

Higher National Unit specification

General information for centres

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

Unit code: F1EE 34

Unit purpose: This Unit is designed to provide candidates with an opportunity to consider theoretical concepts and to consider the historical development, and views/assumptions of the behavioural and cognitive traditions. The Unit also provides an opportunity for candidates to increase self-awareness in relation to course content.

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

- 1 Explain the development of the behavioural and cognitive tradition of counselling.
- 2 Explain the main theoretical concepts of the behavioural and cognitive approaches to counselling.
- 3 Evaluate personal learning in relation to the behavioural and cognitive traditions of counselling.

Credit points and level: 1 HN 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.*

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 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.

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 Group Award for HNC Counselling. This is a mandatory Unit and may be taught alone or in conjunction with Contemporary Behavioural and Cognitive Approaches (optional Unit).

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.

There are three assessments for this Unit; assignments covering Outcomes 1 and 2 and a personal learning journal which includes a reflective account of practice for Outcome 3.

Higher National Unit specification: statement of standards

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

Unit code: F1EE 34

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 Behavioural and Cognitive Traditions of Counselling

Knowledge and/or Skills

- ◆ Historical development of the behavioural and cognitive traditions

Evidence Requirements

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

- ◆ explain the historical development of the behavioural and cognitive tradition

Assessment Guidelines

Evidence could be generated through written and/or oral assignments of approximately 750–1,000 words.

Outcome 2

Explain the Main Theoretical Concepts of the Behavioural and Cognitive Approaches to Counselling

Knowledge and/or Skills

- ◆ Main theoretical concepts
- ◆ How psychological/emotional difficulties are acquired and perpetuated from a behavioural and cognitive perspective.

Evidence Requirements

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

- ◆ explain the main theoretical concepts
- ◆ explain the acquisition and perpetuation of psychological/emotional difficulties

Higher National Unit specification: statement of standards (cont)

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

Assessment Guidelines

Evidence could be generated through written and/or oral assignments of approximately 750–1,000 words.

Outcome 3

Evaluate Personal Learning in relation to the Behavioural and Cognitive Traditions of Counselling

Knowledge and/or Skills

- ◆ Self-awareness and personal growth in relation to course content
- ◆ Self-awareness in relation to relationships through the perspective of theoretical concepts, views/assumptions

Evidence Requirements

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

- ◆ reflect on Unit content and evaluate the impact on relationships and self in relation to others
- ◆ reflect on insights about self in relation to others

Evidence could be generated through a written and or oral reflective account to show that the candidate can demonstrate development and personal learning.

Administrative Information

Unit code: F1EE 34

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

Superclass category: PM

Original date of publication: April 2007

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

© Scottish Qualifications Authority 2007

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: Behavioural and Cognitive Counselling 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

Outcome 1

The cognitive-behavioural tradition has many contributors who put emphasis on the importance of changing thinking/behaviour patterns to bring about effective change. The general therapeutic aim is to help a person to free themselves of thoughts/behaviours that inhibit healthy living.

Views/assumptions about human nature, as well as values, bring distinctiveness to the theoretical content of the tradition.

Historical development: Ivan Pavlov, Watson, Skinner, Robertson.

Theories include: REBT, Multi-modal, Reality Therapy, Cognitive Analytical, Personal Construct, Cognitive Behavioural, NLP.

Psychological/emotional difficulties are acquired and perpetuated from a cognitive perspective: Personal Construct Theory defines disorders as ‘any personal construction which is used repeatedly in spite of consistent invalidation.’

Outcome 2

It is important that theoretical concepts are understood in terms of being signposts that provide the counsellor with a theoretical framework to inform counselling practice rather than prescriptive facts that define it.

Basic theoretical concepts include: *Behaviour Theory* (Hans Eysenck) — theory of temperament (neuroticism, extraversion-introversion, psychoticism), traits, super-traits, habitual responses, EAS temperament model (Emotionality, Activity, Sociability), inhibition, etc. *REBT* — ABCDE model (Activating event, Beliefs, emotional and behavioural Consequence, Disputing disturbance-producing beliefs, new and Effective rational outlook), etc. *Multi-Modal Theory* — BASIC-ID, structural profile, multi-modal life history questionnaire, tracking, bridging, etc. *Reality Therapy* — Quality World, value filters, wants and needs, change behaviour to change thinking, feeling and physiology. *Cognitive Analytic Therapy* — target problem procedures (snags, traps, dilemmas), the procedural sequence, CHRAP (Complaint, History, Reformulation, Aim, Plan), etc. *CBT* — cognitive distortion, cognitive restructuring, collaborative empiricism, etc. *Personal Construct Theory* — cycle of experience, construing, constructs, etc. *Cognitive Behaviour Therapy* — core beliefs, automatic thoughts/emotions, intermediate beliefs, relapse prevention, etc.

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

There is an opportunity to include other important concepts that are not part of the statement of standards, for example it might also be useful to refer to *Beck Depression Inventory* and *Beck Anxiety Inventory* when considering CBT; for CAT it might be useful to provide candidates with a copy of *The Psychotherapy File*, which is given to clients during their first appointment. Also, Beck's *Cognitive Distortions* are: catastrophising or minimising, dichotomous thinking, emotional reasoning, fortune telling, labelling, mental filter, mind reading, overgeneralisation, personalization, should statements. Other concepts from Beck might include: eliciting automatic thoughts, testing automatic thoughts, identifying automatic thoughts, primitive vs. mature thinking,

Outcome 3

Personal development and understanding of how the theories apply to individuals is essential. Candidates should have the opportunity to reflect on the theories in relation to self-awareness and awareness of self in relation to others. Self-understanding opportunities in relation to the theories should be offered to candidates using reflective exercises.

Self awareness is in two parts: First, candidates must reflect on their personal learning from the course: 'What is this material (concepts, assumptions, values, etc.) helping me to understand about me?' Second, candidates must reflect on their increasing self-awareness in relation to others in a two-fold way: Candidates must apply theoretical concepts in their relationship with others to increase self-awareness: 'Through the theoretical perspective of (eg behavioural and cognitive theory) what am I learning about myself in relation to others?':

The learning journal should allow candidates to map their personal development journey and also to prepare for the Graded Unit. Integration of the theory is unique to each candidate and the aim is to offer each the opportunity to experience this process.

The reflective accounts are preparation for the Group Award and an important part of self-awareness development.

Guidance on the delivery and assessment of this Unit

Client needs: behavioural modification, changing thinking errors and faulty beliefs.

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

Core texts

Stephen Palmer (2000) *Introduction to Counselling and Psychotherapy – The Essential Guide*. Sage Publications

or

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

or

Higher National Unit specification: support notes (cont)

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

Windy Dryden (2002) *A Handbook in Individual Therapy 4th Edition*, Open University Press.

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.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Counselling: Behavioural and Cognitive Counselling Theory

This Unit is designed to provide you with an opportunity to consider theoretical concepts and to consider the historical development, and views/assumptions of the behavioural and cognitive traditions. 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 behavioural and cognitive tradition of counselling
- ◆ explain the main theoretical concepts of behavioural and cognitive approaches to counselling
- ◆ evaluate personal learning in relation to the behavioural and cognitive tradition of counselling

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