counselling theory, as well as to consider the development of the contemporary behavioural and cognitive approach. The Unit also provides an opportunity for candidates to increase self-awareness in relation to course content. The content of the unit is underpinned by the British Association of Counselling and Psychotherapy Ethical Framework for Good Practice in Counselling.

This Unit could be taught in conjunction with the mandatory Unit Behavioural and Cognitive Counselling Theory F1EE 34.

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

- 1 Explain the development of the contemporary behavioural and cognitive approach.
- 2 Evaluate the dynamics of counselling within the behavioural and cognitive approach.
- 3 Evaluate personal learning in relation to the contemporary behavioural and cognitive approach.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**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.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. Candidates should have good communication skills.

Core Skills: There may be opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others at Higher level in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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 forms part of the HND in Counselling

General information for centres (cont)

Assessment: Specific advice on assessment for this Unit is given for each Outcome. Candidates must achieve all of the minimum evidence specified for each Outcome in order to pass the Unit.

Assessment will take the form of assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).

Higher National Unit specification: statement of standards

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

Unit code: F1EF 35

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 development of the contemporary behavioural and cognitive approach

Knowledge and/or Skills

- ◆ Development of contemporary behavioural and cognitive theory

Evidence Requirements

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

- ◆ explain the development of the contemporary behavioural and cognitive approach

Assessment Guidelines

Evidence should be generated through the production of assignments (written/oral/signed as appropriate).

Outcome 2

Evaluate the dynamics of counselling within the behavioural and cognitive approach

Knowledge and/or Skills

- ◆ Therapeutic relationship reflecting the development of contemporary behavioural and cognitive approaches
- ◆ Therapeutic process reflecting the development from classical to contemporary behavioural and cognitive approaches
- ◆ Application of behavioural and cognitive counselling to client need reflecting the development from classical to contemporary behavioural and cognitive approaches

Higher National Unit specification: statement of standards (cont)

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

Evidence Requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can:

- ◆ evaluate the variety of therapeutic relationship in behavioural and cognitive counselling
- ◆ evaluate the variety of therapeutic process in behavioural and cognitive counselling
- ◆ evaluate the application of different approaches within the behavioural and cognitive approach

Assessment Guidelines

Evidence should be generated through the production of assignments (written/oral/signed as appropriate).

Outcome 3

Evaluate personal learning in relation to the contemporary behavioural and cognitive approach

Knowledge and/or Skills

- ◆ Self-awareness and personal growth in relation to course content
- ◆ Self-awareness in relation to relationships
- ◆ Developing awareness of an integrative approach to counselling

Evidence Requirements

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

- ◆ reflect on and evaluate course content and describe insights about self
- ◆ reflect on relationships and describe insights about self in relation to others
- ◆ evaluate the individual therapies and explain your personal integration of the behavioural and cognitive approach
- ◆ actively participate in experiential learning of the Unit

Assessment Guidelines

Evidence should be generated through a learning journal reflecting on participation in activities and demonstrating:

- ◆ how candidate self-awareness has been increased in relation to the content of the course
- ◆ how candidate self-awareness has been increased in relation to others through the understanding of the contemporary behavioural and cognitive approaches
- ◆ how candidate understands and will integrate behavioural and cognitive theory into their practice

Administrative Information

Unit code:	F1EF 35
Unit title:	Counselling: Contemporary Behavioural and Cognitive Theory
Superclass category:	PM
Original date of publication:	April 2007
Version:	03 (April 2017)

History of changes:

Version	Description of change	Date
03	Additional information added to clarify the unit content, context and delivery is underpinned by the BACP Ethical Framework for Good Practice in Counselling.	26/04/2017
02	Unit has been standardised with equivalent Counselling Units, Psychodynamic F1EH 35 and Humanistic F1EG 35 and the Knowledge and Skills and Evidence Requirements clarified. Wording throughout Unit has been refreshed to reflect current terminology.	01/03/12

Source: SQA

© Scottish Qualifications Authority 2007, 2012, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

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 Unit should be delivered in conjunction with behavioural and Cognitive Counselling Theory F1EE 34. It is intended that candidates should evaluate and integrate the learning by reflecting on their own personal counselling skills practice and self awareness gained from the experience of participating in the learning opportunities offered. This Unit acknowledges that the theory underpins and supports practice. Be considered as a stand alone Unit but this would involve covering some of the content of Behavioural and Cognitive Counselling Theory to ensure understanding. It is intended that the candidates evaluate and integrate the learning by reflecting on their own personal counselling skills practice and self awareness gained from the experience of participating in the learning opportunities offered. The process of therapeutic change within the cognitive and behavioural school of counselling should underpin the context and delivery of this Unit.

Outcome 1

This Outcome has a simple description but has the potential to cover a huge body of work as much has been built on the learning of the original theorists. There is an opportunity for candidates to explore developments in their special area of interest using research skills.

The process of counselling within the behavioural and cognitive approach focuses on modifying behaviours and thinking so that a person is able to live a more fulfilling life.

It is important to go beyond the pioneering theorists to consider contemporary behavioural and cognitive theories such as:

Behaviour Theory — Bandura, Skinner, Pavlov, Joseph Wolpe, Hans Eysenck, etc. *REBT* — Albert Ellis (founder), Windy Dryden, Elliot Cohen, *Multi-Modal Theory* — Arnold Lazarus (founder), Stephen Palmer, *Reality Therapy* — William Glasser (founder) Bob Wubbolding, *Cognitive Therapy* — Anthony Ryle (founder) Elizabeth Wilde McCormick, etc. *Personal Construct Theory* — George Kelly (founder) D. N Hinkle, etc. *Cognitive Behaviour Therapy* — Aaron T. Beck (founder), Judith. S. Beck, Windy Dryden, etc.

