



## Higher National Unit specification

### General information for centres

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory

**Unit code:** F1EH 35

**Unit purpose:** This Unit is designed to provide candidates with an opportunity to consider the therapeutic relationship and process in relation to psychodynamic counselling theory, as well as to consider contemporary development of the psychodynamic 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 may be taught in conjunction with the Psychodynamic Approaches Unit.

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

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

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: Contemporary Psychodynamic Counselling Theory

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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 psychodynamic approach

#### **Knowledge and/or Skills**

- ◆ Development of the contemporary psychodynamic approach

#### **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 psychodynamic approach

#### **Assessment Guidelines**

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

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory

### **Outcome 2**

Evaluate the dynamics of counselling within the psychodynamic approach

#### **Knowledge and/or Skills**

- ◆ Therapeutic relationship reflecting the development of contemporary psychodynamic approaches.
- ◆ Therapeutic process reflecting the development of contemporary psychodynamic approaches.
- ◆ Application of psychodynamic counselling to client need reflecting the development of contemporary psychodynamic approaches

#### **Evidence Requirements**

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

- ◆ evaluate the variety of therapeutic relationship in contemporary psychodynamic counselling
- ◆ evaluate the variety of therapeutic process in contemporary psychodynamic counselling
- ◆ evaluate the application of different approaches within the contemporary psychodynamic approach to client needs

#### **Assessment Guidelines**

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

### **Outcome 3**

Evaluate personal learning in relation to the contemporary psychodynamic 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

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory

### **Evidence Requirements**

Candidates will need to provide 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 psychodynamic approach
- ◆ actively participate in experiential learning of the Unit.

### **Assessment Guidelines**

Evidence could be generated through a personal learning journal and a reflective account. If candidates are maintaining a course journal for other Units, this assessment could be integrated with that journal.

## Administrative Information

<b>Unit code:</b>	F1EH 35
<b>Unit title:</b>	Counselling: Contemporary Psychodynamic Counselling Theory
<b>Superclass category:</b>	PM
<b>Original date of publication:</b>	April 2007
<b>Version:</b>	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, CBT F1EF 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

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## Higher National Unit specification: support notes

### Unit title: Counselling: Contemporary Psychodynamic 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

This Unit should be delivered in conjunction with Counselling: Psychodynamic Counselling Theory F1EP 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 theory underpins and supports practice. The process of therapeutic change within the psychodynamic 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 general therapeutic aim of the psychodynamic approach is to help a person live a more autonomous and insightful life. It is important to go beyond the pioneering theorists to consider contemporary psychodynamic theorists. The focus of psychoanalysis has shifted, for example, from its original drive model to a relational model.

Examples of development of theoretical approaches: *Psychoanalysis* — Sigmund Freud (founder), Anna Freud, Karen Horney, etc. *Analytical Psychology* — Carl Jung (founder), James Hillman, Murray Stein, etc. *Self Psychology* — Heinz Kohut (founder), etc. *Individual Psychology* — Alfred Adler (founder), B. H. Shulman, L. Gold, H. L. Ansbacher, Harold Mosak, R. Dreikurs, Michael Maniaci, etc. *Object Relations* — (British School) Melanie Klein (founder), Donald Winnicott, Ronald Fairbairn, Harry Guntrip, Jock Sutherland, Wilfred Bion, Christopher Bollas, Peter Hobson, Michael Balint, Alice Balint, Edith Balint, Karen Horney, etc. (American School) Otto Kernberg, Margaret Mahler, etc. *Attachment Theory* — John Bowlby (founder), Mary Ainsworth (co-founder), etc.

#### Outcome 2

The psychodynamic counselling relationship can be defined as “in the here-and-now with a focus on the ‘there-and-then’”. The relationship is considered fundamental to bringing about a successful Outcome. Within the psychodynamic approach relationship is defined as ‘unreal’, ‘opposite’ or transferential, in contrast to the ‘alongside’ or ‘real’ relationship in the humanistic approach; the cognitive-behavioural approach also puts emphasis on the ‘real’ relationship, but perhaps in a less defined way than within the humanistic approach. Within the psychodynamic 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.

## Higher National Unit specification: support notes (cont)

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory

### Outcome 2 (continued)

The process of counselling within the psychodynamic approach focuses on understanding/insight with a view of moving towards autonomy and individuation, which involves examining past/present interpersonal dynamics, as well as defence mechanisms. The dynamic of the counselling relationship is also potentially an important part of the process.

### 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

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

## Guidance on the delivery and assessment of this Unit

The following texts may be useful:

### Core texts

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

*An Introduction to Object Relations* (1997) Lavinia Gomez. Free Association Books.

*Psychodynamic Counselling in Action* (1992) Michael Jacobs. Sage.

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



## **Higher National Unit specification: support notes (cont)**

**Unit title:** Counselling: Contemporary Psychodynamic Counselling Theory

### **Recommended texts**

*Developing Psychodynamic Counselling* (1995). Bendan McLoughlin. Sage.

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

*The Independent Mind in British Psychoanalysis*. (1990) Eric Rayner Free Association Books.

*The Presenting Past: The Core of Psychodynamic Counselling and Therapy*. Michael Jacobs (1998) Open University Press.

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

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- ◆ Evaluate personal learning in relation to the contemporary psychodynamic approach

You will be assessed in this Unit by production of assignments (Outcomes 1, 2 and 3), a learning journal and continuous active participation in individual and group activities (Outcome 3).