Outcome 2

Counselling relationship is defined as a 'real' relationship in the here-and-now.

Therapeutic relationship reflecting development to present: Collaborative, partnership, constructive working alliance, acceptance, rapport, directive.

Therapeutic process reflecting development to present day: Behaviour Theory, REBT, Multi-Modal Theory, Reality Therapy.

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

A fundamental principle within counselling is the significance of the counselling relationship in bringing about a successful Outcome. Within the behavioural and cognitive approach relationship is defined as 'real', but perhaps in a less defined way than within the humanistic approach. Within the behavioural and cognitive approach the relationship is also often considered to be a means to an end, rather than an end in itself as is largely the case within the humanistic approach.

Relationship: Not sufficient to produce change. The counsellor is active, didactic, directive.

Behavioural Application: Includes shyness and social anxiety, panic attacks and phobias, chronic anxiety or worry, eating disorders, insomnia and other sleep difficulties, stress, substance abuse, psychosomatic disorders, anger, chronic pain, crisis intervention.

Cognitive

Therapeutic relationship reflecting development to present day: Collaborative, partnership, constructive working alliance, acceptance, empathy, rapport, directive, warmth.

Therapeutic process reflecting development to present day: Cognitive Analytic Therapy, Personal Construct Theory, Cognitive Behaviour Therapy.

Application: Includes depression and mood swings, shyness and social anxiety, panic attacks and phobias, obsessions and compulsions (OCD and related conditions), chronic anxiety or worry, post-traumatic stress symptoms (PTSD and related symptoms), eating disorders, insomnia and other sleep difficulties, difficulty establishing or staying in relationships, stress, substance abuse, psychosomatic disorders, anger, chronic pain, crisis intervention.

Outcome 3

Development towards becoming a reflective practitioner should be evident in the candidate's work for the learning journal where clear links can be made with the Units covering the Three Stage Integrative Model:

- Stage 1 F1ER 34
- Stage 2 F1ES 34
- Stage 3 F1ET 34

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

Guidance on the delivery and assessment of this Unit

Client needs: behaviour modification, changing faulty beliefs and thinking errors

The concept of Counselling reflects the British Association for Counselling and Psychotherapy *Ethical Framework for Good Practice in Counselling and Psychotherapy*.

The following texts may be useful:

Core texts

Introduction to Counselling & Psychotherapy — the Essential Guide (2000) edited by Stephen Palmer, Sage.

or

A Handbook of Individual Therapy 4th Edition (2002) edited by Windy Dryden Open University Books.

or

Gerald Corey (1996) *Theory and Practice of Counselling and Psychotherapy*. Brooks/Cole Publishing Company.

Recommended texts

Integrative and Eclectic Counselling and Psychotherapy (2000) edited by Stephen Palmer and Ray Woolfe, Sage.

REBT — Albert Ellis & R. Greiher eds. (1977) *Handbook of Rational Emotive Therapy*. Springer; Albert Ellis & Windy Dryden eds. (1998) *Practice of Rational Emotive Behaviour Therapy*. Free Association Books; Dryden, Windy (Ed.). (1995). *Rational Emotive Behaviour Therapy: A reader*. London: Sage Publications.

Multi-Modal Theory — Lazarus, Arnold A. (1990). *The Practice of Multimodal Therapy*. Baltimore: The Johns Hopkins University Press.

Reality Therapy — William Glasser (1998) *Choice Theory — A New Psychology of Personal Freedom*.

Trower, P., Casey, A., & Dryden, W. (1988). *Cognitive-Behavioural Counselling in Action*. London: Sage Publications.

Trower, P. et al. (2005) *Cognitive-Behavioural Counselling in Action*. Sage.

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

Cognitive Analytic Therapy — Anthony Ryle ed. (1995) *Cognitive Analytic Therapy: Developments in Theory and Practice*. John Wiley and Sons Ltd; Anthony Ryle & Ian B. Kerr (2002) *Introducing Cognitive Analytic Therapy: Principles and Practice*. John Wiley & Sons, Ltd; Elizabeth Wilde McCormick (1996) *Change for the Better*. Cassell

Personal Construct Theory — George Kelly (1991) *The Psychology of Personal Constructs: Theory and Personality Volume 1*. Taylor & Francis Books; Fay Fransella & Peggy Dalton (2000) *Personal Construct Counselling in Action*. Sage.

Cognitive Behaviour Therapy — Aaron Beck Ziegler, Daniel J. (2000).

Please note that this list is not exhaustive, and some of these texts may have been reprinted or may be out of print, but would be available through a library.

Candidates should be actively encouraged to make use of the internet in addition to recommended texts. As addresses change frequently it is difficult to recommend any specific sites but there are “institute of” sites for many of the major theories.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of Communication, Problem Solving and Working with Others at Higher level in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

This Unit is best offered as a group based activity to facilitate the necessary personal learning and very careful consideration should be given to this before offering it by open or distant learning

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.

General information for candidates

Unit title: Counselling: Contemporary Behavioural and Cognitive Theory

This Unit is designed to provide you with an opportunity to consider the therapeutic relationship and process in relation to behavioural and cognitive counselling theory, as well as to consider contemporary development of the behavioural and cognitive approach. The Unit also provides an opportunity for you to increase self-awareness in relation to course content.

On completion of the Unit you should be able to:

- ◆ Explain the development of the contemporary behavioural and cognitive approach
- ◆ Evaluate the dynamics of counselling within the behavioural and cognitive approach
- ◆ Evaluate personal learning in relation to the contemporary behavioural and cognitive approach

You will be assessed in this Unit by written/signed or recorded oral assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).